



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHRI SHANKARLAL SUNDARBAI SHASUN JAIN COLLEGE FOR WOMEN

**NO.3, MADLEY ROAD, T.NAGAR, CHENNAI
600017**

www.shasuncollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Shankarlal Sundarbai Shasun Jain College for Women was started in 2005 under the auspices of Sri S.S. Jain Educational Society. The society was established in 1937 and has been rendering yeomen service to the community at large. The institution was started with a generous contribution from the Smt. Sundarbai Shankarlal Charitable Trust. The renowned Indian Pharma major, Shasun Pharmaceuticals' brothers came forward to fulfill the dream of their parents Late Sri. SHAnkarlal ji and Late Smt. SUNdarbai ji (SHA-SUN) to build an educational edifice for women that would stand tall in the years to come. Affiliated to the University of Madras, the institution became the first women's college established by the Jain community with the twin objective of academic excellence and holistic development of its students to meet the changing needs of the society and industry. In accordance with its motto 'Go Beyond', the institution endeavours to create and sustain a conducive environment for teaching and learning, intellectual advancement through critical thinking and problem solving, research, entrepreneurship, holistic development and an ambience for progression. Centrally located in the heart of the city, the institution is well connected and easily accessible. The institution is private and self-supporting, committed to the cause of education and strives to foster in its students, an intellectual curiosity and an open mind to achieve overall development.

Vision

The vision of the institution is

- To create a centre of excellence on par with world class institutions
- To empower students through education and help them realize their potential

Mission

The mission of the institution is

- To prepare students for the challenges of life and career
- To impart value-based holistic education along with co-curricular, extra-curricular and life- skill programmes
- To facilitate job placements through campus interviews

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 59th rank by NIRF-MHRD and ISO certified.
- 'Vittiya Saksharta Abhiyan' (VIKASA) for spreading awareness about financial literacy.

- ‘Best Accredited Student Branch Award’ by CSI.
- Qualified, committed and experienced faculty.
- Continual improvement of infrastructure and leveraging of technology catalyzed by a pro-active Management with WI-FI enabled campus.
- Rich student support and progression programmes and activities.

- A good number of research publications and participation in conferences and seminars.
- Facilitates meaningful and profitable generation of employment by maintaining an effective Placement Cell.
- An assemblage of Certificate/Diploma, Enhancement, Value based and Skill Development courses.
- Transparency, diversity and inclusiveness in admission process.
- Teacher-student ratio of **1:25**.
- Skill based training comprising both hard and soft skills is given to students.
- ‘Earn while you learn’ is practiced.
- Liberal scholarships to meritorious students and freships for socio-economically backward students.
- Internship programmes are organized.

- Good Library and updated ICT facilities and e-resources.
- Supportive alumni assisting in placements and resource development.
- Being a differently-abled friendly campus, and putting ‘inclusive education’ in practice, Shasun is a contributor in promoting an inclusive and tolerant society.
- Emphasis on conducting environmental awareness and bio-diversity programmes and activities.
- Membership and active participation in professional organizations.
- Partnership with institutions in India.
- Regular community/field engagements.

Institutional Weakness

- Inadequate formal networking with other institutions.
- Less inflow of funds from external agencies.
- Major Research Project is not carried out.
- Students and faculty from other states and other countries are negligible.
- Curriculum development is limited, being affiliated to the University of Madras.

Institutional Opportunity

- National and international collaboration and networking with premier institutions and industry for advanced, applied research & academic interaction through MoUs.
- Climate of internationalization of education.
- Strong research-bend of the College – need for enhancing research activities through sponsored R&D projects.
- Resources of the strong and well placed alumni.
- An advanced centre catering to doctoral and post-graduate education and research.

Institutional Challenge

- Capitalizing on the brand name and goodwill through effective Public Relations to consolidate and expand the network.
- Equip students to become intellectually liberated, self-reliant, socially responsible, and emotionally mature.
- Develop a culture emphasizing the responsibility of students in the learning process.
- Offer meaningful academic programmes by continuous innovations in pedagogy to suit the changing needs.
- Creative and sustained ways of making students proficient in English language.
- Develop a separate Research Centre on the campus with more action oriented projects and academic publication.
- Expand networks and collaborative initiatives with Governmental and Non-Governmental Organizations at the local, national and international levels.
- Provide continuous consultancy, and training services to industries, Governmental and Non-governmental organizations.
- Leverage the strengths and network of the alumni to the fullest potential.
- Acquiring institutional autonomy for better management and conduct of the Institution.
- Reinventing student support and progression programmes and evaluation systems.
- Ensure better placement and work on sustaining and enhancing performance of the individual.
- Create social responsiveness among students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Choice based credit system is being followed since 2008 for all programmes.
- Course file prepared for all courses.
- Variety of teaching techniques followed.
- Use of ICT in course delivery – Flipped classroom, Google classroom, MOOC, MOODLE etc.
- Seminars, Guest lectures, internships and industrial visit being part of curriculum delivery.
- Bridge course, remedial coaching for greater assimilation of course content.
- Establishment of Shasun Samvridhhi to operationalize curriculum.
- Wide variety of Certificate courses to enhance learning and holistic development of students. 3% of staff participation in Academic council and Board of Studies of autonomous colleges.
- Two new Undergraduate courses, one Post-graduate course and one M. Phil. course have been introduced in the last five years.
- EVS, Value Education, soft skills and life skills courses integrated into the curriculum.
- College has developed course content for a Non-Major Elective paper and has applied for copyrights.
- For courses where the affiliating University has not insisted on internship, the institution has gone an extra mile to make internship and projects compulsory to instill confidence among students.
- Formal feedback is received from the stakeholders – students, faculty, parents and employers – both manually and through online.
- Feedback is analyzed and appropriate action is taken.

Teaching-learning and Evaluation

- Admission Process is widely publicized, is transparent and based on merit and Reservation Policy.

- Average enrollment is 93%
- Induction programme and Bridge course are conducted.
- Appropriate strategies adopted for intellectually advanced learners and slow learners.
- High student ratio of 25:1 ensures better teaching and learning.
- Academic calendar sets out the action plan for teaching-learning process.
- Use of ICT in teaching- learning process- Flipped classroom, Google classroom, MOOC, MOODLE, use of NPTEL, SWAYAM portals.
- Mentor- Mentee ratio is 1:20. Academic guidance, personal and psychosocial guidance offered by mentor. Counseling cell of college, Shasun Sukhada also helps in the mental well being of students. Motivational talks are also organised.
- There are 39 staff holding Ph.D. degree and 46 staff are pursuing their doctoral degree. There are about 100 NET/SET qualified teachers.
- Students are assessed by way of Continuous Internal Assessment. Internal assessment scores are accessed through ERP of the institution.
- Programme outcome, Programme-specific outcome and course outcome is displayed programme wise in the college website.
- Attainment of Programme outcome, Programme-specific outcome and course outcome is measured by evaluation of students. Different evaluation methodologies such as performance in quiz, seminars, internal assessment tests, group discussion, assignments measure the same.
- On an average, 90% of the students pass through their examinations.

Research, Innovations and Extension

- Shasun Knowledge Centre (SKC) organised research forums, workshops, national and international seminars, FDPs, Orientation. It releases a bi-annual journal, 'Knowledge Economy' with ISSN 2231 2854.
- Shasun Empowerment Entrepreneurial Development (SEED) offers entrepreneurial education, conducts skill development programmes, organises workshop sessions to the budding entrepreneurs of the college and showcases their skills through Shasun Bazaar, Vend-in etc.
- Institution has applied for copyrights for its mobile app and course content.
- Code of ethics, plagiarism software and Research committee are the initiatives taken to ensure quality of research of staff and students.
- Consultancy for the establishment of a Liberal Education College in Pondicherry and website development completed. Data Analytics for Life Cell International and Olympia Group is being carried out by Shasun Data Analytics (SDA).
- Shasun Women Empowerment (SHE) Cell ensures gender sensitization among students.
- Several clubs ensure holistic development of the students.
- Village adoption, NSS camp, eye camp, dental camp, orphanage and old age home visit, rallies, street plays for awareness, Swachh Bharat campaigns, AIDS, Rubella Vaccination camps are some of the activities organised by the clubs.
- Linkages have been established in the form of MOUs through Shasun Alliance with Industry (SAI) for training, internship, field trip and consultancy.

Infrastructure and Learning Resources

- Large, well lit and furnished classrooms with LCD projectors are available.

- Seminar hall and two conference halls ensure smooth conduct of activities.
- Computer labs with licensed software and advanced systems, visual communication lab with media centre, video editing and sound recording and central computing facility are available in campus.
- Digital notice boards disseminate crucial information to students.
- More than 395 systems are available for use and the student-computer ratio is 10:1
- Indoor multi court and outdoor sports arenas complete with sports equipment is available.
- Entire campus is under CCTV surveillance.
- Lift, wheel chair and ramp facilities are available for differently abled students.
- Adequate space is available to conduct sports, cultural, academic and extension activities.
- Library is fully digitized with E-varsity software and RFID system. It has a collection of 14,000 books, 39 journals, 18 magazines and 6 newspapers.
- The institution is a member of British council and E-resources are available through membership in PROQUEST, INFLIBNET and N-list.
- Shasun Granth is the library expo organised by the institution to promote reading among its students. National publishers participate.
- The entire campus is wifi enabled with 4 MBPS bandwidth.
- Electricity connection with a capacity of 250KV provides uninterrupted power supply. Generator and UPS are available.

Student Support and Progression

- Scholarship from Government for SC/ST students, management scholarship, alumni scholarship and sports concession benefit the students financially.
- Coaching is given to aspiring students for competitive exams under SWEEP. NET/SET coaching is offered to PG students under Shasun Knowledge Centre (SKC).
- Placement cell in association with reputed institutions offer career counseling and placement training and ensures maximum placement.
- Apollo Shine, a comprehensive healthcare programme has been undertaken in association with Apollo Hospitals.
- Counseling cell, 'Shasun Sukhada' promotes mental health and psychological well being among students.
- SEED organises Shasun Bazaar, Kick Start your Venture, Skill based courses, Vend-in, motivation and orientation programmes to bring out the entrepreneurial skills of the students.
- Shaun Sankalp offers value added courses such as Tally, Web publication, Android, Financial management, Human Resource Management etc.
- Shasun Sakthi Cell conducts aesthetic courses such as classical dance and music, drawing and painting etc.
- 'PIXEL Makers' is a campus company to demonstrate the expertise of students under 'Earn While You Learn' scheme.
- Other welfare measures provided to the students include top class canteen, Parking facility, RO water, clean restrooms, CCTV surveillance, Scribe for visually challenged students, Healthy breakfast for sports students.
- Grievance Redressal Cell, Anti-ragging committee ensures a strife free atmosphere in the college.

Governance, Leadership and Management

- Vision 2025 lays down the strategic action plan.
- The organizational structure has clear lines of hierarchy demarcating levels of authority and responsibility.
- Shasun E-varsity embraces e-governance through ERP.
- The institution is governed by the Governing Council which meets at regular intervals for taking policy decisions.
- The welfare schemes are available for the teaching and non-teaching staff
- Performance appraisals are fair and transparent. Performance appraisal meeting is conducted once in a year and suitable action is taken.
- Financial audits are conducted regularly and financial management is carried out under the guidance of the Governing council.
- IQAC of the college plans and implements all quality related activities of the institution. A plan of action is devised at the beginning of the academic year and activities are undertaken to achieve the same. The IQAC reviews the processes relating to all aspects of the institution in a timely manner and takes suitable action.
- The IQAC meets regularly, conducts academic and administrative audit and ensures timely submission of records to NAAC.
- Formation of Shasun Sumvridhi, SHE Cell, SWEEP, organising national and international seminars, preparing newsletters, improving teaching – learning process, e-governance, PG and research department are some of the post accreditation measures of IQAC.

Institutional Values and Best Practices

- She Cell of the institution ensures that gender equity programmes are organised at regular intervals. Gender sensitization, safety and counseling are provided.
- Regular lighting is replaced by energy saving LED bulbs.
- Institution adopts Rain Water Harvesting in all its structures.
- A mobile app, Shasun Swetch has been developed by the students to manage e-waste.
- ERP ensures paperless office and the campus is rendered plastic free through the efforts of the Environment Club.
- To boost the self esteem and confidence of students with learning disabilities, a resource centre for differently abled was established. Physical facilities such as lift, ramps and rest rooms are provided.
- The institution contributes to the enrichment of the local community through its extension activities. It also organises awareness programmes on burning issues such as demonetization, GST implementation etc.
- The institution promotes universal values through its add-on courses and extension activities.
- The institution engages in several best practices namely internal audit, SWEEP, Sumvridhi, COLL POLL, Archery training, value added courses, providing art work of students and samplings as memento to guests, environmental consciousness through seedball preparation, vertical garden etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHANKARLAL SUNDARBAI SHASUN JAIN COLLEGE FOR WOMEN
Address	No.3, Madley Road, T.Nagar, Chennai
City	Chennai
State	Tamil Nadu
Pin	600017
Website	www.shasuncollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B. Poorna	044-24328506	9841586236	044-24350863	iqac@shasuncollege.edu.in
IQAC / CIQA coordinator	S Rukmani	044-24328507	9444463920	044-24328508	rukmani@shasuncollege.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular Day Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-2005

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Tamil Nadu	University of Madras	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

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?	Yes
If yes, name of the agency	National Institutional Ranking Framework
Date of recognition	03-04-2017

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No.3, Madley Road, T.Nagar, Chennai	Urban	2.1	12898

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	XII	English	44	44
UG	BCom,Commerce	36	XII	English	70	53
UG	BCom,Commerce	36	XII	English	70	57
UG	BCom,Commerce	36	XII	English	77	76
UG	BCom,Commerce	36	XII	English	231	231
UG	BCom,Commerce	36	XII	English	231	230
UG	BCom,Commerce	36	XII	English	154	154
UG	BSc,Science	36	XII	English	55	55
UG	BSc,Science	36	XII	English	77	74
UG	BSc,Science	36	XII	English	110	97
UG	BSc,Science	36	XII	English	55	43
UG	BBA,Management	36	XII	English	77	75
UG	BCA,Computer Applications	36	XII	English	155	137

PG	MCom,Commerce	24	UG DEGREE	English	40	33
PG	MSc,Science	24	UG DEGREE	English	25	17
PG	MA (Journalism),Journalism	24	UG DEGREE	English	28	8
PG Diploma recognised by statutory authority including university	PG Diploma, Religious Studies	12	UG DEGREE	English	20	10
Pre Doctoral (M.Phil)	MPhil,Commerce	12	PG DEGREE	English	8	8

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				156			
Recruited	0	1	0	1	0	1	0	1	0	156	0	156
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
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				21
Recruited	8	13	0	21
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				7
Recruited	2	5	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	1	0	1	35	0	38
M.Phil.	0	0	0	0	0	0	0	95	0	95
PG	0	0	0	0	0	0	1	17	0	18

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		8	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	10	0	0	0	10
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	8	0	0	0	8
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	3810	2	1	2	3815
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	94	0	0	0	94
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	2888	0	0	0	2888
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	172	131	136	117
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	1	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	752	789	821	871
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	270	306	322	303
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1195	1226	1280	1291

3. Extended Profile

3.1 Program

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

Response: 469

Number of self-financed Programs offered by college

Response: 18

Number of new programmes introduced in the college during the last five years

Response: 5

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3784	3727	3572	3392	3218

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

2016-17	2015-16	2014-15	2013-14	2012-13
1003	942	935	908	874

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

2016-17	2015-16	2014-15	2013-14	2012-13
1232	1124	1152	1017	956

Total number of outgoing / final year students

Response: 5481

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
159	158	135	134	120

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

2016-17	2015-16	2014-15	2013-14	2012-13
155	155	132	132	113

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

2016-17	2015-16	2014-15	2013-14	2012-13
159	158	135	134	120

Total experience of full-time teachers**Response: 1241****Number of teachers recognized as guides during the last five years****Response: 8****Number of full time teachers worked in the institution during the last 5 years****Response: 79****3.4 Institution****Total number of classrooms and seminar halls****Response: 54****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
501.44704	427.55076	604.63129	475.61860	317.08780

Number of computers

Response: 422

Unit cost of education including the salary component(INR in Lakhs)

Response: 0.25046

Unit cost of education excluding the salary component(INR in Lakhs)

Response: 0.05369

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Being an affiliated college, the institution follows the curriculum designed by the University of Madras. The institution has systematic procedures with a planned academic calendar to ensure effective course delivery. Based on the University prescribed calendar and the Institutional academic calendar, time table is prepared, taking into account, the number of instructional hours and practical classes required for curriculum delivery in a given semester. A lesson plan/course file containing the prescribed syllabus, a record of class work and assessment is prepared subject wise to ensure effective course delivery. The variety of teaching techniques is also incorporated in the class work record. Course objective and course outcome is also specified.

The institution makes intensive use of ICT in course delivery. The entire campus is Wi-Fi enabled and all the classes have LCD projectors to enable content delivery through presentations, videos and online materials. Blending of traditional teaching/learning methods with advanced and latest technology such as Flipped classroom, Google classroom, MOOC, Moodle etc. capture the interests of the learners in a better way and promote interactions in the classroom. Online submission of assignments, role play, case studies and self learning are also encouraged.

A strong student-teacher ratio ensures effective course delivery. It ensures that the teacher gives enough attention to the learner in class.

Seminars are conducted on topics relevant to the syllabi with forethought to enhance knowledge, make presentation skills effective and instill a collaborative spirit to share and learn. Assignments are given for each subject taking into consideration both theory and tutorial classes. Guest lectures are arranged periodically and the topics covered are pertinent to the syllabus. It provides added credibility to the given content and gives an exposure to the corporate world with industry veterans. Apart from the above, the institution also associates itself with professional bodies to deliver lectures regularly and offer courses to make students industry ready. Students also undertake internships, both as part of curriculum and beyond, to understand the nuances of their chosen industry. Industrial visits are arranged for the students to gain practical exposure of their curriculum.

Bridge course is offered to the first year students to make them ready to assimilate their course content. Extra classes are organised for an in-depth discussion of the topics and for further clarifications. Revision classes before examinations help the students to recapitulate the vital concepts. Special classes emphasizing numerical problems are also conducted. Remedial coaching and slow learners coaching gives attention to students who require additional coaching.

In order to operationalize its curriculum, the institution has established Shasun Sumvridhi with six components. The cell was formed to collaborate with the industry to promote research, consultancy and

enhance employability through Shasun Alliance with Industry (SAI), Shasun Education Enhancement Programme (SEEP), Shasun Data Analytics (SDA), Shasun Knowledge Centre (SKC), Shasun Knowledge Advocacy Lead Programme (SANKALP) and Shasun Shakthi Cell (SSC). Several linkages have been created and MOUs have been signed with various professional bodies, corporate houses, auditing firms, banks etc.

University ranks, graduate outcomes and 100% placement during campus interviews are an indicator of the effectiveness of course delivery.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 47

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
15	22	8	1	1

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 5.82

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
04	1	02	0	01

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 7.46	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 35	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 94.44	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 17	
File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years				
Response: 89.91				
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years				
2016-17	2015-16	2014-15	2013-14	2012-13
3218	3392	3572	3099	2643

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

File Description	Document
<p>1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</p> <p>Response:</p> <p>To make students environment conscious, a environment based theme is intimated to students and based on the theme, various activities such as Best Classroom Award have been introduced. Based on the cleanliness and other displays in the classroom, every month a best classroom is selected. This creates a habit of keeping the environment clean. The College strongly believes in shaping the society as a highly moralistic one and this is possible only when the students at the young age are taught ethics, human values and its importance. The College offers life skills to the final year students to make them holistic, the very best person they can be. Certificates are also issued to the successful students.</p>	View Document
Any Additional Information	View Document

<p>1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>Response: 116</p>	
<p>1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Response: 116</p>	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

<p>1.3.3 Percentage of students undertaking field projects / internships</p> <p>Response: 38.77</p>	
1.3.3.1 Number of students undertaking field projects or internships	

Response: 1467	
File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.18

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	10	3	5	3

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 93.39

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1304	1306	1279	1202	1178

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1460	1365	1355	1315	1225

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 87.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
843	819	808	831	759

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

During the admission process, counselling is provided to prospective students. Scope of the course is continuously displayed in the digital display devices where the students and the parents gain the idea of making choice to select the courses.

Their queries and doubts are well responded. They are also informed about the various courses and opportunities available in the College. Before the programme begins, an induction programme is organised for the students and parents to familiarise with the course as well as the facilities available for them.

Introductory classes, particularly bridge course, provide an important space to measure the varying levels of student competency. Students who need extra help and time are identified and helped by conducting Slow Learners Coaching Classes and Remedial Coaching Classes at regular intervals. Special Spoken English Classes are conducted by faculty members for Tamil medium students to enhance their vocabulary, fluency and to improve their communication skills.

SAIL - Shasun Aplombs Integrated Learning is a club which facilitates communication skill and reading habit among the students. The Club also plays awareness films and then reviews are discussed in different dimensions. Theme based mimes and storytelling sessions are conducted to appreciate the essence of language.

Merit scholarship is in practice for the students who secure 95% and above and these students fall under the category of advanced learners. Scholarship is continued based on their continuous performance in their semester exams.

Academically bright students are encouraged to excel and secure university ranks by making presentations on challenging topics for discussion. They are also motivated to present research papers at National and International level seminars. Students present papers and participate in intercollegiate seminars / conferences. Such students are enthused to take part in internship and fieldwork. Advanced learners are persuaded to attend guest lectures, conferences, and workshops, to participate in group discussions and

brainstorming sessions to share their learning. They are also encouraged to attend enrichment programmes, group discussions, debates on current topics, competitive exam coaching classes(UPSC/TNPSC/Bank Exams) to groom the students to discover their strengths beyond the curriculum.

PG & Research students are encouraged to explore and develop mobile applications contributing to digital transformation & technology. Identified advanced learners are motivated to pursue Value added courses, Cutting Edge Programme (Holistic Learning Module), Professional courses and IGNOU courses offered by the study centre located in the college campus. Merit students/Advanced learners are identified by the mentors and motivated to obtain university ranks. University First 10 Ranks holders were honoured by the Management with Gold coin every year during College Day.

2.2.2 Student - Full time teacher ratio

Response: 24.41

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.37

2.2.3.1 Number of differently abled students on rolls

Response: 14

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Learning is a process to grow, be aware and keep on evolving and discovering new aspects. The teaching learning process practiced at Shasun has been instrumental in bringing the desired changes among students and is proving to be the heart of the institution. The College practices a student-centric academic environment in the campus. Shasun has adopted certain strategies for fostering student-centric learning and providing adequate support structures and systems for teachers to develop interactive, collaborative and independent learning among the student community.

The methodologies and strategies incorporated and implemented by the teachers are:

- A student-friendly synopsis is prepared for each module and the content of the module is delivered in an interactive manner.
- Case study method allows the students to analyze and interpret the given cases. It also stimulates thinking skills.
- Research-oriented assignments encourage self-study and followed by panel discussions and presentations.
- Fieldwork/Industrial visits experiences are shared in the class where individual understandings are collectivized and contemplated upon.
- To enhance knowledge and self confidence, the students are encouraged to read wider, prepare their own Power Point Presentations and invest personal effort for learning the material.
- Students are asked to find and carry out creative assignments and seminars which give them autonomy and involvement in the entire process. Think Pair Share technique enables the students to work together to solve the assigned tasks.
- Department wise Student seminars become occasions for the students to do personal learning and sharing in the class thereby ignite discussions and feedbacks. Current issues are brought into the classroom for discussion and interaction wherein the students are encouraged to build up their own perspectives and positions on issues and concerns.
- Discussions, debates, expos and quiz competitions are conducted to make the learning student-centric. Students are sent out to participate in various programmes, inter-collegiate competitions.
- The student-friendly technology (ICT) is increasingly infused as a Multi-media Feedback System (MFS), used as a student-friendly strategy to provide Audio-Video feedback during seminar presentations/ lectures.
- Wi-Fi enabled campus / ERP / LMS allows the students to access learning resources on the Internet anytime.
- ICT enabled seminars, classes and sessions make the learning interactive as it demands active participation from the students.
- Flipped / Google classroom facility for self-learning.
- Videos, documentaries and films that are relevant to the topics under discussion are screened and reflected upon. They are asked to write reviews and share their perspectives on the same.
- Students are given training to help them develop their confidence and capacities in self-study through library orientation, soft skills development, life skills training, and awareness programmes for utilizing institutional facilities and explore their potentials.

Some important institutional initiatives to make learning student-centric are:

- Cooperative Learning, which is a student-centric methodology where peer teaching and learning

approach is advocated, encouraged and practiced.

- Discussion of topics in small groups, followed by common presentations and discussions are part of this learning process.
- Buddy System within the classroom where a weak student is teamed up with a fast learner so that peer mentoring takes place effectively.
- Group e-mail ID for a batch helps in sharing resources and generating discussions and thus making the learning collaborative and cooperative.

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

Response: 98.06

2.3.2.1 Number of teachers using ICT

Response: 152

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 24.57

2.3.3.1 Number of mentors

Response: 154

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

- Preference matrix and subject matrix are prepared and the discussions are minuted. Based on this, subject allocation of papers is done among teachers by the HOD, in consultation with all the faculty members.
- Each faculty prepares the teaching planner(course file), a **log book** for each subject which consists of student name, register number, continuous assessment basis, monitoring and measurement, syllabus, lesson plan, and teaching mechanism.
- The learning management system is used for effective planning and implementation of the teaching process.
- Praxis oriented learning (practical application of learning) which involves reflection and action.
- Field and industrial visits and internship in all the departments enhance the students' creativity and scientific temper.
- Students of B.Sc. Computer Science have developed a module and application for segregating E waste and it is being used by the college, public and an agency.
- Conducting open house discussions, debates on topics such as Demonetization and Budget – an analysis through SANKALP – (Shasun Knowledge Advocacy Lead Programme) encourages the students to inculcate knowledge enhancement.
- Visiting institutions such as orphanages, mental health centers, and associations for the blind encourages the students to reflect on the social realities and contribute to make a difference in their lives.
- The College appreciates creative talents of the students through various programmes which inculcate entrepreneurship and innovation. This helps them to think out of the box, which is reflected in their participation in various activities listed below:
 - Alumni network and series of talks to mentor the students.
 - Student creativity finds its manifestation in the form of artistic works, display corners, wall magazine ideation.
 - Students design the certificates and invitations for the participants in seminars and the winners of competitions held at the College.
 - Organizing the functions along with complete event management skills.
 - Student participation in Learning Centers (Exhibitions) and quiz.
 - The students are assigned to organize academic programmes such as seminars and workshops and preparing reports on their proceedings.
 - Promoting activities of the college students' council and appreciating their new initiatives.
 - Encouraging innovations in conducting NSS activities by integrating surveys and action projects to benefit the community through village adoption scheme.
 - Involving students in community work and encouraging them to contribute towards needy people by conducting medical health checkup camps and blood donation camps and street play / mimes / awareness programmes.
- Other ways in which students get opportunity to showcase their creativity and talents are:
 - The Department of Visual Communication organises Film Festival for 3 days where critiques motivate students to think differently. Interacting with social activists and eminent scholars on the campus gives opportunity to students to get inspired and acquire fresh perspective.
 - As a special feature, the Department of VISCOM releases a 'News Bulletin' every month comprising the activities of the Institution.

- Shasun Sanskriti is an event which gives exposure on students' display of drawings, digital paintings, photography on World Photography Day.
- Producing short film documentaries/ college Anthem/ Inviting Bytes & Interviews
- Street plays and mime in response to contemporary issues performed both inside and outside the college and during students' meet.
- Screening documentaries and video presentations on the various events organized at the College by students.
- Innovative entrepreneurship initiatives (putting up stalls, Campus company, etc.).
- Students performing as Master of Ceremonies for programme in media, the University and academic partner Institutions.
- Research methodology seminars, workshops and panel discussions, competitions are conducted in collaboration with MMA, CII, ICTACT.

2.4 Teacher Profile and Quality

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

Response: 97.21

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

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

Response: 10.54

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

2016-17	2015-16	2014-15	2013-14	2012-13
34	22	9	7	5

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.01

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 3.04

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	5	4	4	2

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The Institution is affiliated to the University of Madras and implements the policies laid down by the University. It follows the Academic calendar prepared by the university. The college has limited freedom in planning organizing its academic activities. The curriculum is completed within the stipulated time line.

Setting of question papers, valuation of answer books and publication of results are carried out by the University. The University is the sole authority for the implementation of reforms in examination and evaluation. However, faculty members who are part of the academic bodies of the University actively campaign for reforms in evaluation.

Evaluation Reforms:

Exclusive infrastructure with Wi-Fi facilitated and operated in the Exam Cell as a team. Exam cell Manual is prepared and maintained for the conduct of complete exam cell operations. IQAC Academic audit, ISO systems and procedures and External audit monitors once in Six months for continuous assessment system. Internal exams and model exam are centralized for both shifts. Exam schedules are prepared as per the college calendar and circulated through exam cell mail id to all the Departments. Hard copy is circulated to students through notice boards. Online exam for M.Com., B.Sc., BCA were conducted. Common question papers are decided across the departments. One set of question papers for all the subjects are sent to examination@shasuncollege.edu.in. Confidentiality is maintained in the selection and release of question papers. Second set of question paper is released in case of re-test for students. Evaluation Answer key submitted by staff is filed in exam cell for transparency in case of any grievances raised by students. Central valuation is carried out for non-major elective subjects as per the requirements of the affiliated university.

Students and other institutional members are given general instructions regarding the evaluation methods. The periodic instructions issued by the University are promptly communicated to the students. Such instructions are read in the classrooms and the copy of the same is displayed on the Students' Prospectus, notice board and college website. The teachers are entrusted with the duty of making students aware about the mentioned methods.

Introduction of centralised internals and model tests, online test, Google classroom assignment submissions are some of the practices initiated by the College. In the model tests, major evaluation reforms were introduced in the College which helped to motivate the students who fail miserably in the model test. ERP and student History Card indicates student profile comprising of personal information, academic performance, internal assessment marks, extra and co-curricular performance of each student. During PTA meet, copy of answer scripts will be shown along with History card details and the teacher concerned gives her suggestions to work on the lacking areas. The student who secured low marks has to appear for retest to rectify the mistakes and improve her performance in the internal/ semester exams.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The College Exam Cell ensures the complete transparency in internal assessment test. Systems are in place and documentations are properly adhered as per ISO Process. The internal assessment marks are uploaded in ERP where the students can view the internal marks awarded subject wise by the Departments. The conduct of University theory and practical norms are implemented as per the guidelines of the Madras University. The College has a semester pattern.

Performance and progress of students are closely monitored by each faculty member. Internal marks are revealed through ERP access to parents and students. PTA Meet is conducted at the end of every semester (before commencement of University Examination) where the parents meet the faculty to discuss the performance of the student in the Internal Examination.

Transparency

- A Team of faculties are nominated as in-charge for the conduct of examination. The faculty in-charge prepares the detail schedule for the conduct of examination as per the number and the duration of the exam decided upon.
- The college follows the semester system in which Continuous Assessments (CA) and End Semester Examinations are adopted for the academic evaluation of students. The CA includes marks for seminar presentation, assignment, attendance and test papers.
- Evaluation of assignments and seminars is carried out based on a criterion set by the affiliated University.
- The answer papers of tests and assignments are handed over to students after the evaluation to maintain transparency.
- Taking into account the number of working days available for each semester, the Principal in consultation with HODs, plan and prepare the schedule chart for unit tests / model examination including practical at the time of preparation of time table.
- For all the three year students, 2 unit tests and a model exam are conducted and the portion for unit tests is decided by respective HODs according to Lesson Plan.
- The tentative schedule is printed in the college calendar. The copy of the calendar is distributed to all students and staff.
- 15 days in advance the concerned teaching staff prepares 2 sets of question paper and hands over (along with the indent for the required number of copies) to examination cell (through HOD) and after taking photocopies the question papers are kept under the custody of Examination Cell.
- Common subject question papers are collected / reviewed / printed by the exam cell. Selection and release of question papers are kept confidential.
- The answer key for the question papers are prepared by the question paper setter. The hard copy for the same is submitted to the Examination Cell.
- A copy of the detailed schedule is displayed on the digital notice board for the information to the students. A copy of the micro schedule is circulated to the invigilator and their signature is obtained in original copy.
- The invigilators ensure that no malpractice takes place in the examination hall. The invigilators mark
- The solution scripts are circulated to the students through group mail by the respective class in-charges.

- The respective teaching faculty evaluates the test notebooks for the unit tests / model examinations. The marks obtained are recorded by the respective teaching staff in the mark register maintained for the subject.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

If students have any doubt with the evaluation process, it is cleared by showing their performance in the answer sheet for Internal Assessment. At the University level, grievance of a student is communicated to the University for Revaluation by charging fees. The Head of the Department and the concerned subject in-charge redresses the grievances regarding evaluation and the internal assessment marks of the students. Efforts are made to audit critical processes in the entire examination system by appropriate/ designated team of academicians drawn from the senior faculty of the College and from ISO External auditors.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The College follows the timeframe provided by the University for commencement of the courses and provides student-centric learning.

Towards the end of an academic year, the Principal and the Examination Committee draws up the academic calendar for the next year which has details of the Vision, the Mission, quality policy of the college, university, academics, college rules and regulations, instruction to students, working days as per university norms, and examination schedules as well as extra and co-curricular activities to ensure quality in teaching. College calendar is being issued to all the enrolled students of the Institution. Adherence to Academic Calendar is ensured by the IQAC and in ISO Audit.

The provisional dates for internal exam and model exams are declared in advance in the college calendar, so that the students can be better prepared for the evaluation process.

Exam schedules are circulated through email id both in soft copy and hard copy to the students and departments. Seating arrangements are displayed on the digital notice boards for smooth conduct of examination.

2.6 Student Performance and Learning Outcomes

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

Response:

Programme outcome, programme specific outcome and course outcome for all programs are stated and displayed in the website of the institution.

Programme outcome, programme specific outcome and course outcome is communicated to the students through the institutional website, induction programme, bridge course and also through Display Device during Admission. The outcomes are continually referred in lectures, tutorials and labs. These outcomes are also communicated to the teachers through faculty development programmes, orientation programmes and log book preparation.

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

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

Response:

Program outcomes, program specific outcomes and course outcomes are evaluated by the institution through mapping. Excellent results in the University Exams, Obtaining ranks in the University, Placement in reputed companies, Exposure through internship, Offering value education, value added courses, Life skill courses and performing and non-performing courses for holistic development, clubs and forums, imparting employability skills ensure that the prescribed outcomes are attained.

2.6.3 Average pass percentage of Students

Response: 93.23

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

Response: 1088

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

Response: 1167

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.8

File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 5.16

3.1.2.1 Number of teachers recognised as research guides

Response: 8

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

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

Response: 0

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

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

- Shasun Empowerment and Entrepreneurial Development (SEED) aims at nurturing the spirit of entrepreneurship among students by providing a platform for challenging minds to think differently and experience entrepreneurship through hands-on learning. SEED serves as a catalyst for entrepreneurship information dissemination, space for innovation and idea generation, a medium to assess opportunities for ideas and a mentoring platform. SEED promotes an entrepreneurial ecosystem on the campus, organizes lectures, panel discussions, workshops featuring entrepreneurs, professionals, government and non-government officials, organizes competitions to unleash the entrepreneurial potential in students, leverages good student projects as one day business.
- Every year SEED conducts Entrepreneurship Awareness Programme and a three-day workshop 'Kick Start Your Venture' for first year students. Skill based certificate courses for students are conducted every Sunday in the college premises in alliance with a reputed training institute. The Cell creates an entrepreneurial ecosystem by allowing students to set up temporary stalls.
- SEED conducts a one-day mega event Shasun Bazaar yearly, wherein students are allowed to put up stalls in the college premises. The revenue generated through this bazaar helps self sustain SEED.
- Student members of SEED participate in various interactive and motivational sessions on Entrepreneurship Development Awareness organized by organization such as HCC, ICTACT, National Entrepreneurship Network (NEN), US Consulate, and IIT Madras.
- Faculty of the College also participate in various entrepreneur educators programme and orientation programmes organized by organizations, namely, HCC, National Entrepreneurship Network (NEN), Mentoring Skills & Finishing School, and Entrepreneurship Development Institute.
- SEED conducts My Story Session each year as part of their club activities. The resource persons for the sessions are entrepreneurs from specific fields who share their real life experiences with the students. The objective is to enhance their knowledge and motivating them to be future entrepreneurs.
- Shasun VEND-IN aim is to develop and support new and future entrepreneurs thereby striving towards building the capacity of entrepreneur, assessing demand opportunity, developing a marketable product, building the right team, raising money and creating value for customer and ventures.
- Shasun promotes research through Shasun Knowledge Centre (SKC) which was established in 2009 with an aim to promote research culture in the Institution. "Knowledge Economy", a biannual journal is brought out with RNI and ISSN since March 2011. All papers published in "Knowledge Economy" are peer reviewed and plagiarism-checked to ensure the quality of the journal. FDPs, conferences, workshops and seminars are organized every year through SKC. The centre organises FDPs for the faculty members and orientation programmes for the newly recruited staff members. Conduct of NET coaching classes for the staff to become approved staff members is also overseen by the Centre. In addition, SKC is also involved in maintaining the financial details of various activities of the centre and in providing Research ambience for the faculty and the students by means of library and internet facility and software required for research.

File Description	Document
Any additional information	View Document

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

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

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

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

Response: 0.25

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response: 0.17**

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	4	6	2	3

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

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years**Response: 2.16**

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

2016-17	2015-16	2014-15	2013-14	2012-13
60	52	56	38	91

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

3.4 Extension Activities

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

Response:

The Institution partakes in creating social awareness through rallies, visits to orphanages and old age homes and collaborating with NGOs and government organizations for community service. The impact of activities is listed below:

The students of Psychology learnt social entrepreneurship through social connect programme conducted in association with centre for social initiative and management. The students adapt to change.

The students become socially conscious through various programmes like temple cleaning, smokeless bhogi, and drug abuse awareness etc.

Responsibilities were bestowed on students to educate the society on Rubella, Cancer and Kidney awareness. As an impact many of our students volunteered for Rubella Vaccination Campaign.

Students were sensitized by organising awareness programmes on demonetization and cashless transactions, campaigns on National Digital Literacy Mission, awareness programmes on usage of banking apps, campaign on cashless economy and demonetization for parents, slogan competition, workshop on Real Transfer of Money, Seminar on Finance Bill 2017, Banking frauds and cyber crimes and launch of Vittiya Saksharta Abhiyan (VISAKA) by MHRD, Government of India.

As an impact of awareness on cashless economy and demonetization, most of the students opted for payment through pay tm, cash swiping machine during shasun bazaar 2017. The visitors also opted for the same as an awareness program was organized for the parents too. Shasun Bazaar is the annual programme where the entrepreneurial skills are exhibited.

Students realized the self worth through a presentation on “Women- a manifestation of God”.

Students volunteer themselves for many social activities like being a scribe for blind students, writing exams for deaf and dumb students and blood donation camp etc as an impact of NSS orientation programme.

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	0	0	0

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

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

Response: 145

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

2016-17	2015-16	2014-15	2013-14	2012-13
47	40	22	22	14

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

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

Response: 45.33

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

2016-17	2015-16	2014-15	2013-14	2012-13
1208	2999	541	3270	88

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

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

Response: 41

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

2016-17	2015-16	2014-15	2013-14	2012-13
20	7	4	5	5

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

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 37

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

2016-17	2015-16	2014-15	2013-14	2012-13
19	6	4	5	3

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Classrooms

The college campus has sufficient space for teaching and learning practices. The College provides sufficient classrooms for all departments. The classes are optimally utilized by both shifts. There are 7 classrooms in Building 1, 29 classrooms in Building 2 and 13 classrooms in Building 3. Every classroom is equipped with LCD projector, speakers, adequate furniture, Wi-Fi facility to use laptop, Modern boards, Bulletin notice boards, public address system and CCTV camera for surveillance. The College also provides Godrej Steel Bureau for student's record maintenance and Lockers for Laptop.

Laboratories

The College has 422 computers in total with the latest configuration. There are 11 Laboratories in the college such as Central computing Facility lab in building 1, 2 computer labs, 1 Digital lab and 1 Psychology lab in Building 2, 1 PG lab in Building 3, which is used for practical classes. The Computer Labs also facilitates preparation of audio visual aids for teaching and effective reporting system, Seminar presentations, E- content and reports. Video editing room, sound recording & editing room and Computer graphics lab are also available in building 3 which is utilized by the students in producing documentary films and for developing photographs taken in all College events. Language lab is also available for students to enhance their communication skill. The college also has Commerce lab, which is used to enhance the practical knowledge of students on all the subject areas. Modern LCD Screen and digital notice boards have been installed in open exhibit hall and on all floors in order to communicate information relating to events, news and other important information for the students. ICT enabled classrooms like Google and Flipped classrooms have been introduced to enrich the teaching and learning process.

Library

The College is well equipped with a good collection of books and journals to help and enhance the knowledge of the staff members and students. From classics to scientific, various books are kept to spark and broaden their interests. The library is well stocked with print 13,135 books, 40 Journals, 19 Magazines, 9 Newspapers, 2650 back volumes and the non-print stock contains 182 video CDs .It follows an open access system and also facilitates research activities. The Library also has free high speed internet (200 Mbps) and Wi-Fi (150 mbps) facility, which is useful for E-resources and to prepare E-content to all staff and students. Free internet connection is also available in the library for doing online courses which is useful for students to improve their skills. During the substitution hour, the class is given a topic and is asked to pen down their thoughts on paper, which in turn is useful to improve their writing skills. Students are asked to read newspapers in the library and present their views on the articles or news they read.

Seminar /Conference Hall

The College has 1 seminar hall in Building 2, 2 Multipurpose Conference halls in Building 1 with state of art facilities and WI-FI facility. Equipped with the latest technology and giving a pleasant ambience, the Seminar hall is the perfect venue for special occasions to many Conferences, Seminars at National and International level, FDP'S ,Workshops and staff seminar. It's also used for conducting staff meetings, Management meetings, Movie Screening, Placement Interviews, Guest Lectures and department competitions.

File Description	Document
Any additional information	View Document

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

The College has the necessary infrastructure to promote sports and games. Keeping in mind the importance of physical and mental fitness of students, the college maintains a playground for indoor and outdoor games and the students are encouraged to utilize them optimally. Playground area of 10,000 Sq.Ft is available for outdoor games such as basket ball, volley ball, ball badminton, kho-kho, handball and football. Students are given training in all sports and games to take part in intracollegiate, intercollegiate and the state level competitions. Apart from Physical Directress who gives regular coaching to girls, expert trainers render their services for tennis, badminton, kho-kho, football and cricket. Infrastructure inside college includes a multipurpose court in Building 3 which is being used to play and practice volley ball, ball badminton and basketball. Multigym is also available in Building 3. The college has provided a room for yoga sessions (740 sq.ft) in building 1 for both staff and students. Free sports uniform is provided to all the sports students in recognition of their outstanding performance in their respective sports. TA and DA are also provided for the students who participate at State and National level.

The College has initiated Archery training for students with the aim of bagging a medal in Tokyo Olympics. The mission Archery-2020 is a big initiative made by the Management. To achieve this, the students are given professional training, transport facilities for participating in competitions and training sessions, accommodation, healthy and nutritious food, manager for administration among other facilities.

Cultural Activities:

The College has an Open air auditorium (10,000 sq.foot) and stage on campus to conduct various cultural events .It provides the students with ample opportunities to bring out their innate talents in Music, Dance and other Cultural activities. They are conducted with the main aim of promoting cultural interest among students. Every year, the college organizes intercollegiate culturals ‘Shreyas’ and intracollegiate culturals ‘Talent Hunt’ for Freshers. The students exhibit their artistic talents and festive fervor during various celebrations such as Navarathri, Onam and Pongal,etc.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 54

File Description**Document**

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

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

Response: 16.17

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

2016-17	2015-16	2014-15	2013-14	2012-13
40.5	96	37.5	108.08	67.9

File Description**Document**

Details of budget allocation, excluding salary during the last five years

[View Document](#)

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)**

Response:

S.No	Name of the ILMs software	Nature of automation	Year	Version
1	E-Varsity	Partially	2015	Server: Linux
		Fully	2016	Web Server: Apache Application Sever: JBoss/Tamcat Database: PostgreSQL /IBM DB2 /Oracle Scripting Language:JSP Reports: Jasper(pdf) and HTML Browser: Firefox, Internet Explorer
2	Radio Frequency Identification (RFID)	Fully	2017	Middle ware Hosting application. Language based on to create .net framework 4.6 Transaction works as NCIPROTOCOL

The College library is fully automated with E-Varsity software in the year 2016 and RFID tagging system was started in the year 2017. Evarsity is a comprehensive workflow based application software solution to usher paperless transactions. It is a web based administration and its integrates all departments of the institute using modular approach. The essence of e-Varsity is the modular data exchange between these individual systems. RFID tagging is an ID system that uses small radio frequency identification devices for identification and tracking purposes. An RFID tagging system includes the tag itself, a read/write device, and a host system application for data collection, processing, and transmission.

Use of RFID technology in a library decreases the time needed for circulation duties since more than one tag can be read at a time. In addition, checkout stations exempt staff from these duties. The time necessary to complete an inventory of the library collection is reduced since inventory can be accomplished with a wand reader as the staff member walks through the stacks of the collection. In addition to the inventory, this wand can also determine if items have been shelved in the correct order. The use of RFID reduces the amount of time required to perform circulation operations. It is mainly used for book lending, returning and cataloging the new books. Reports are easily viewed and according to that details are obtained quickly.

File Description	Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment**Response:**

The college has rare books, College Magazines, college calendar, question banks and university syllabus. Seminars, conference papers, journal articles and University exam question papers have been digitalized and are made available for staff and students. The M.Phil. Dissertation and Ph.D. Thesis of staff, students' projects, staff and student research projects are available for users' research works. Collection of news clippings on college events and photo albums are maintained in the library. Articles pertaining to the college appearing in newspapers and magazines are archived. Articles of general interest, quotations, personality development columns and catchy clippings are displayed on the notice board.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**Response:** 4.7

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

2016-17	2015-16	2014-15	2013-14	2012-13
3.96	5.40	4.94	1.62	7.57

File Description**Document**

Details of annual expenditure for purchase of books and journals during the last five years

[View Document](#)

Audited statements of accounts

[View Document](#)**4.2.5 Availability of remote access to e-resources of the library****Response:** No**File Description****Document**

Details of remote access to e-resources of the library

[View Document](#)**4.2.6 Percentage per day usage of library by teachers and students****Response:** 3.58

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

Response: 141

File Description**Document**

Details of library usage by teachers and students

[View Document](#)**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The College provides ample Information Technology facilities to enhance the educational, administrative,

communicative and operational efficiency. The College is committed to continuous upgrading and expansion of ICT infrastructure and ICT enabled teaching and learning practices. ICT facilities are monitored, maintained and upgraded at regular intervals. System administrators and Lab assistants are available within the campus to assist ICT requirements. They are also encouraged to upgrade their skill and knowledge. The College also has server systems to ensure better networking and monitoring. Free internet facility is available on the campus. All the three buildings are fully Wi-Fi enabled. This facility is updated in the year 2014 with Netgear in speed 150 mbps. It has a vision of global presence and all academic and support facilities are created with world class ambience. More number of software like Oracle, SPSS, and hardware are purchased to accommodate the needs of the staff members and students. Additional Plagiarism Software purchased for research support. The College has launched the customized Mobile app 'COLLPOLL'. This LMS app provides knowledge transfer between staff and students instantly. Free Open Source Software is also available in the College. This Software is free to use which gives the student to access the programme source code and can improve programme by adding additional features to it.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 8.97

File Description	Document
Student - Computer ratio	View Document

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

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

Response: Yes	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years				
Response: 58.92				
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)				
2016-17	2015-16	2014-15	2013-14	2012-13
284.7	337.9	329.5	214.7	187.5
File Description	Document			
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document			

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

Response:

Yes! There are established systems and procedures for maintaining and utilizing physical, academic and support facilities.

The purpose of IT procedure is to explain the activities carried out by the IT In-charge. Providing access rights to the employees, attending machine faults, back-up of critical information comes under the scope of this procedure. The IT In-Charge is responsible for the activities carried out in this procedure.

The purpose of the Library policy and procedures is to maintain a collection of information resources that support and enhance the college's curriculum administrative needs and community outreach program consistent with the college's Mission. It ensures a collection of current, diverse and balanced resources and provide library patrons with well maintain library collection.

Policy of Sports department includes the methodology of selecting students for sports, conduct of sports

events etc.

File Description	Document
Any additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 7.85

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

2016-17	2015-16	2014-15	2013-14	2012-13
206	295	295	297	285

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

Response: 2.07

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

2016-17	2015-16	2014-15	2013-14	2012-13
102	115	74	60	23

File Description

Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: C. Any 5 of the above

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

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

Response: 16.83

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

2016-17	2015-16	2014-15	2013-14	2012-13
695	759	630	309	601

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

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

the last five years**Response:** 1.36**5.1.5.1 Number of students attending VET year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
85	111	0	0	51

File Description	Document
Details of the students benefitted by VET	View Document

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

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 48.07**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
566	610	580	274	601

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

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

Response: 17.78

5.2.2.1 Number of outgoing students progressing to higher education

Response: 219

File Description	Document
Details of student progression to higher education	View Document

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

Response: 46.1

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	1	1	1	1

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	5	1	3	5

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

5.3 Student Participation and Activities

<p>5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.</p> <p>Response: 28</p>				
<p>5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years</p>				
2016-17	2015-16	2014-15	2013-14	2012-13
24	4	0	0	0
File Description	Document			
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document			
e-copies of award letters and certificates	View Document			

<p>5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution</p> <p>Response:</p> <p>The Student Council plays a significant role in all the events conducted in and by the college. Many of these events are customary to the College, whereas many were initiated along the years in accordance with the changing interests, requirements and expectations of the students. Over the years, the Council has understood its subtle yet pivotal role in creating long lasting memories for the students and hence has been working with regard to it.</p> <p>The events that are classics to Shasun are-</p> <ul style="list-style-type: none"> • Induction Day – This day is celebrated with the aim of inducting incoming students and instating the Student Council for the year. • Fresher’s Day – Also called Talent Hunt, is the day where competitions are held for the freshers and the best ones are awarded. 				
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- Teacher’s Day – Programs and competitions are organized surrounding the teachers, thus giving them moments to be young once again.
- Shreyas – The inter-collegiate fest is the most awaited event of Shasun filled with energy, excitement and enthusiasm of Shasuneons, faculty members and students from other colleges.
- Sports Day – Inter departmental games are conducted and encouraged with prizes.

The other occasions of celebration are Friendship Day, Independence Day, Pongal, College Day, Valediction Day, Farewell, Shasun Bazaar, Krishna Jayanthi, Onam, Navrathri, Yoga Day, National Youth Day and many more.

Also, the Council is not only about celebrations, it’s also about doing our duty in easing the College load by taking care of Admission process, Bridge course, Blazer or vehicle sticker distribution, Entry exit regulation, etc.

• **of Student Council:**

- Act as a conduit between students and college administrators.
- Serve as liaison in bringing any issues/suggestions/feedback to the administration at meetings.
- Relay key messages from the administration to the student body.
- Suggest, develop and implement solutions to problems related to campus life.
- Collaborate with students to coordinate events to enhance students’ communication opportunities.
- Represent their fellow students at the following meetings:
 - College-Wide Student Representative Meetings.
 - Meetings with the Senior Management and faculty.
 - Meetings with the Academic Advisory Board.
 - Participation in IQAC meetings.

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

Response: 28.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
46	24	27	26	18

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Alumni association 'SHAAN' (Shasun Alumni Network), the 'pride' of the institution was initiated on 15th September 2012 by the Secretary Shri Abhaya Kumar with an objective of strengthening the connection with the alumni. Though alumni association was functioning in the institution since 2008 informally, it was formalized in the year 2012. The association has elected Board of Members and meets twice a year. Registration of alumni members is made online. Every year, alumni newsletter is released during the association meetings and Flashback, a docu-video enthralls the alumni. A distinguished alumnus is honored as the 'Alumni Ambassador' of the institution.

The contribution of alumni has been remarkable. They have contributed both financially and non-financially. The alumni registration fee is put to use for organising alumni programmes and is also used to provide scholarship to deserving students. Alumni help in bringing placement companies to the campus. They are a part of IQAC meetings wherein they share their experiences with the institution. Prominent alumni are invited to give motivational talks and career guidance to the students. They also serve as experts while giving lectures to students and in being part of the seminars and conferences organised by the institution.

Understanding the importance of alumni engagement, the institution has recently registered its association to formalize its activities.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

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

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

Response: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	2	2	2

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Mission Statement of our institution aims to

- Promote value based education for holistic development of students resulting in creating socially responsible citizens.
- Prepare students to face life and its challenges by providing value education, employability skills and entrepreneurial skills.
- Encourage students to reach out to the community through extra and co-curricular activities.
- Promote placement of students by offering training so that social equity can be achieved.

Effective governance is the key to progress and smooth functioning of any institution. The College functions in a professional and dynamic manner. The college committee consists of eminent industrialists, philanthropists, academicians and administrators of repute and a representative from the University of Madras, Principal and two senior members of the staff. The College Committee meets every alternate month.

The perspective plan of the institution includes:

- Making the institution a Centre of Excellence.
- Applying for permanent affiliation and obtaining autonomous status from the University of Madras.
- Introduction of more postgraduate courses and research departments.
- Creating and becoming Centre of Excellence in Commerce and Retail Management.
- To establish NSDC funded Training Centre for Retail Training.
- Inculcating research culture and creating a research hub.
- Obtaining funds for research projects.
- Augmenting infrastructure facilities to make the institution world class.
- Attracting international students.
- Exposing students to connect with community.
- Launching of Shasun Alliance with Industry (SAI) Cell to bridge the gap between the industry and the institution.
- Formation of Quality Circle for better administration.

To realize its vision of becoming a 'Centre of Excellence', the institution formulated a strategic action plan for the next ten years by drafting a document "VISION 2025". The document lays down the Vision, Mission, Quality policy and Value system of the college followed by its Vision for Excellence, objectives, goals and strategic action plan. It also lays down the aspirations of the institution with a focused goal of becoming the Centre for Excellence in Commerce and Retail management. The document spells out the strategic action plan for achieving the objectives through academic excellence, research excellence, student

environment, campus development, administrative excellence and community outreach along with a time frame.

The college believes in training of second line leaders. All the staff members are given portfolios and the necessary authority and support for implementing them are also given. Various committees (Admission Committee, IQAC Committee, Examination Committee, Infrastructure Committee, Library Committee, Sports Committee, Cultural Committee, and Canteen Committee) are formulated in the beginning of the academic year to enable the staff to plan and perform the tasks in a better manner.

6.1.2 The institution practices decentralization and participative management

Response:

The institution has been practicing decentralization and participative management in most of its functions by giving ample freedom and flexibility to the staff. The organizational structure indicated the level of decentralization practiced in the institution. Coordinators are appointed for different activities and are given freedom to carry out their function effectively and efficiently. Exam cell, administration, Internal Quality Assurance Cell (IQAC) are some of the bodies which function in a decentralized manner. The student council of the institution has its own roles and responsibilities and all the functions are carried out by the student body themselves. Parent Teacher meetings, Placement team, eminent academicians and industrialists in the IQAC advice on the effective functioning of the institution.

The following case study presents the decentralization and participative management practice followed by the Heads of the Departments in fulfilling their academic activities of the Department. Decentralized planning provides the departments the much needed autonomy, flexibility and trust in planning for their domain areas.

At Shasun, the HoDs and faculty members enjoy the operational autonomy to plan their departmental activities. The HODs, in addition to managing the day-to-day activities of the department, invite the faculty members to discuss various issues like the seminars to be organized, the tie-ups, the guest speakers, inter-department and Inter-collegiate competitions, exhibitions etc. Every faculty member is given opportunity to present her views and suggestions during these brainstorming sessions relating to the above issues. The students are also given opportunity to take part in the discussions.

I Seminars: The departments are given autonomy in deciding the following matters:

1. Theme of the seminar
2. Choosing the Collaboration with renowned industry entities for the seminar
3. The level at which the seminar is to be organized with ISBN/ISSN recognition. (State Level, National Level or at International Level)
4. The speakers/moderators to be fixed (The number and profile of the speakers is considered)
5. Preparing the budget for financing of the seminar
6. Tentative dates of the seminar in consultation with the college diary.
7. Other logistics in the conduct of seminar

After deciding the above matters, the proposal of the seminar is submitted to the principal along with the

budget for final approval.

II Intra-department / Inter-Department/ Intercollegiate Competitions:

The departments are given full freedom in deciding whether to conduct the competitions for students at inter department or at Inter collegiate Level. The number of competitions to be conducted, the numbers of days, and the modus operandi in conducting the competitions are entirely decided by the faculty of the department.

III Guest Lectures :

The faculty members have full freedom in inviting guest speakers from the industry to share their practical knowledge and expertise with the students. The confirmation is to be secured from the head of the institution by showing the budget and the profile of the speaker.

IV Industrial Visits:

The faculty members identify the industry to be visited and seek the permission from the industry. The autonomy is given to the faculty members for selecting the industry.

6.2 Strategy Development and Deployment

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

Response:

Vision 2025, the vision document of the institution outlines the goals, objectives and strategic plan of the institution for the next decade. It concentrates on academic excellence, research excellence, student environment, campus development, administrative excellence, community outreach and excellence in sports.

Excellence in sports by the students is important for the holistic development of the students. In this regard, the Mission Archery -2020 is a big initiative taken by the Management with the motive of bagging a medal in Tokyo Olympics. The mission was named as “SHASUN sHUVridhhi”. The initial process was started with a motivational speech by Mr. Shihaan Hussaini Director of HU Archery mission. After the talk, the students were informed to register their names.

Nearly 400 Students enthusiastically enrolled for this event. Level –I Archery certificate was provided to the students who participated in the event. Mr. Shihaan Hussaini conducted a two hour session to gauge the students’ mind and their general fitness. This was done to identify the students who were fit enough to survive the mission. The session comprised of introduction, one to one conversation and few fitness exercises.

After scrutinizing, 84 girls were selected for the Level-I camp, which was held at M.G.R Janaki women’s college, Adyar. 33 girls enrolled for the camp at M.G.R Janaki Womens’ College, Adyar. The students were provided with travel and dietary allowance of Rs.120. 24 girls were selected for the final training. The

principal convened a meeting with the parents of the selected students. They were briefed about the complete program. The necessary equipments for archery were purchased. The practice sessions were at Shasun College ground.

The details of all the archers were maintained individually.

Every day practice session starts with warming up, stretching exercise, Practice with bow & arrow and ends with competition within themselves. The archery tournaments participated by our students were:

- 1.8 girls participated in the Archery federation cup held at Satara, Pune from 20/2/2017 to 23/2/2017
- 2.8 girls participated in the Archery senior national tournament held at Faridabad, Haryana from 25/3/2017 to 29/3/2017

Eight archers participated in 10th State Archery Championship on 7th of October 2017, held at MGR Janaki College for Women, Adyar. Nearly 21 districts participated in the tournament and Shri. S.S.Shasun Jain College for Women won the overall championship. The institution bagged 10 gold medals, 10 silver medals and 9 bronze medals.

The following is the medal tally and categories:

1.Nivetha- Senior Re-curve team women-gold

Junior Indoor Re-curve-gold

Junior Re-curve women-3rd place

Senior Re-curve mixed team- gold

Intuitive-gold

1.Mahima- Compound girls indoor junior- 3rd place

Compound girls team match- 2nd place

1.Yuvasree- Intuitive bow Senior-3rd place

Compound girls team match- 1st place

Compound girls indoor senior -3rd place

1.Kamana- Junior Indoor Archery 2nd

Mixed team 2nd

Women team 2nd

1. Deheswari- Bronze in indoor Re-curve archery ,

Gold senior women team

1. Uma- Senior Re-curve women's team 2nd

Mixed team 3rd

Intuitive 2nd

Senior indoor archery 3rd

1. Akshaya lakshmi – Compound Girls indoor Junior Gold

Compound Girls outdoor Junior silver

1. Mohana priya - Compound girls Indoor Junior Silver

Compound girls outdoor Junior Bronze

Compound girls outdoor Senior Silver

Compound girls team Gold

Compound girls team mixed Bronze

File Description	Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

The organisational structure of the institution is highly defined and includes the governing body, academic functions and administrative set up. The Principal heads both the academic and administrative functions and is supported by the Dean. Academic Coordinators coordinate the academic functions through Heads of the departments and faculty members. Library and sports functions are also taken care of by the Academic Coordinators. The Internal Quality Assurance Cell functions directly under the Principal. Bodies such as SSC, SKC, SAI, SDA, SEEP and SANKALP under IQAC help achieve the vision of the institution. Student support services such as Anti-Ragging cell, Student council, Grievance redressal cell are also functioning under IQAC. Parents Teachers Association also forms part of IQAC. Administration department takes care of service rules, recruitment, human resource management, financial management, public relations, MIS and Examination.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: B. Any 4 of the above

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

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and

implementation of their resolutions**Response:**

For the institution to function effectively, various bodies and cells such as Governing council, Internal Quality Assurance Cell (IQAC), Exam Cell, Clubs, She Cell, Admission Committee etc. exists in the institution. Each of these cells/bodies meet at regular intervals to take decisions relating to policy matters and routine activities.

The decision to adopt ERP solution was taken in the Governing Council meeting, evident through the minutes of meeting. The institution has successfully implemented ERP system and it is a Single Entry system from Admission to Alumni.

The System provides Instant Access to the Information required for Decision making. Student's Attendance Indicator shows the current percentage of attendance at any point of time. We have tailor made reports on Students Records. The implemented ERP system is extremely Secured Authenticated System. Accelerate and Expand Communication through SMS / Email alerts to parents and students. The system supports infinite number of Roles with distinguished permissions. It is user friendly and requires minimal learning and IT skills. We have an intelligent analytic and reporting system. We have in built Academic Calendar which directly relates to Student's/Faculty's Attendance. Provision to record Continuous Internal assessment through exams, seminars and assignments etc which helps to support Teaching-learning Process. The ERP system supports Complete HR and Leave Management which helps in automatic calculation of CL, permission and late coming. Administration module covers complete administration of the employees and students. Synchronization of all departments' data with each other to share information as per their respective roles and needs is provided by the software. Our system generates numerous MIS reports on the accounts, academic and administration etc. Instant access to up-to-date information helps in quick decision making. The system provides complete online transaction for both admission and fees collection. Payment can be made using credit and debit cards, internet banking is also available.

The ERP system is a comprehensive software package that integrates all activities of the Institute from the point of Admissions and fees collection to information consolidation. It streamlines manual working of each department and provides a convenient way to integrate them by putting these activities on a suitable database system shared by different users. The library is RFID integrated and our college provides RFID Identification Card to staff and students. Daily transaction of Issue/ Return/Renewable happens through smart card interface. Each book is tagged with accession number. Library module also generates details of books overdue and fine. Every staff is given staff id and they can carry our day to day academic activities from their login. Staff can view timetable, take attendance, apply leave online. Pay slip of the month can be viewed from the login. Students' activities like going to competition, OD etc can be viewed. Similarly all the students are given individual login id wherein they can view the marks, leave, attendance and fees paid details. Students' feedback can be send through the ERP from the respective login. Similarly Grievance option is provided wherein students can drop the grievance through the portal login and they will receive message from the concerned person once the issue is resolved. Overall ERP system provides SSO (Single Sign On) facility wherein from the single login, entire campus management can be done.

6.3 Faculty Empowerment Strategies

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

Response:

- All the staff members of the institution are fully insured.
- Employer's contribution to PF
- Increments and bonus to the staff
- Support for participation in conferences and seminars.
- Priority to staff member's children during admission
- Tea is provided to all the staff members
- To maintain a healthy life style, yoga classes are offered to the staff members.
- Breakfast is provided to the supporting staff who come in the morning to keep the college ready for the day's work.
- Lunch is provided to the members of the examination committee during the conduct of semester examinations.
- Staff lunch is hosted on teachers' day.
- Need based soft loans are provided to the staff.

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

Response: 4.93

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	7	11	9	2

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

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

Response: 4.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	6	4	4	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

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

Response: 56.1

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

2016-17	2015-16	2014-15	2013-14	2012-13
155	57	39	97	46

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

The institution carries out the Performance Appraisal for the faculty by means of 360 degrees feedback. The outcome of the same is recorded and performance appraisal is done by a team of 3 senior faculty

members. A team consisting of the HOD and two observers appraise different Departments and give a confidential report to the Principal. Senior staff members are appraised by the Head of the institution and the management. The Principal shares the feedback with the faculty members in the staff appraisal meeting organized at the close of every academic year. The Principal also discusses the confidential report with the concerned faculty and takes the appropriate action. Ample opportunities are given to the faculty members to improve their performance and to take up responsibilities. Decisions taken by the management based on the performance appraisal are communicated to the various stakeholders. Peer feedback is administered once a year.

Students' feedback is administered twice a year. Information obtained from the feedback is analyzed. Areas of interventions are identified, the Head of the institution, Dean with Associate Deans jointly decide on the measures to address the concerns of the students. Some issues that were identified through the students' feedback are fee structure, placement opportunities, new certificate courses, infrastructure, and counseling. Attempts were made to improve the placement opportunities, need based certificate courses were started and Shasun Sukhada, a counseling unit of the college was inaugurated on 30th September, 2016.

The institution also carries out the performance appraisal for non-teaching faculty members. The appraisal is carried out by two senior faculty members. The outcome is recorded and a confidential report is given to the principal. The principal discusses the issues with the concerned faculty members and provides guidance for their improvement.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

External Financial Audit is carried out every financial year.

Internal Financial Audit is carried out on a quarterly basis with report being generated on a half yearly basis.

The auditor observations are discussed by the management and appropriate action is taken to settle the objections or recommendations made by the auditors.

For example, in the external Financial audit of 2015-16, in Salary account, an outstanding amount pertaining to FY 2012-13 to FY 2014-15 was available as closing balance for which, a decision was sought by the auditors towards closure of the same. Management has decided to Write Off the amount from FY 2012-13 to FY 14-15

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

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

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

Response:

The institution plans for mobilisation and utilisation of resources in a structured manner. Budgets are prepared every year and approved by the Governing council. The Resource Management Policy framework adopted, guides the institution in managing its resources. Being a self financing institution, it mobilises financial resources by way of fees collected and other income. The governing council meets regularly to decide on the implementation of strategies for the optimal utilisation of resources.

File Description	Document
Any 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

Response:

1) Teaching learning evaluation schedule is well planned, organized and integrated into the institutional structure.

- Academic calendar holds the plan of academics, examination, research, clubs, forums and extension activities of the forthcoming academic year. Academic calendar is printed and made available to each student and faculty at the beginning of the academic year.
- Subject preference matrix, subject allocation matrix, timetable are incorporated through ERP.
- Timetables are prepared well in advance and are displayed on the department notice boards.

- The IQAC is responsible for continuously monitoring, evaluating, and reporting on the quality teaching, teaching methodology, classroom environment and the impact on students' performance.
- ISO monitors and ensures the effectiveness of all the systems and procedures of all processes for the entire organization.
- Internal Academic Audit and External Audit strengthen the quality of processes.
- Students feedback system, self appraisal, 360 degree appraisal, peer evaluation, superior evaluation, management appraisal, and a formal assessment are made available through ERP to review the performance of the faculty.
- This paradigm shift in teaching from chalk and talk methods to adopting ICT backed teaching where Learning Management System is in process for implementation. Faculty and students are facilitated with ERP, collpoll -Learning Management System, equipped labs, internet, LCDs, photo shoot lab, audio and video visual lab, edit suit, MOOC, Moodle, etc. NPTEL, SWAYAM SAKSHAT portals are utilized by the faculty and students for lifelong learning opportunities.

2) SHASUN SAMVRIDDHI –A Journey towards holistic development

Aims of SHASUN SUMVRIDDHI

- Aims at enhancing the teaching, learning, and the research skills of the Shasuneons through diversification.
- Aims at creating an atmosphere, approach and attitude towards holistic development.

Objectives of SHASUN SUMVRIDDHI

- To bring holistic development by customizing programmes in all spheres of learning.
- To empower faculty by innovative ideas and create leaders.
- To make assessment, corrective actions.
- To create visibility and identity.

The following are the components in **SHASUN SUMVRIDDHI** which helps in diversification, collaboration and exploration – Shasun Shakthi Cell (SSC), Shasun Knowledge Centre (SKC), Shasun Knowledge Advocacy Lead Programme (SANKALP), Shasun Data Analytics (SDA), Shasun Alliance with Industry (SAI) and Shasun Education Enhancement Programme (SEEP).

Activities of SSC include performing and non-performing arts Certificate Programmes for Value Addition, Sports vision, students' project, and case study. Under SSC, 15 certificate courses are being offered for various departments, 13 value added courses with and without external certification are being offered to the students.

SKC organised various activities such as seminars, workshops, guest lectures at the National and International levels. This centre has organized a NAAC-sponsored National Seminar on Quality in Higher Education Through Teacher Empowerment.

SDA undertakes depth analysis of data available and focuses on improvement of the Institution. Keeping in mind the gap between Industry and Academia, SAI has been initiated by the College to have collaborations with the Industry. Its activities include training, internship, consultancy and placement for all the students.

SEEP organizes activities like Faculty Development Programmes, Education Enhancement Programmes

for staff and students.

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

Response:

I USE OF ICT IN TEACHING AND LEARNING

The members of the faculty use ICT tools for course delivery. The information pertaining to the subject and the assignments is shared with the students through Google Classroom.

The **FLIPPED CLASSROOM** is a pedagogical model in which the typical lecture and homework elements of course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.

Procedure to implement Shasun Flipped Classroom(SFC) :

Out Class Activity :

The Video link is sent to the students through Google Classroom or CollPoll. The students must watch the video and must gain knowledge about the concept before attending regular classroom.

In Class Activity :

Any one mode of assessment (MCQ, Group Discussion, Problem Solving, write a program, case study etc.) is taken for the topic, which was shown in the video. The assessment is recorded and feedback is collected from the students after the class. Necessary advanced explanation is delivered. The record of class work in log book is entered as "Flipped Class room".

The methodologies and learning outcomes are recorded in the course file and the log book maintained by all the departments.

II COURSE FILE

All the faculty members of the institution maintain a course file for the subjects taught by them. The course file provides information about the syllabus, learning objectives of each unit, the methodology adopted, expected outcomes, schedule of instruction, past years' question papers, assignments, evaluation components including attendance records. Maintenance of course file empowers the faculty members to execute their teaching assignments professionally. The course file also helps the faculty members to plan their future teaching assignments.

The content of the course file was later integrated in the log book to facilitate easy accessibility of information. The log book is maintained by the faculty members individually and the same is shown while the audit is carried out. It is therefore one of the important document maintained by the institution.

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

Response: 8.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	10	9	8	1

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Response:

- The institution introduced M.Phil, research programmes for two disciplines viz., Commerce and Computer Science.
- Each department brings out a news letter Bi-annually, highlighting various activities of the department and its achievements.
- Shasun Knowledge Advocacy Lead Programme (SANKALP) offers a number of Certificate Courses, Value Added and skill based courses, knowledge enrichment programmes and promoting experimental and experiential learning through online courses and workshops.
- Increased use of ICT tools for course delivery. Google Classroom and MOOC are used for information sharing and giving assignments to the students.
- Conducting bridge courses for all the newly admitted first year students as part of their induction programme since 2015-16.
- Placement training for third year students and pre-placement training for second year students to make them employment ready.
- Sensitize students on gender issues by Shasun Empowerment Cell for Women (SHE Cell).
- Shasun Empowerment and Entrepreneurial Development (SEED) Cell of the institution encourages the students to be independent and become entrepreneurs.
- Shasun Women Empowerment through Excellent performance (SWEEP) aims at creating leaders. It was established in 2013 with the aim of producing more than 20 IAS officers by 2020.
- SAILS (SAIL SHASUN) in association with Tamil Nadu Sailing Association (TNSA) offer training for sailing.
- Shasun Aplombs Integrated Learning (SAIL CLUB) improves the students' communication skills and writing skills. Debates, creative writing, individual speeches, role plays are some of the activities organized by the club.
- The Mission Archery -2020 is a big initiative taken by the Management with the motive of bagging a medal in Tokyo Olympics.
- The alumni members often are encouraged to give leads on the vacancies that arise in their companies and also share the areas where the students could be absorbed as interns.
- Interaction with various stakeholders provides valuable inputs for effective policy planning. A need analysis is carried out by the members of the college committee regarding new courses to be brought into the college, infrastructure, etc.
- As part of self introspection exercise, the leadership encourages the college to subject itself for

assessment by different bodies at National and International levels.

- To promote research in social sciences, Shasun Sumvrddhi was launched as an exclusive R&D department.
- Being an ISO 9001:2008 certified Institution, the college endeavours to impart quality education to the students.
- ERP has been initiated in the college in the academic year 2016–17, an attempt towards paperless documentation and a tech-savvy environment. CollPoll is a web and mobile based, institute-specific platform which connects every stakeholder in the education sector at one place.
- “SHASUN SWeTCH App” to collect e-waste from in and around the college and given for recycling. Shasun has signed MoU with Virogreen India Pvt. Ltd on 27th March 2017. This app is available in the play store for free of cost.
- ‘The Ministry of HRD invited the volunteers (Ms.Ramyasree and Ms.Aishwarya and Ms.Jose Suganya-(Faculty)) of our college to celebrate the success of this campaign in the National Convention of the VISAKA held at the Plenary Hall, Vigyan Bhavan, New Delhi on 8th March 2017.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 7

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	0	2	1	0

File Description

List of gender equity promotion programs organized by the institution

Document

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Women in Indian society have been considered as inferior when compared to men for many years. Because of such type of inferiority complex, women dealt with issues and problems in life. Training women to enhance their physical and spiritual well being is very essential in the current scenario. Gender inequality and violence against women affects every individual regardless of their age. One of most understated problems facing the Indian girl child is that of poor nutrition. Women also suffer a lot in their daily life to nourish their career these are some of the issues that to be addressed to the students. So empowering women is essential for the process of upliftment of economic, social and political status of women. To ensure all these SHE cell – Shasun Empowerment Cell for Women was incepted during the year 2013 with the following Mission. This cell includes staff and students of the college, members from the society, parents and others as its members. It implies that this the cell is working towards women at all levels.

Realizing women emancipation and empowerment which is the deciding factor of our nation; it is our constant endeavor to educate them to-

- Improve their level of awareness in political, social and economic spheres.
- Sensitize them on gender equity and legal rights.

- Make them economically independent by appropriate professional and entrepreneurial education and training.
- Create awareness on health and hygiene.
- Make them capable of balancing their multi role in the society.

To create awareness on the safety measure to be followed by women at work and social environment, SHE CELL organized an awareness program on “Ending Violence against women” on 6.12.13 in our college. On 3rd February 2015 SHE cell organized women empowerment program. Ms.Poonkuzhali Sundaramurthy, advocate practicing at High court of madras was the resource person. The session focused on the issues of empowerment of women to lead an effective life in the socio economic sphere of the society. The cell organized a program on 28 TH September 2015 on the topic “PERSONALITY DEVELOPMENT” and “WOMEN EMPOWERMENT”. To empower girl students various orientation programs and other counseling were done by this cell. This cell conducts programme that enhance the girl child to understand various issues related to women. It makes a platform for women to share their experiences in life. Shasun Empowerment Cell for women of the college organised an awareness programme on Women’s Safety ‘SWARAKSHA’ on 29th July, 2016 in the college premises to make women aware, alert and to empower them with life skills.

To support students in academic and in personal issues, Shasun SUKHADA, a counseling unit was set up by the Department of Psychology. It gives counseling for the students on need based. It also organizes programme for Parents once in a year and make them to know about the issues faced by the students during their day-to-day life. The college has a counselor to support the students as and when required. Apart from this, the cell also has periodical interaction with the students and motivates them by giving common counseling.

7.1.3 Alternate Energy initiatives such as:

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

Response: 2.59

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

Response: 45

7.1.3.2 Total annual power requirement (in KWH)

Response: 1736.52	
File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 20.11	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 27.2488	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 135.482	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <p>Higher education institutions are a place where paper is a common waste. To reuse the used paper every class room and staff room is provided with a white colour bag/ boxes. All the waste papers are collected and are disposed to ITC Ltd. for recycling purpose. To avoid paper waste inside the college, paper shredder has been installed inside the campus. Digital displays are used to communicate information for the students which will thereby reduce the paper waste generation inside the campus.</p> <p>For managing solid waste inside the campus different colour dustbins are kept in the college campus to enable segregation of waste. Students and all the members inside the college were oriented and they dispose the waste according to its nature. Being a women college, the institution has installed napkin destroyer machine to ensure quick and fast disposal of used napkins hygienically. To maintaining and preserving the cleanliness of the surroundings and helped in the prevention of communicable diseases this kind of destroyer machine is important for all education institutions.</p> <p>E-waste of the college is collected and disposed periodically to an authorized agent who purchases scrap. Some of the outdated systems are donated to the needy students. College has designed a mobile app called “SWeTCH”, which is used to collect the E-Waste materials, from in and around our surroundings.</p>

This app is used to collect both valuable materials as well as hazardous materials which require a special handling and recycling method. For the effective E-Waste recycling process, Shasun Jain College has signed a MOU with Virogreen India Pvt. Ltd.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Due to scarcity of water throughout the world, Rain water harvesting is a must for any kind of building. Rain water harvesting is the way to store rain water. Rainwater harvesting is an important environment friendly approach – to store rain water in a planned way and to avoid waste of rain water. All the buildings of the college were equipped with proper rain water harvesting system. All the rain waters are cached through pipes and are delivered to a storage reservoir. All the outlets from the building terrace are connected through a pipe to an underground tank that stores water. There again the water is purified and are connected to well for reuse. All the storage reservoirs are inter-connected to store excess water.

The water stored in reservoir is also used for plantation of trees inside the campus. Maintenance of the system is periodically done to check damages and to ensure its proper usage.

The system of rain water harvesting helps the institution in reduction of water bills. It also helps to make the environment eco-friendly. It is a way of storing natural resources and also a system of water conservation. Rain water as a renewable energy stored and reused inside the campus effectively.

7.1.7 Green Practices

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

Response:

The preservation of environment has been of utmost concern, to become eco-friendly Shasun practices “Go Green” policy. To reduce paper waste all invitations of college events are sent only through emails. Digital boards are used to communicate common information for the students. As an initiative to eliminate paper waste and to have green environment, COLL POLL has been introduced inside the campus. As an initiative for Wealth out of waste, used papers from the college collected and are contributed to the ITC Ltd., for recycling it.

All admission and academic process are done through electronic technology. ERP has been introduced and are used effectively. To have carbon neutrality inside the campus, students are allowed to bring bicycles and approximately 75% of the staff and students commute by public transport. These

initiatives help to reduce carbon emission inside the campus.

To ensure energy efficiency, labels like 'Switch off Lights and Fans when Not in Use' are displayed in almost every classroom. In the computer labs, the computers are switched off after its usage and are monitored by the lab assistants properly.

The other green practices are gifting saplings to the guests, planting trees inside the campus, using silver plates, cups instead paper plates and cups, etc., To create awareness among students days like Earth Day, Ozone day, etc., are celebrated inside the campus by conducting various competitions among students. To ensure student healthy environment practice Best Class Room award has been introduced, based on cleanliness and displays inside the classroom the class will be selected and are encouraged.

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

Response: 0.05

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.49157	0.36247	0.114	0.04205	0.17195

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

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

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

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

Response: 12

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	4	1	1

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

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

Response: 12

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	4	1	1

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

<p>7.1.12 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</p> <p>Response: No</p>
--

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

<p>7.1.13 Display of core values in the institution and on its website</p> <p>Response: Yes</p>

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

<p>7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</p> <p>Response: No</p>

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

<p>7.1.15 The institution offers a course on Human Values and professional ethics</p> <p>Response: Yes</p>
--

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

<p>7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</p>

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

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
Response: 27	
File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities	
Response:	
Yes!	
<p>The institution celebrates national festivals such as Independence Day and Republic Day with great fervour every year. A guest of prominence is invited and national flag is hoisted in the premises. Sweets are distributed and students enact skit and give speeches on the importance of such national festivals.</p> <p>The institution organises events to honor great Indian leaders on their birth and death anniversaries. Martyr's day, Gandhi Jayanthi, Children's day, Dr Abdul Kalam's birth anniversary, Flag day, Teachers' day are some of the events organised by the institution.</p>	

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions	
Response:	
<p>The college has an internal audit and an external audit to have track of financial and monetary transactions. It also helps the institution to have internal check periodically. Budgeting is also done to estimate future expenditure. To have transparency in academic, data on students including their medicals records, academic scores, and character traits are shared to parents about their ward in every semester through Parent Teacher Association.</p>	

The college has an Enterprise Resource Plan (ERP) to make the functions simple and transparent. Internal audit of all the academic and supporting process is done twice in a year by internal people who are trained. An external audit once in a year is also conducted to have accountability in all academic and supporting functions.

7.2 Best Practices

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

Response:

Entrepreneurship is the key element for industrialization and for economic process of the society. Having in mind young creative skills this cell was incepted in the year 2012. To make the students earn by themselves is one aspect relates to societal change and in other way it helps for individual development. **Shasun Empowerment Entrepreneur Development** provides opportunity for students to earn while they learn. The main aim of this cell is to develop skill and to enhance employability. Transferring know-how is also the main aim of this cell. To encourage students this cell periodically allows them to put up stalls and help them to earn while they learn. This cell made students to realize what entrepreneurship is and also help them to become an entrepreneur in their life. One of the main problems of our economy is lack of women entrepreneurs and thus to overcome the problem, this cell make students understand the importance of entrepreneurship by conducting various program inside the college. This cell also helps the students to attend various conferences, workshop and also facilitate them with practical exposure.

Self evaluation assists in improving the quality and standard of teaching learning and its related procedures. Shasun conducts **Internal Audit** for a strategic overview of the entire work structure. It is a useful monitoring tool for the organization to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. It analyses risk control mechanisms and makes recommendations /suggestions to improve the effectiveness and efficiency of the activities and operating procedures.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

SHASUN SAMVRIDDHI –A Journey towards holistic development

Aims of SHASUN SAMVRIDDHI

- Aims at enhancing the teaching, learning, and the research skills of the Shasuneons through diversification.
- Aims at creating an atmosphere, approach and attitude towards holistic development.

Objectives of SHASUN SAMVRIDDHI

- To bring holistic development by customizing programmes in all spheres of learning.
- To empower faculty by innovative ideas and create leaders.
- To make assessment, corrective actions.
- To create visibility and identity.

Holistic approach in education is essential to focus on social values and character building of a student. The following are the components in **SHASUN SUMVRIDDHI** which helps in diversification, collaboration and exploration – Shasun Shakthi Cell (SSC), Shasun Knowledge Advocacy Lead Programme (SANKALP), Shasun Knowledge Centre (SKC), Shasun Data Analytics (SDA), Shasun Alliance with Industry (SAI) and Shasun Education Enhancement Programme (SEEP).

Activities of SSC include performing and non-performing arts including classical dance, folkdance, classical music, fashion designing, photography, drawing and painting, fine arts, embroidery etc. Additional Certificate courses are offered to students on adobe software, event management, photography, interior designing and logistics in association with reputed institutions. Certificate Programmes for Value Addition, Sports vision, students' project, and case study.

Under SANKALP, 15 certificate courses are being offered for various departments, 13 value added courses with and without external certification are being offered to the students. Students can select the courses based on their skill sets with the help of their faculty members. Guest lectures are being organized under this cell to have interactive sessions with the experts.

SKC organises various activities such as seminars, workshops, research forums at the National and International levels. It releases a bi-annual journal 'Knowledge Economy'.

SDA undertakes depth analysis of data available and focuses on improvement of the Institution. Keeping in mind the gap between Industry and Academia, SAI has been initiated by the College to have collaborations with the Industry. Its activities include training, internship, consultancy and placement for all the students.

Enhancement as its core objective, the SEEP organizes activities like Faculty Development Programmes, Education Enhancement Programmes for staff and students.

Students are motivated to engage in a wide range of campus activities for their all-round development. Student enrolment for various courses under SSC has increased over the period of years. Many skill based courses have been introduced and the students are certified under different certification bodies. It helps the students to polish their skills. New ideas and approaches can be learned by attending seminars and conferences. Organizing interactive sessions helped the students and faculty members to grow and challenge themselves. Listening to experts added value to the skills of an individual and created effective learning opportunity. Industry and academia interface is of vital importance for the development of any institution. Internship has been introduced for almost all the students to cultivate adaptability and creativity. More number of MoUs has been signed during this period. The encouraging results of increased participation in the various courses indicate the success of the efforts put together by the dedicated team

members

NAAC

5. CONCLUSION

Additional Information :

- The College is ranked 49th among Colleges offering BBA course in the Times BBA Education Ranking Survey 2017.
- The institution established Internal Quality Assurance Cell in 2006 even before its first cycle of assessment and accreditation in 2013.
- In order to exercise its Institutional Social Responsibility, the institution has recently adopted a village, Kaliyanur in Kanchipuram district and as a first step, contributed towards building a library, furnishing a classroom and constructing toilets.
- In order to make the institution a centre of excellence in Commerce and Retail Management, SEEP engages in staff training and has formulated an action plan towards achieving the same. In this direction, training has been given Sri Krishna Sweets.
- E-governance of the functioning of the college has been possible through the implementation of ERP manuals.
- Vision 2025 – the vision document of the institution lays down the roadmap for the college in order to achieve its vision.
- Consultancy projects to the tune of Rs.1,40,000 was carried out by staff and students of the college.
- Establishment of cells such as SSC, SKC, Sumvridhi, SEED, SEEP, SWEEP enhance the performance of the institution.
- A unique feature of the institution is the establishment of Shasun Sukhada, a counseling unit for the mental wellbeing of the faculty and students.

Concluding Remarks :

The institution has been awarded 'A' grade in its first cycle of assessment and accreditation from NAAC. The institution is submitting itself to the second cycle in order to improve its functioning. So far, it has been a rewarding journey to instill a culture of quality in the functions of the institution and also in the minds of the stakeholders of the institution. Accreditation has given the institution, motivation to 'Go Beyond' and achieves excellence in all its endeavours. In the pursuit of excellence, the institution strives to become a world class institution.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>22</td> <td>8</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>22</td> <td>8</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DOCUMENT NOT SIGNED. NO CIRCULAR NOR SYLLABUS COPY</p>	2016-17	2015-16	2014-15	2013-14	2012-13	15	22	8	0	2	2016-17	2015-16	2014-15	2013-14	2012-13	15	22	8	1	1
2016-17	2015-16	2014-15	2013-14	2012-13																	
15	22	8	0	2																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
15	22	8	1	1																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>1</td> <td>02</td> <td>0</td> <td>01</td> </tr> </tbody> </table> <p>Remark : Corrected as per Revised HEIs input</p>	2016-17	2015-16	2014-15	2013-14	2012-13	5	3	2	2	2	2016-17	2015-16	2014-15	2013-14	2012-13	04	1	02	0	01
2016-17	2015-16	2014-15	2013-14	2012-13																	
5	3	2	2	2																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
04	1	02	0	01																	
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Answer before DVV Verification : 18</p> <p>Answer after DVV Verification: 17</p> <p>Remark : LINK TO THE MADRAS UNIVERISY IS PROVIDED AD NOT COLLEGE LINK OR ANY OTHER SUPPORTINFG DOCUMENT (ADDED 1 TO SUBSTANTIATE_</p>																				

1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3218</td> <td>3392</td> <td>3572</td> <td>3100</td> <td>2643</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 600 1046 734"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3218</td> <td>3392</td> <td>3572</td> <td>3099</td> <td>2643</td> </tr> </tbody> </table> <p>Remark : PLEASE PROVIDE FULLY AUTHORISED STUDENT LIST FOR THE YEAR 2016-17</p>	2016-17	2015-16	2014-15	2013-14	2012-13	3218	3392	3572	3100	2643	2016-17	2015-16	2014-15	2013-14	2012-13	3218	3392	3572	3099	2643
2016-17	2015-16	2014-15	2013-14	2012-13																	
3218	3392	3572	3100	2643																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
3218	3392	3572	3099	2643																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 117</p> <p>Answer after DVV Verification: 116</p> <p>Remark : THE ATTACHED DOCUMENT IS THE SAME AS 1.1.2.PLEASE DIFFERENTIATE AND PROVIDE PROPER DULY AUTHORISED ATTACHMENT</p>																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 3520</p> <p>Answer after DVV Verification: 1467</p> <p>Remark : DOCUMENT NOT AUTHORISED. ONLY NAMES OF STUDENTS WITH NO DETAILS ATTACHED</p>																				
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls</p> <p>Answer before DVV Verification : 12</p> <p>Answer after DVV Verification: 14</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors</p> <p>Answer before DVV Verification : 155</p>																				

Answer after DVV Verification: 154

Remark : ONLY LIST OF NAMES WITH NO DETAILS FOUND. PLEASE PROVIDE DULY AUTHORISED DOCUMENTS

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	5	1	3

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : Supporting awards are not relevant

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	1	1	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	0	0	0

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
4.15	5.68	0.489	0.166	0.761

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
3.96	5.40	4.94	1.62	7.57

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : LINK NOT PROVIDED

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : B. Any 6 of the above

Answer After DVV Verification: C. Any 5 of the above

Remark : PROVIDE LINK IN COLLEGE WEBSITE. PROVIDE ANY CIRCULAR BROCHURE OR DULY AUTHORSIED SUPPORTING DOCUMENT

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
566	610	580	274	601

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
695	759	630	309	601

Remark : considered students who were benefited from competitive exams and counselling and not passed and place. Supporting document not signed and not relevant

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
85	111	0	0	50

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
85	111	0	0	51

Remark : Again no relevant circular or brochure or certificate provide. List of students for current year not provided. Supporting documents not authorised

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 220

Answer after DVV Verification: 219

Remark : Documents are not authorised

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All 5 of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : link is not directed to the actual link

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0.20	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

Remark : The attached bank statement and letter differ

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7	2	3	5	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
4	0	2	1	0

7.1.12

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : The link opens in a white paper printed info. no manual, no handbooks from university. no document is authorised

7.1.14

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : does not open to link same document uploaded in 7.1.12 is repeated

7.1.17

Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love,

Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Answer before DVV Verification :

Answer After DVV Verification :27

Remark : Same document repeated 3.4.4

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations