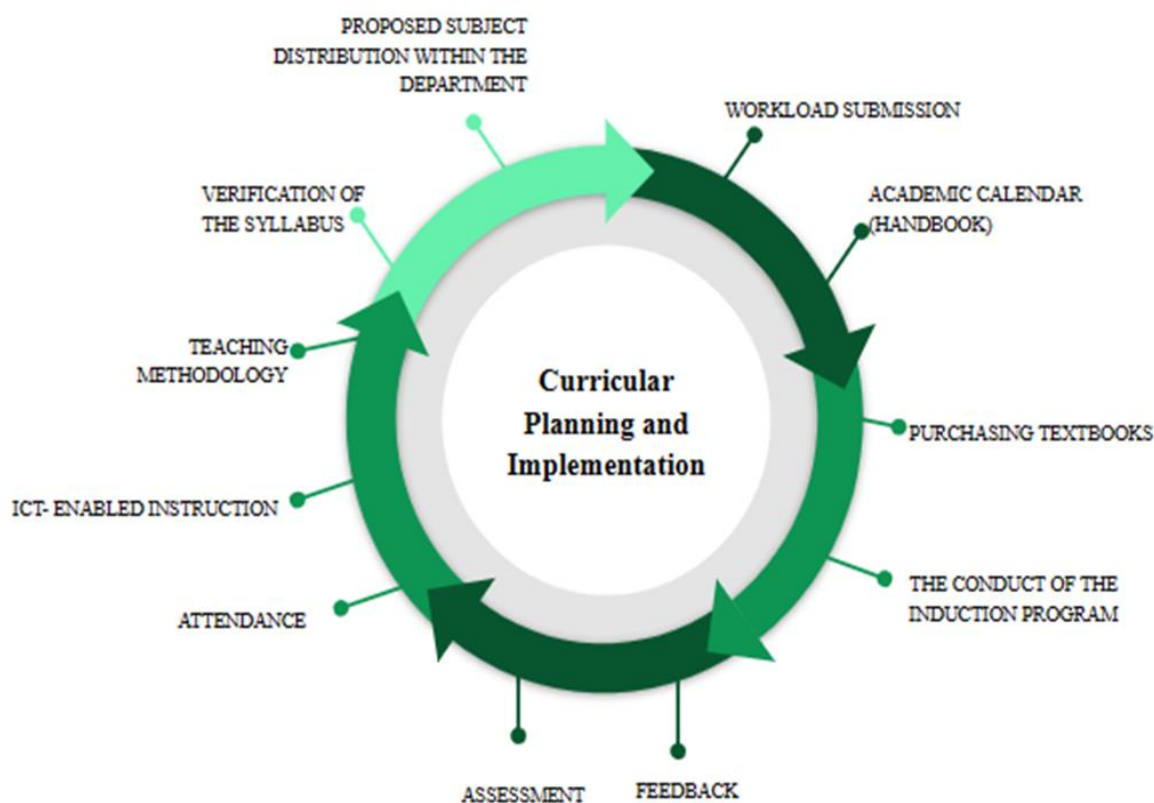# CRITERION 1 - CURRICULAR ASPECTS

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum planning and delivery through a well-planned and documented process including academic calendar and conduct of continuous internal assessment.

Our institution, affiliated to Bharathiar University, Coimbatore, meticulously plans syllabi for upcoming semesters in advance, aligning with the academic scheme set forth by the university in preceding semesters. The university periodically revises the syllabi to reflect current scenarios and requirements.

Paper Allotment: The department assigns subjects for the next semester based on faculty members' experience and preparedness to handle specific papers, as outlined in the syllabus available on the university website. To ensure comprehensive coverage of the curriculum, each faculty member is assigned a distinct subject to teach.

Workload Submission: By the end of the previous semester, it is expected that all faculty members of the departments submit their workload and schedule for the upcoming semester to the Head of the institution. This practice helps ascertain faculty availability, considering factors such as potential transfers or retirements, and confirms the timetable.

Academic Calendar (Handbook): Subsequently, the institution creates the academic calendar, detailing the number of working days and holidays. This calendar also includes essential guidelines such as institution protocols, do's and don'ts, and procedures for obtaining transfer certificates and legitimate certificates.

Implementation in the Academic year/semester

Verification of the Syllabus: On the day of reopening, a general meeting is organized to discuss and finalize updates to the syllabus. Additionally, in the event of staff shortages or new appointments, a plan is devised to distribute the workload among the existing faculty members within the department.

Induction Program: An induction program is conducted for all the freshers to familiarize them with the college. This program serves as an introductory session for students to understand the significance of higher education and government welfare schemes.

Teaching Methodology: Each teacher tailors their teaching methodology based on the complexity of the material and the students' competency levels. The POs and COs guides the delivery of classes. Various techniques, including walk-and-talk sessions, team teaching, peer-group teaching, group discussions, seminars, assignments and quizzes, are employed to create conducive learning environment in the classrooms.

ICT-Enabled Instruction: Each mentor maintains consistent contact with students through WhatsApp groups, facilitating easy communication and support. Assignments are distributed via Google Classroom, and supplementary materials such as audio files, YouTube links, and content are shared within the WhatsApp groups.

Attendance: A minimum attendance of seventy-five percent is required for students to be eligible to appear for the end-semester examinations. Regular updates on students' attendance in class are communicated to parents to ensure transparency and accountability.

Feedback: Students' opinions on the curriculum's elements are gathered at the exit level. However, every semester, each faculty member receives a frank evaluation about how well they are teaching, which aids in the improvement of their methodology.

File Description	Document
Academic Calendar 2022-23	View Document
Academic Calendar 2021-22	View Document
Academic Calendar 2020-21	View Document
Academic Calendar 2019-20	View Document
Academic Calendar 2018-19	View Document
Provide Link for Additional information (Workload and Paper Allotment)	View Document

1.2 Academic Flexibility

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

Response: 1

File Description	Document
Sample attendance sheet and result copy for **COMPUTER - CUM - INTERNET LITERACY PROGRAMME**	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes (CLP syllabus)	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc..	View Document

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

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
296	274	368	-	-

1.3 Curriculum Enrichment

File Description	Document
Upload supporting document (course completion list NM)	View Document
Institutional data in the prescribed format	View Document

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

Response:

Guided by the vision and mission of the college, aimed at the holistic growth of students, the curriculum provides a value-based education incorporating aspects of Gender, Environment and Sustainability, Human Values, and Professional Ethics. The college's commitment to these aspects is reflected in the syllabi of courses offered. Additionally, the college supports the core values of the community, such as humanism, loyalty, accountability, humility, equality, empathy, and honesty, in addition to the curriculum. The curriculum provides scope to sensitize students on gender equity and empowerment, the basic foundation for achieving peace, prosperity, and sustainable development.

The college's commitment to the environment and fostering student involvement in "Green" campus initiatives has always been a priority. Both the college and the student community are actively involved in the successful implementation of waste segregation, rainwater harvesting, undertaking periodic energy audits, utilizing solar energy, and using eco-friendly products.

The environment plays a significant role in the psychological aspect of education. Part IV of the Bharathiar University curriculum provides the syllabus for the foundation course **"Environmental Studies."** This course covers the theory of environmental gifts and their benefits, while also addressing catastrophes such as pollution, acid rain, and other major worldwide concerns. The college strongly emphasizes teaching students about the environment they live in. To support this emphasis, the college maintains an Herbal Garden and cultivates rare plant species within the campus. Students are actively involved in maintaining the Campus Green, with every department showing interest in planting trees and ensuring their regular upkeep. Additionally, the curriculum includes a non-major elective paper titled **"Human-Rights,"** which educates students about their rights in life and enriches their understanding of valuing people equally. **"Professional English"** is another curriculum-oriented subject provided by Bharathiar University for each department, aimed at enhancing students' practical approach to the subject. Furthermore, under the guidance of the government, students are exposed to various tasks and situations to empower themselves for their future endeavors. This holistic approach to education ensures that students are not only academically proficient but also socially and environmentally conscious, preparing them to contribute positively to society.

File Description	Document
Upload Additional information (syllabus)	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) **Response:1**	
1.3.2.1 **Number of students undertaking project work/field work / internships** Response: 1	

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

1.4 Feedback System

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

Response:

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback forms from different stakeholders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document