

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Sathyamangalam is a medium size town with an agricultural hinter land on all sides lies on the banks of the Bhavani river, a tributary of the Cauvery in the foothills of the Western Ghats. It is one of the Taluk Head Quarters in Erode District and also an urban center located near the state boundaries of Tamil Nadu and Karnataka. It is one of the oldest settlements of Tamil Nadu.

At the outskirts of Sathyamangalam, Government Arts and Science Institution was established in the year 2016 spread over an area of 8 acres which has commitment to achieve the national goals of economic and social equality by providing quality education and outstanding career opportunities. The institution which is recognised with **2(f) and 12(b)** of the UGC Act 1956 is distinctive in fostering the environment of knowledge building, critical and analytical thinking, skillsets enhancement and opportunities for the students who hail from rustic backgrounds. Our institution is registered with AISHE Id. is C-56576 and also a participant of the NIRF. The students from socially downtrodden areas & working class families are educated in our institution which offers quality education with the state of the art infrastructure on par with the established government and aided institutions in cities with an affordable fee structure.

The institution was established as per the **G.O. No. 450 dated 17. 10. 2015** by the government of Tamil Nadu under Collegiate Education, Department of Higher Education and Affiliated to Bharathiar University, Coimbatore. The institution which began 7 years ago with 3 undergraduate programmes has grown today into a magnificent citadel of learning with 10 undergraduate programmes. A crew of 52 experienced teaching community caters mentorship who enrich the learning experience of student community backboned by a full-fledged 13 non-teaching office team. The cleanliness and health of the campus is managed by a team of 7 menial staff. With a furnished library, maintained by a separate librarian and the IT basics to all students given under Computer Literacy Programme by a qualified trainer. The Alumni of the institution have excelled in all walks of life from fine arts to media and technology to business.

### **Vision**

The institution is committed towards imparting quality education accessible and affordable to the students hailing from rural background. The institution seeks excellence in physical, intellectual, social and moral values among the minds of budding young learners who are in the verge of facing the challenges of the technologically flipping era.

### **Mission**

- To promote quality based education for the holistic development of the students.
- To enable the students to excel in their academics and making them conscious to the demands of the society.
- To impart the career skills and moral values that would make the students into extraordinary professionals.

## 1.2 STRENGTH, WEAKNESS, OPPORTUNITY AND CHALLENGES (SWOC)

### Institutional Strength

Following are the merits of the Institution:

- The Institution was established in the year 2016 on a sprawling 8 acre campus
- The Institution is recognized with 2(f) and 12b of the UGC Act 1956
- The Campus is situated in the midst of lush greenery, hosts
- Adequate Infrastructure with quality resources is available
- Dedicated and committed competent faculty
- Majority of the students are first generation learners who are empowered with knowledge to meet the current relevance of the society
- Well-equipped with good quality infrastructure for academics as well as extracurricular and co-curricular activities like NSS, YRC and Yoga
- Sufficient and well-equipped library with INFLIBNET facility for the rural folks to create reading habit and empower them
- Regular Alumni meet has been conducted to discuss the measures necessary for institution upliftment
- Remedial coaching classes are conducted for the students. The Parent Teachers Association (PTA) meetings are conducted once a year and suggestions from parents are taken into account.
- Scholarships provided by the government to the MBC, BC, SC and ST students
- An active IQAC cell that monitors the progress of the Institution Outstanding alumni as Entrepreneurs, Teachers and exceptional personalities in India.
- Ragging free Campus
- Catering to the needs of students from rural areas and economically weaker sections of the society

Some of the drawbacks encountered are:

- Limited Financial resources
- Hostel, Transport and sports facility is not adequate to the students
- Students lack English proficiency to meet standards of higher education
- Being a government institution is difficult to maintain revenue charges for all the allowances
- Limited Sports and Gym facilities
- Lack of research departments

### Institutional Opportunity

- Backing to widen its network having tie-ups/MoUs with corporate and industrial establishments
- Resources to broaden the extension activities catering to the needs of the society
- As graduates are more in the district, there is an opportunity to provide innovative, value based and job oriented courses
- Scope to develop enhance the learning opportunities for the students who come from rustic background
- After the NAAC accreditation tapping the resources for research, scholarships and other funds can be obtained from Government and Non-Government agencies.
- Through the district employment carrier guidance center Erode students can be provided with Spoken English class to optimize their communicative skills

- Tie- up with Cambridge University Press group would enhance the communication skills of the students and it is highly recommended by the Tamil Nadu Government
- The alumni of the institution have greater opportunity to motivate the existing students by their suggestions and recommendations for recruitment
- The students belonging to the Department of Commerce have great opportunities to work for chartered accountants and turn into auditors
- The students are able to focus on skill development programmes in order to create a pool of talented man-power
- An active placement cell ensure employment opportunities to all the students Capable of bringing the first generation learners to the main stream of education

All of the above could be made possible only by the approval of the State Government of Tamil Nadu.

### **Institutional Challenge**

- To make the students communicate in English
- Efforts to change the mind set of tribal, background and conservative parents
- As this is Government institution it is difficult to get funds
- To strengthen the participation of students in writing competitive examinations and career advancements
- Teachers are to be efficient in bilingual teaching for the best transfer of knowledge to the learners since students hailing from rural and urban areas are in the same class room
- Lack of orientation among rural parents about the relevance of higher education and career opportunities
- Hesitation of the students particularly girls to accept job offers and campus recruitments due to distance and lack of readiness to take risks

### **1.3 CRITERIA WISE SUMMARY**

#### **Curricular Aspects**

The curriculum of the institution is guided by the core values of higher education, guidelines of UGC, the vision and the mission of the institution and professional needs of the industries. Under the affiliation of the Bharathiar University, Coimbatore, Tamil Nadu, the institution follows the curriculum framed by the subject experts of the Board of the University. Some of the faculty members belonging to the programs like English, Computer Science, and Commerce with International Business & Business Administration act as Chairpersons or Members of the Board of Studies of the Bharathiar University. The faculty members of the Institution act as representatives to ensure the addition of special papers with social and moral relevance, offering the didactic design within the conceptual framework and modification of the overlapping content. Students who are first generation learners from the vernacular medium are given structured training in English Language. The curriculum designed by the University has graded structure of introducing papers in the subjects concerned. There are four divisions in the curriculum for all the programs of the Institution are as follows:

- Part I – Language I – Tamil
- Part II – Language II – English
- Part III – Core Papers & Allied
- Part IV – Foundation course/Non-major Elective I & II / Value Education

The faculty members of the Institution are highly experienced in framing the syllabus. The knowledge and wisdom of the faculty of various departments of the Institution support the progress of the students in multiple ways. Proper planning of the teaching process is initiated with the academic planner, prepared at the beginning of each academic year. The students are motivated to gain the flexible capabilities to explore every future opportunity. Every semester, appropriate number of seminars, conferences and workshops are being organized by all the departments to motivate and guide the students that help them to be updated in their thrust area. The quality of teaching in the Institution directs the students to find a better place for them in the job market. Curriculum is also enriched through International and National seminars, Group Discussions, Industrial Visits, Field Works and Educational Tours.

### **Teaching-learning and Evaluation**

The institution has highly qualified academicians, specialized in the respective subject areas. Students are assessed according to their performance in the internal and external examinations and based on the results, Course Outcome and Program Outcome attainments are evaluated. The teachers identify slow learners and facilitate them through special coaching and remedial programmes. The students are also given opportunities to learn through various seminars, workshops, conferences, symposia, field visits, industrial visits, quiz and debates, through intra-institution and inter – institution level events.

Concepts, both fundamental and advanced, are incorporated in the syllabus to suffice multiple levels of intelligence. Teaching, learning and evaluation form the core axis of the Institution. Classes are handled according to the teacher's lesson plan. For an average of 300 seats, the Institution receives around 1500 applications. As the demand is more, there is increase in seats – 15% to 25 % in non-lab courses. The faculty members are provided with facilities such as internet, library resources, projectors that help them to empower and update themselves. An Admission Committee which is constituted as per the norms of the Government order, functions effectively every year to scrutinize the process of admission. The teachers are highly qualified with doctoral degrees and NET/SET qualifications. Students are assessed according to their performance in the internal and external examinations and based on the results, Course outcome and Program outcome attainments are evaluated. The students also are given opportunities to learn through various seminars, workshops, conferences, symposium, field visits, industrial visits, Quiz, debates through intra-institution and inter – institution level events.

With great effort and the application of various innovative teaching methodologies, the Institution has achieved good results in the last five years. Six students who belong to the downtrodden families bagged University ranks in two consecutive years. Feedback is obtained at the exit level for overall curricular aspects. The suggestions and grievances related to curricular aspects are being submitted to the Board of Studies of the subjects concerned. Overall, the IQAC Cell constantly monitors and guides the teaching – learning processes of the students as well as teachers every year.

### **Research, Innovations and Extension**

At present our institution is only seven years old and the research affiliation is yet to be granted by the university, as Post Graduate Courses are not sanctioned till now. The faculty members in the institution possess perseverance and determination to keep going, even in the face of setbacks and obstacles. During presentation of viva-voce and seminars, our students get exposure about the research environment even from the tertiary level of their study. Being the audience, they could acquire the basics

of research and get many ideas to defend the thesis in future. Most of the faculty members involved in guiding M.Phil and Ph.D Scholars.

All the regular faculties and some of the Guest Lecture faculties acted as subject experts to conduct the doctoral committee meeting in other institutions. The teachers have been encouraged to publish their research papers in the UGC approved journals (previously) and now in UGC-CARE journals. Research proposal of one of the faculty members Dr.K.Pongiannan, Department of Commerce got selected and the project was carried out successfully. Similarly one of our faculties Dr.E.Bharathi, Department of Computer Science have obtained one patent for their research work. Most of the departments in the institution have signed Memorandum of Understanding in order to exchange of teaching and research personnel, student exchangers, co-operative development of courses and academic programmes. As a part of the extension activities, our students are perpetually sensitized towards the social evils such as the use of drugs, tobacco and cigarettes among themselves, corruption and black money and other matters like Gender issues, dengue-malaria awareness programme among villagers, basic hygiene and health, pandemic related campaigns etc. Our students have an insatiable curiosity that drives them to ask questions, seek answers and explore new ideas.

### **Infrastructure and Learning Resources**

The institution has excellent buildings and infrastructure in 8 acre. The institution has an adequately developed and well maintain physical infrastructure with well-equipped class rooms, laboratories, library, seminar hall and conference halls. At the time of inception of the institution in the year 2016, the Institution comprising of only three courses functioned in a school campus, occupying only four classrooms temporarily allotted in Sri Ragavendra School. The institution abides by the guidance of Government authorities through the Chief Educational Officer of the School Education. When three more courses were sanctioned in the same year shift system was followed. From 2018 onwards, the Institution got shifted to the new three-story building with 24 classrooms, 6 staff rooms, 3 labs and 2 seminar halls. In response to the increasing use of ICT in the teaching- leaning process, the campus is Wi-fi enabled. The institution takes pride in its ever-expanding collection of books with 6182 books, reference books, 02 journals and the interdisciplinary books supplied by the Government of Tamil Nadu. Though not one to one, appropriate number of computers has been supplied by the Electronics Corporation of Tamil Nadu Limited (ELCOT). However, the students who pursued their Higher Secondary Education in Government schools had already been provided with a free laptop on their own. So, the student- computer ratio is somewhat balanced. Besides, there are some philanthropic entrepreneurs in and around Sathyamangalam supplied some computer systems for the benefit of the students. In order to ensure a better interactive learning experience, LCD projector is used as one of the teaching aids. Various multi- media contents that include subject oriented images, videos, power-point presentations are made available for the students so that they expand the horizon of their knowledge. The Institution has provided safe drinking water facility through the installation of aqua-guard. The inverters and UPS system are used for the computers.

### **Student Support and Progression**

Our Institution is dedicated to provide academic support services, including tutoring, mentoring, and counselling. At our institution, we believe in nurturing well-rounded individuals, and a key component of this holistic development is our state-of-the-art sports facilities. We recognize the invaluable role that sports play in promoting physical fitness, fostering teamwork, and instilling qualities

of discipline. A dynamic sports culture motivates students to actively engage in various competitions at both state and university levels. These encompass a spectrum of indoor and outdoor games such as Kabaadi, Volleyball, Chess, Long Jump, Kho-Kho, Shot Put, Disc Throw, and Shuttle. We actively participate in intercollegiate competitions, providing our students with opportunities to showcase their talent on a broader stage.

Effective systems, implemented by the administration, tracks and monitors the progression of students. Continuous assessments and feedback mechanisms contribute to identify and address challenges faced by students in a timely manner. Our institution's multifaceted cells operate as essential pillars, catering to various dimensions of student life and well-being. The range of committees include the Grievance Redressal Cell, Women's Empowerment Cell, ICC, Placement and Career Guidance Cell, NSS, Entrepreneurship Development Cell, Youth Red Cross, Parents-Teachers Association, Electoral Literacy Club, Old Students Association, Anti-Ragging Committee, Eco Club, Anti-Drug Committee, Discipline Committee, Sports Committee, Cell for Minority, Scholarship Help Desk, Cyber Crime Awareness Cell, Bharathiar Vasagar Vattam, Examination Cell and Fine Arts Club.

Each year, students from SC, ST, and OBC backgrounds benefit from state government scholarships. This serves as a pivotal pillar for the institution, preventing many students from discontinuing their studies and they are also motivated to pursue post-graduation.

Recognizing that the journey from academia to the professional realm requires more than just academic excellence, our institution places significant emphasis on career guidance and skill development. Placement opportunities are facilitated through on and off campus interviews. The alumni network serves as a dynamic bridge connecting the past, present, and future of our academic legacy. Their achievements serve as beacons lighting the way for current students. Alumni are enrolled in the Old Students' Association, and their societal progress is actively monitored and documented in relevant departments.

### **Governance, Leadership and Management**

The institution strongly believes that the quest for quality education is a collective journey. The institution practices decentralized, transparent and participatory governance. By clearly defining the roles and responsibilities of various functionaries, the institution ensures that all stakeholders are involved in the decision making process, instilling a sense of ownership as well as accountability in the Institution community. The students from the remote villages are moulded initially, when they step into the institution. Government sponsored "Skill Development Certificate Programme" called "Naan Mudhalvan" has been recently introduced to improve the personality skills of the students. Various Committees are framed in the institution for assuring the smooth running of the administration. The institution implements E-Governance Policy in all areas of functioning like library, accounts, admissions, administration, teaching etc. The Governance structure of the institution is established and practiced on the conventional model of Bharathiar University and the guidelines of UGC. Continuous and sustained growth and enhancement of quality education is possible only through unique management strategies.

All financial procedures are monitored closely by internal and external audit mechanisms. The management and leadership, focuses on the stated vision and mission. Certain strategies were centred around academic freedom, decentralized academic administration, sustainable audit and accountability through feedback systems from students, parents, alumni etc. Research contribution and financial support to the faculty and non-teaching members are to be considered in mobilization of funds. On policy matters

decisions are communicated throughout the organization. The organogram, functions of various bodies, service rules and grievance redressal mechanism are significant. Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions. The welfare of the staff members is given top priority. Number of Professional Development /Administrative Training Programs organized by the Institution for Teaching and Non-Teaching staff during the last five years is recorded. Health Insurance, Medical leave and Maternity are given to needed staff members. Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. The IQAC, thus, plays a vital role in making quality enhancement a core principle of the institutional culture.

### **Institutional Values and Best Practices**

The institution aims to promote human and moral values to the students along with the determined subjects. The non-major electives such as Environmental studies, Human Rights, Yoga for Human Excellence advised with syllabus put forward by the university are taught by the teachers who amplify the teaching with the conduct of seminars and workshops related to the concerned subjects and concepts. Empathy and humanitarianism were inventively instilling a sense of responsibility in the students in such a way; the students become the prospect to help the public who were come to our institution during pandemic period for getting vaccines. Many students joined their hands with NGO's for their relentless services. Wandering among the shady trees and in the garden (herbal) situated adjacently near the main block of the institution replenish their young minds especially during the post lunch sessions. Physical activity along with learning makes the things easily penetrable to the student's young minds. A practical yoga session has been taught to the students since 2017 to cut back the emotional stress and to increase the concentration and memory power among the students. The festivals of the country and the state such as Diwali, Pongal, Saraswathi Pooja, Onam and other festivals that glorify nature are celebrated every year. The institution was incepted before six years and it has the unique identity as well as disciplined and potential output in all endeavors. It is one of the probable institutions which could submit itself for NAAC process, though being the young institution with limited availability of resources. The institutions axiom is: "The roots of education are bitter but the fruit is sweet". The teachers of our institution follow the dictum: "Blooming with the institution".

The institution also creates awareness among students about the need to adopt and maintain environmentally sustainable practices that demonstrate their commitment towards the environment and reduce their carbon foot prints.

By this way our institution and teachers have distinct qualities to the quality and quantity of education that aims at the betterment of student community. The institution has produced more than 400 graduates in the first graduation day.

## 2. PROFILE

### 2.1 BASIC INFORMATION

<b>Name and Address of the Institution</b>	
Name	GOVERNMENT ARTS AND SCIENCE INSTITUTION
Address	Government Arts and Science Institution, Malaiyadipur, Sathyamangalam, Erode District.
City	Sathyamangalam
State	Tamil Nadu
Pin	638401
Website	www.gascathy.ac.in

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	Dr.K.Radhakrishnan	04295-297141	9443882951	-	ragovila@gmail.com
IQAC coordinator	Dr.K.Pongiannan	04295-297141	9894389239	-	mkpongiannan@gmail.com

<b>Status of the Institution</b>	
Institution Status	Government

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority Institution</b>	
If it is a recognized minority institution	No



<b>Establishment details</b>			
<b>State</b>	<b>University name</b>	<b>Document</b>	
Tamil Nadu	Bharathiar University	<a href="#">View Document</a>	
<b>Details of UGC recognition</b>			
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>	
2(f) of UGC	19-02-2020	<a href="#">View Document</a>	
12(B) of UGC	19-02-2020	<a href="#">View Document</a>	
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)</b>			
<b>Statutory Regulatory Authority</b>	<b>Recognition / Approval details Institution / Department programme</b>	<b>Day,Month and year (dd-mm-yyyy)</b>	<b>Remarks</b>
No contents			
<b>Recognitions</b>			
Is the Institution recognized by UGC as a Institution with Potential for Excellence(CPE)?	No		
Is the Institution recognized for its performance by any	No		

other governmental agency?				
<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Government Arts and Science Institution, Malayadipudur, Komarapalayam, Sathyamangalam – 638 401, Erode (Dt.), Tamil Nadu	Rural	9.70 acres	

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the Institution (Give Data for Current Academic year)</b>						
<b>Program Level</b>	<b>Name of Programme / Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No. of Students Admitted</b>
UG	B.Com	36	Higher Secondary	English	120	117
UG	BA Economics	36	Higher Secondary	English	60	52
UG	BA English	36	Higher Secondary	English	60	39
UG	BBA	36	Higher Secondary	English	60	53
UG	B.Sc. Mathematics	36	Higher Secondary	English	60	8
UG	B.Sc. Computer Science	36	Higher Secondary	English	60	53
UG	BCA	36	Higher Secondary	English	60	27
UG	B.Sc. Visual Communication	36	Higher Secondary	English	40	36
UG	B.Sc. Physics	36	Higher Secondary	English	40	8
UG	B.Sc. Chemistry	36	Higher Secondary	English	40	31

**Position Details of Faculty & Staff in the Institution**

Teaching Faculty																
	Professor				Associate Professor				Assistant Professor							
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total				
Sanctioned by the UGC /University State Government	0				4				04				52			
Recruited	0	0	0	0	4	0	0	04	02	01	0	03				
Yet to Recruit	0				0				49							
Sanctioned by the Management/ Society or Other Authorized Bodies	0				0				10							
Recruited	0	0	0	0	0	0	0	0	1	9	0	10				
Yet to Recruit	0				0				0							

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC / University State Government				17
Recruited	6	1	0	07
Yet to Recruit				10
Sanctioned by the Management / Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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				0

Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	8	1	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	9	13	0	22
M.Phil.	0	0	0	0	0	0	2	10	0	12
PG	0	0	0	0	0	0	2	5	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

**Self-Study Report of GOVERNMENT ARTS AND SCIENCE COLLEGE**

UG	0	0	0	0	0	0	0	0	0	0
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<b>Details of Visting / Guest Facultyies</b>				
<b>Number of Visiting/Guest Faculty engaged with the institution?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		0	0	0

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

<b>Programme</b>		<b>From the State Where Institution is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	577	0	0	0	577
	Female	459	0	0	0	459
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the Institution During the last four Academic Years**

<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	79	73	68	99
	Female	87	75	84	76
	Others	0	0	0	0
ST	Male	12	2	6	15
	Female	6	3	3	16
	Others	0	0	0	0
OBC	Male	94	89	107	112
	Female	122	63	75	76
	Others	0	0	0	0
General	Male	15	5	11	16
	Female	19	4	4	14
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		434	319	358	424

**Institutional preparedness for NEP**

## 1. Multidisciplinary/Interdisciplinary:

A multidisciplinary approach combines knowledge and skills from several academic disciplines in order to address complex issues. The following aspects have been implemented in the institution which has the features of NEP 2020:

The institution fosters collaboration and team work by bringing together the students from different academic backgrounds. The faculty members from the discipline of English Literature and Tamil Literature instill strong communicative skills among the students of various departments. Different teaching methods such as Communicative Language Teaching, Silent Way method, Lexical Approach, etc are implemented to the language skills of the students. Multi-disciplinary approach of teaching is carried out in the institution where teachers work together across different topic areas to create learning activities that combine abilities and subject matter from other disciplines. This method has encouraged our students to a greater extent to see how knowledge is connected, which promotes critical thinking, problem-solving and the use of knowledge in different contexts.

In coming days, Science and Economics faculty might collaborate to develop a project in which students investigate the scientific and economical facets of a specific event or invention. Students get a more comprehensive understanding of tough subjects and issues by learning information and talents from other academic fields. For instance, in our institution a student of English Literature gets an exposure to present a research article in the field of Artificial Intelligence, Anthropology, Cultural Studies etc Allied courses like Accountancy, Mathematics, Zoology are taught to students in order to facilitate a holistic education.

The institution focuses on the holistic development of the student community. Additional courses Yoga and the celebrations of all religious festivals like Christmas, Pongal, Ramzan, to inculcate human tolerance and mutual understanding among students. Yoga teaches them to control their body and mind which completely eliminates the pessimistic thought of the students.

Human Rights subject insists the concept of “Liberty, Equality and Fraternity.” Parallel to the academic teaching, the institution emphasizes the holistic development of the individual as a compassionate and considerate human being. Learning an extra language widens the career avenue of the students.

## 2. Academic Bank of Credits (ABC):

The institution is affiliated to the Bharathiar University and in the implementation of Academic Bank of Credits; it has to conform to the guidelines of the affiliated university. The digital pages of the students are being created every year using MS- Access which is done by the faculty of the institution.

Hence, there is a digital repository containing the data of the students available in the institution. Since the pandemic times, online repository is used in Teaching, Learning and Evaluation processes. Google classrooms created by the faculty during the lockdown period comprise the assignments and quizzes submitted by the students through Google form. The institutional website contains the activities of the institution and it serves as a digital notice board to convey important messages during the time of quarantine. Online applications for the admission process are initiated and [www.tngasa.in](http://www.tngasa.in) (Directorate of Collegiate Education, Tamil Nadu government) serves as the digital repository for receiving and consolidating applications of the students, as soon as the higher secondary exam results are published.

The admission process, with dates and time, is also being released on the website of the institution. From 2021, the University has made it mandatory to upload the internal marks in the University portal digitally. Hence, there is always a backup of the details of the students and their internal marks in the digital repository. Multiple entries of a student's details into the same course are not allowed. The faculty members can choose their own methodology to teach the syllabus provided by the University. The faculty members decide the methodology based on the acquiring level of the students in the classroom.

### 3. Skill Development:

To thrive in the ever-evolving landscape of the job market and to lead a fulfilling life, students must acquire a diverse set of skills. It is no longer sufficient to rely solely on the traditional academic knowledge. The technical and the soft skills cultivate a well-rounded individual who can navigate life's challenges with confidence and competence. The institution offers a Computer Literacy Programme (CLP) for all the UG students with the support of the government. Though not included in the curriculum offered by Bharathiar University, the CLP programme was voluntarily opted by the institution, requesting the government to permit the course.

Since 2017, the Computer Skill Development Programme (for all non-computer students of the institution) has been taught to the students. Government recognized certificates will be issued to the students that help them to pursue their career in specialized fields. Communication skills along with soft skill programmes are being conducted periodically to sharpen their ability to express their knowledge. Part-II English, following the syllabus framed by TANSCH, (Tamil Nadu State Council for Higher Education) focuses on the development of the LSRW (Listening, Reading, Speaking and Writing) skills of the students.

### 4. Appropriate Integration of Indian Knowledge System and Culture (teaching in Indian Language)

Tamil, the classical Language, being the regional language is used for any official communication in the Institution. Bilingual usage is much prevalent except for Part – II English and English literature classrooms, the official circulars and communication from the government are provided in Tamil language. There is an equal promotion of both the regional language and the foreign language (English) in the Institution. "Kavinkalai Mandram " functions in our institution that promotes Tamil Language and literature. An exclusive herbal garden where special herbs and plants like nilavembu, tulsi, nocchi and neem .These herbs have been used in the prevention and the treatment of dengue, smallpox, chicken pox and covid-causing virus. The herbal garden has been nurtured and maintained by the Department of Botany. During the cultural celebrations, the boys wear dhotis and girls wear saris.

Pongal Festival (Makara Sankranti) has been celebrated in the institution. It is a festival celebrated in order to thank the Sun, Mother Nature and various farm animals that help to contribute to a bountiful harvest. The students prepare Pongal (rice with jaggery) in mud pots and offer it as prasada to Sun God. Saraswathi Pooja is celebrated to worship Matha Saraswathi, the Goddess of Learning. Onam celebrations (the cultural festival of the neighboring State Kerala) are also celebrated by the students. The story behind Onam is related to the vamana avatar, one of the seven avatars of Lord Vishnu. Christmas is celebrated to commemorate the birth of "Jesus Christ."

Religious tolerance is maintained in the cultural festivals. Through the festivals, the students learn the Indian heritage and traditional values. The girl students do perform the village folk dances like kolattam and Kummiyattam during the Pongal festival.

Students showcase their talent by performing various art forms like Bharathanatyam, Kolattam, Silambattam, etc. During the cultural events in the institution. The boys used to bring parai (a drum that is exclusively used in the villages of Tamil Nadu ) to beat and dance for its rhythm. Kolam (drawing on the front yard) competitions are conducted in the institution. The institution strives to hold traditional values in order to keep traditions alive and preserve the shared values.

**5. Focus on Outcome based education (OBE):**

The axis of the Institution revolves on the outcome- based education from the beginning. Curriculum aspects are planned based on the same principle. Students are taught and evaluated based on the Outcome based education. CLP (Computer Literacy programme) and communication skills are being introduced and taught in an effective manner. Students are given clear objectives and regular evaluations of progress, and they receive personalized feedback on how well they have achieved those goals. The basic principle of outcome-based education is that students must meet a specific standard to graduate. The key to success in outcome-based education is clarity, for both teachers and students to understand what’s expected of them. Our institution withholds outcome based education in order to create talented man power Outcome-based education aims to create a clear expectation of results that students must achieve. Here, the outcome includes skills, knowledge and attitude. Many SEPs (Student Enrichment Programme) have been organized by various departments. Ultimately, the progress of the student should be upward mobility and getting placed. The faculties play dynamic roles that include being a motivator, facilitator, trainer, guide, mentor, and disciplinarian. Appropriate opportunities are provided for the students and this helps students achieve the specified outcomes.

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether the Electoral Literacy Club (ELC) has been set up in the Institution?</p>	<p>The Electoral Literacy Club (ELC) was formed during the academic year 2023-24 pertaining to the forthcoming parliamentary election (May 2024) by the direction of the Government. The ELC contains nodal officers, valuable faculty and student members along with our Principal. It is functioning with various activities related to the election under the guidance of Tahsidar, Sathyamangalam town and Collector, Erode District. The primary aim of the club is to create awareness about the election to the students who were completed 18 years of age and the people belonging to society in rural areas. They also help our students community for getting election id card</p>
<p>2. Whether students’ co-coordinator and co-coordinating faculty members are appointed by the Institution and whether the ELCs are functional?</p>	<p>Once the Electoral Literacy Club was formed in our institution, the student co- coordinators were appointed from various courses and the duties and responsibilities of ELC were well-informed. The students are coordinated by the nodal officer of our institution. In addition, the students are</p>



	<p>sensitized about their democratic rights as the voters who could decide the destiny of the nation.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The students participated in the awareness rallies organized by the “Electoral Literacy Club” to promote electoral literacy, in and around Sathyamangalam town. The prime goal of various activities conducted by the ELC is to spread awareness to all communities about voting rights and insist on the regular polling of votes without fail.</p>
<p>4. Any socially relevant projects/initiatives taken by the Institution in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Singing and Drawing competitions are conducted for the students as an initiative, to spread awareness regarding the election and voting system. Special rally is conducted with NSS student volunteers for creating awareness and ensuring the duties of people living in Sathyamangalam town regarding the significance of polling their votes. It also helps the student community to obtain voter-id cards with the help of Sathyamangalam Tahsildar office. All the students in our institution took pledge on “National Voters Day "(January 25<sup>th</sup> of 2024) explained and demonstrated to the elders of the villages around the Institution. On 25.01.2020, the National Voters Day – an awareness campaign along with the District Election Office and District Collector’s Office – the English Department Students led by the HOD and the Staff Members went for an awareness campaign and the English department students won prizes in Poster Presentation too.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the Institution to institutionalize mechanisms to register eligible students as voters.</p>	<p>In the Institution, the students who have completed 18 years of age are made to register themselves to obtain the EPIC (Electors Photo Identification Card). Their additional duties are to find out those who have not registered their names and to help them register their names in the voter’s list. The students are asked to spread the message</p>

	<p>across their village too. A camp is arranged in the institution premises to help the public also to register and to do modifications in their details. The Institution performs this duty with utmost care and sincerity.</p>
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### **3. EXTENDED PROFILE**

#### **1. STUDENTS**

##### **1.1 Number of students year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2. TEACHERS

**2.1 Number of teaching staff / full time teachers during the last five years (Without repeat count):  
Response: 53**

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	31	31	27	13

## 3. INSTITUTION

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

2021-22	2020-21	2019-20	2018-19	2017-18

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>