SELF STUDY REPORT

FOR

2ⁿᵈ CYCLE OF ACCREDITATION

KASTHURBA COLLEGE FOR WOMEN

PONDY- VILLUPURAM MAIN ROAD, KANNAGI SCHOOL CAMPUS,
VILLIANUR
605110
www.kcw.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kasthurba College for Women is a Government of Puducherry institution that functions under the aegis of the "Pondicherry Society for Higher Education (PONSHE)" which is an arm of the Directorate of Higher and Technical Education. The institution is one of five colleges that was created by the Government and brought under the PONSHE.

As a Government-Society College, the institution is FULLY funded and supported by the Government of Puducherry from providing land and infrastructure, appointing of teaching and non-teaching faculty, paying salaries / wages, maintenance, providing additional resources and infrastructure to admission of students, etc.

Kasthurba College for Women was started in the year 2005 to cater to the educational needs of rural women students. It has had very humble beginnings – just two courses, B.A. History and B.A. Social Work with an intake of 40 students in total. As on date, the college offers three undergraduate courses; B. Sc. Psychology having been introduced in 2019, and the intake has risen to 60 per course bringing the yearly admission to 180.

Believing that "good things come wrapped in small packages" the college uses its small force of teaching and non-teaching staff, supported by the Principal and the office, to act on the tenets on which the college stands- to facilitate the all–round development of women and to empower them to stand independently in society and to stand up for themselves at all times.

Today, the college has a teaching faculty strength of 15 Assistant Professor and 2 non-teaching staff ably assisted by four office staff, two sanitary assistants and 3 security personnel.

Vision

To educate, empower and promote intellect through holistic learning, towards individual growth and social progress.

Mission

- To provide need-based quality higher education to women.
- To facilitate critical thinking and creativity.
- To impart knowledge and skill for the development of the self through value-based education.
- To reach out to the diverse and varying needs of the society and
- To strive for excellence with the state-of-the-art facilities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. College is located in a rural area thus providing the institution the opportunity to cater to the needs of rural students.
2. Located in a large, green, shady, eco-friendly campus.
3. Participates in educating and uplifting first generation rural women students.
4. Assists student-mothers with infant children to bring their infants to college and to attend to them in the Ladies Retiring Room with the help of a family member so neither the child nor the mothers' education is hampered.
5. Provides extremely affordable and quality education to all its women students which they can ill-afford, elsewhere, thus making equity a reality.
6. Being part of the Centralised Admission Committee (CENTAC) it is ensure that no rural women student who applies goes without admission.
7. Supported by Rashtriya Uchchatar Shiksha Abiyan (RUSA) with Infrastructure and Equity grants.
8. Co-existing with a rural Government school (Kannagi Girls Higher Secondary School) which educates first generation learners which later servers as a feeder for the college.
9. 1.8 acres of land transferred by the Government to the Directorate of Higher and Technical Education for the building of more blocks for academic purpose.
10. Wifi-enabled campus with technologically–equipped classrooms.
11. Well–qualified teaching faculty: 10 out of 15 (66.66%) Ph. D. holders and 4 with NET/SET. Both non-teaching staff, namely the Librarian and the Director of Physical Education are also Ph. D. holders.
12. Faculty members who are on their respective Boards of Studies of Pondicherry University and who can represent the emerging needs of the students so that it is reflected in the curriculum.
13. A systemised feed-back machinery that helps in the reflection, organisation, re-organisation and implementation of academic and non-academic activities.
14. A growing member of students who are pursuing post-graduation at Pondicherry University, Kanchi Mamunivar Government Institution for Post-Graduate Studies and Research, Pondicherry, St. Joseph's College of Arts and Science, Cuddalore, Pope John Paul II College of Education Pondicherry, and Annamalai University, Chidambaram.
15. 161 students receive scholarships amounting to Rs. 358669/-
16. An active, registered Parent-Teacher Association.
17. An Active Alumni Association which has 292 registered members and who give back to the institution through the colleges "Alumni Lecture Series".
18. An active Counselling Cell headed by the Head of the Department of Psychology who addresses the psycho-social issues of the students.
19. One functional MOU signed with a company for re-cycling of household plastic waste.

Institutional Weakness

1. The college, as part of a larger structure of the Directorate of Higher Education and the Pondicherry University, has limited administrative and academic autonomy which affects the following areas
   - Slow change in curriculum.
   - Slow change in curriculum prevents new teaching-learning strategies from being implemented.
   - Continues to be "provisionally" affiliated to Pondicherry University.
   - Permanent appointments were last made in 2014.
   - Delay in granting of promotions demotivates the faculty.
   - The increasing frequency of delay in payment of salaries is distressing,
2. The potential talents of research among the staff not adequately utilized.
3. Tapping CSR funds for institutional development.

4. Low participation and performance of students in competitive examinations.
5. Reluctance of urban students to study in a rural college and even some reluctance on the part of rural students to study in a rural college as they want to experience "town- life".

Institutional Opportunity

1. With the transfer of land to the college there is greater potential to receive infrastructure grants to further develop the institution.
2. Identifying and introducing at least two more courses.
3. Facilitating and empowering rural women students, through education and exposure to opportunities.
4. Improving equality initiatives with RUSA assistance – self-defence classes, awareness programmes, language-enhancement programmes, life skills, remedial classes and coaching for competitive examinations.
5. Participating in a larger number of sports activities as rural women students show a lot of potential in this field.
6. Being able to provide the best we can by way of infrastructure and facilities for our staff and students.
7. Enriching the curriculum through extension activities, seminars, workshops, and awareness programmes, and rallies which in turn broadens students perception of the world around them.
8. Possibility of more MOUs and academic collaborations.
9. Affording the non-teaching staff opportunities to enhance their skills through training organised by the government, especially by the Department of Administrative Reforms.

Institutional Challenge

1. Convincing urban students to avail the 25% of reservation that is provided for them in our rural college and to seek admission here.
2. Convincing rural school students to avail of courses in rural colleges itself.
3. Low English proficiency among the students at the entry level.
4. Convincing parents to prioritise education over marriage and discontinuance of studies mid-way.
5. To bring students' focus back to education and its importance post Covid- lockdown.
6. Convincing a larger number of students to go in for post-graduation instead of setting for employment to satisfy the immediate economic needs of the family.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college offers 3 courses to cater to the needs of rural women students. Out of these 3 courses, the B.Sc. Psychology course was introduced during this assessment period and has proved to be in good demand.

The college has a well-oiled mechanism to deliver the CBCS curriculum set by the Pondicherry University. The Principal, the IQAC Co-ordinator and the Head of Departments are the main decision makers when it comes to allocation of workload, subjects to be taught each semester, and preparation of the Time Table that will reflect the flow of uninterrupted classroom–teaching.

Being an affiliated college, the institution follows the Academic calendar prescribes by the Pondicherry University and complies with its directives as and when it is intimated. These directives are circulated among the staff and students for information and compliance as well. Important communication is also displayed on the College and Classroom Notice Boards.

The Choice-Based Credit System that is followed provides for the development of both disciplinary and skill-based knowledge. Student development and training programmes that are scheduled on a regular basis supplement classroom learning and create sensitive and compassionate citizens. To compensate for that absence of technical training within the syllabus, the college sponsors a good number of students for computer courses through Government of India approved training centres. These courses enhance their employability prospects.

It is expected that the three programmes offered here will put the students on the road of discovery not just about the larger world that they inhabit but equally about themselves.

Teaching-learning and Evaluation

The college has well-qualified and committed staff who are specialised in their respective subject areas.

77.77% of the staff have Ph.D. Degrees, 66.66% have NET/SET qualification and 55.55 % have both Ph. D.

NET/SET qualification. During the assessment year, the number of faculty who obtained Ph.Ds rose from 33.33 to 77.77%.

Many of the staff have been / are part of Boards of Studies and the Centralised Admission Committee (CENTAC). They have participated in and conducted workshops, seminars and conference.

Both at the National and International Levels. Such participation has helped upgrade their skills and expand their knowledge which they then both, formally and informally, transmit to their students, thereby, benefitting both teacher and learner.

The Covid has equipped the faculty in the use of digital learning tools and made them comfortable to handle both offline and online classes efficiently and effectfully. A smooth transition between modes is realised when the need arises. A large section of the students community has also adapted itself to the dual modes of the teaching-learning process. Each faculty has a Google Suite account subscribed for them by the Directorate of Higher and Technical Education.

The teacher-student ratio is 1:19 as is the mentor-mentee ratio. Each mentor provides all round guidance to his/her mentees. Apart from classroom lecturing, peer-teaching, seminars, workshops, webinars and quizzes are also the teaching-learning strategies employed.

The college mainly serves first generation women learners hailing from socio-economically disadvantaged groups and adheres very strictly to the reservation policy prescribed by the Government. It also welcomes students with disabilities and makes all the necessary provisions to make their learning process as smooth as possible. The faculty go the extra mile to ensure that everyone is included in every activity and pay special attention to their learning needs. Opportunities are made available to all the students to go for coaching classes to prepare them to face competitive exams.

The evaluation system is transparent. Tests and presentations/projects form the basis for internal assessment. Internal marks are displayed before the commencement of the University examination. The University Examination process is automated from online registration to display and downloading of the results. Average graduation outcome is between 50-70%.

Student feedback is procured yearly and teaching methodologies are adjusted as per the relevant suggestions. Feedback regarding curriculum is borne in mind and represented at Board of Studies meetings.

Research, Innovations and Extension

Research

A research attitude is encouraged on campus and between the two assessment periods, the percentage of staff obtaining Ph.Ds rose by 40% . Faculty also participate in Faculty Development Programmes, Seminars, Workshops, Conference and Training sessions, apart from conducting their own department cell-wise programmes.. The college subscribes to Inflibnet and the faculty use the N-List extensively both their own research activities and for classroom teaching. While the institution offers only under-graduate courses, the students are constantly encouraged to enrol for higher degrees either through the regular or the distant modes.

Innovation

Being a plastic-conscious institution, apart from the awareness programmes conducted each semester on the ill-effects of plastic usage, the institution has now joined hands through an MoU with "Metro Group" to recycle all types of household plastic into tiles and park benches. The institution collects and hands over household plastic waste and receives finished products produced from the collected waste. These products are in turn further recycleable.

Extension

The Department of Social Work has curriculum embedded outreach programmes through community-based field work and rural camps.

During the Covid pandemic, three members of the faculty were assigned COVID 19 duty by the Department of Revenue and Disaster Management, State Emergency Operation Centre, Covid-19 War Room where they engaged in contact tracing in the U.T. of Puducherry. Our Lab Assistant was also assigned data entry of Covid affected patients/deaths by the same department.

The institution also creates awareness among the school-students of Kannagi Higher Secondary School with whom it shares its campus and with the local community, on topics, such as suicide, breastfeeding, health & hygiene, dangers of using plastics and need for protecting the environment. Our students, at least once in a year, in collaboration with companies, conduct/ assist in sensitization programmes for school children and in data collection to assess student learning.

Infrastructure and Learning Resources

The college has 9 classrooms, one Psychology Lab, one Language/Computer Lab, One Staff Room, a Library, a Sports room, a Ladies Retiring Room and a Canteen apart from a Principal's Room and an Office. There is a huge playground where sports, such as Kho-Kho, Khabbadi, Shuttle, Badminton and track events are held. Yoga is also practised on the grounds.

Six out of nine classrooms and the computer lab are fitted with LCD projectors. Apart from computer systems in the computer lab, each department is given a computer and a printer to carry out departmental work. Good internet connectivity is available on _____. Good toilet facilities and pure drinking water through RO units are provided. Food is available at a subsidized cost in the college canteen.

The library has subscribed to Inflibnet and the staff has access to all the N-List journals. The total number of books in the library is 3600. It subscribes to 8 journals. It is partially automated using Modern Lib Software. The Library footfall is about 20 per day. Number of book under circulation per day is 10. The library also provides reprography services at a nominal cost. It is self-sustaining when it comes to maintenance of its infrastructure.

The Psychology Lab has all the required experimental tools to help the students practice and also undertake examinations. The Computer Lab is used to teach students basic computer and web usage. Members of the staff also use the Computer Lab to carry out their academic and research work.

Student Support and Progression

1. The college firmly believes that the students are at the centre of its being and provides guided freedom to mould them into self-sufficient and responsible citizens of the society.
2. The college undertakes capacity building and life skills enhancement initiatives. It supports students in developing computer skills by enrolling them in government approved computer coaching with funding from RUSA or state funds. The students are encouraged to enrol in free-coaching classes at Vyuka, a coaching centre that prepares students to attend competitive exams.
3. Rural college students show good potential when it comes to sports and so the college encourages training and participation in a variety of sports activities. The director of Physical Education whose specialisation is Yoga trains the students mentally and physically to be able to compete and accompanies the students to training centres and oversees their trainings at clubs that exclusively promote certain types of sports and games. Our students are winners at National Competitions especially in areas, such as boxing, track and field events.
4. The students are represented on the IQAC and actively participate in meetings. Their suggestion are very pertinent, and therefore, implemented to the benefit of the student community. Their participation in the Community Outreach Programme through the NSS adds significantly to their growth as responsible citizens.

Economically disadvantaged students are assisted in the payment of their tuition/ examination/ fees and often in obtaining sustenance by individual faculty contributions on a regular basis. This ensures that students don't miss classes or drop out due to lack of money or food.

1. The faculty in-charge of the Cultural Association ensures maximum participation of students in cultural and linguistic competitions. This increases self-worth and fosters confidence among rural students who lack exposure.
2. Student progression to Higher Education is slowly on the rise.

3. _____ students receive ST/SC/OBC scholarships from the State government and from the Puducherry Building and Other Construction workers welfare Board as many students' parents are on the daily wages on construction sites. to the tune of _____ while a couple others also receive from private voluntary organisations.

4. The college alumnae association has 292 member and their non-financial contribution is in the form of awareness programmes, now formalised in the "Alumnae Lecture Series". Their inputs inform the present batches of students about the potentials of the courses they are pursuing, the opportunities in the job market and their entrepreneurial prospects. Regular alumnae meets are held twice a year.

Governance, Leadership and Management

The Governing Body of the college is constituted by the Government with the Secretary to Government (Education) as the Chairperson. The Governing Body is scheduled to meet twice a year. It approves/reviews/ratifies proposals/decisions concerning academics, appointments, infrastructure and finance. The Principal of the college is on the Governing Body and is expected to reflect the needs of the institution on the Agenda. The issues/proposals of each institution under the Pondicherry Society for Higher Education is taken up, as discussed, matters are approved, rejected or ratified.

The governance at the institution level reflects the vision and mission of the college. It lays great emphasis on the need to equip the weaker sections of women students with skills to empower them and make them no less confident and capable as their city and town-bred counterparts. To achieve this, the institution encourages a participative and decentralized decision-making process.

The IQAC plays a key role towards institutionalizing quality assurance strategies. Its composition with senior staff and students helps strengthen the various cells, ensures the timely and successful implementation of programmes, reviews action plans and makes mid-course corrections to bring things back on track.

It also ensures the continued quality delivery of curricular and co-curricular activities and adds value to ongoing activities by constant review and remedy. The IQAC also endeavours to enhance its profile since the last accreditation (Cycle 1).

The institution places value on the academic and administrative advancement of its staff and therefore, encourages them to attend Faculty Development Programmes (for Teaching Faculty) and Administrative Reforms Training Programmes (for Non-Teaching Staff).

The welfare measures in place for them are the option of living in Government quarters and reimbursement of children's (two) tuition fees to the tune of Rs. 18000/- per child per year. Lady faculty can avail 6 months maternity leave and Child Care leave for a total period of 730 days till the child is 18 years of age in keeping with the CCL rules of the government. Male faculty can avail 15 days of paternity leave.

Curriculum and administrative reforms are initiated through regular feedback mechanisms. Feedback is received and analysed for validity before remedial measures are undertaken. Such feedback mechanisms help understand if learning outcomes are achieved, the adoption of the best strategies for a task and to make mid-course corrections.

Institutional Values and Best Practices

1. The stated value of our institution is the holistic development of our rural women students. Hence, we are dedicated to improving their educational, moral and economic status by imparting the best within our means.

Special attention is paid to differently-abled faculty and students and they are provided with physical facilities-ramps and toilets, software and hardware specially designed for their use and scribes for examinations.

1. The lady faculty and the students are protected by the efficient functioning of the Internal Compliance Committee and the Grievance Cell which ensures that issues are dealt with in a fair manner and resolved to the satisfaction of all parties concerned.
2. The institution also endeavours to be transparent in its operations by maximising the use of its Notice Boards to display all types of information for timely fulfilment of announcements regarding scholarships, participation in different programmes and enrolment in courses.
3. As one of its best practices, the college creates awareness among students and the local community about the importance to adopt and maintain environmentally sustainable practices. Exhibitions are organised routinely to showcase threats to the environment and ways to sustain what we have around us. The college has signed an MoU with Metro Group to recycle household waste to produce items of utility, such as tiles and park benches. The institution maintains a green campus and encourages the students to help keep it clean by regular upkeep through the NSS.
4. The other best practice is the institutions inclusion in the Centralised Admission Process which ensured that no woman student who applies to study is left without a course of study. The method of admission involves counselling at the admission centre and subsequently, in the college during admission where the prospective student is advised about the course and the future prospects that it holds.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KASTHURBA COLLEGE FOR WOMEN
Address	Pondy- Villupuram Main Road, Kannagi School Campus, Villianur
City	Pondicherry
State	Puducherry
Pin	605110
Website	www.kcw.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Cheryl Ann Gerardine Shivan	0413-2661627	9994991614	-	shivancheryl@gmail.com
IQAC / CIQA coordinator	Bhuvaneswari. K	0413-2661635	9486025434	-	kcwiqacvillianur@rediffmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	17-10-2005

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

State	University name	Document
Puducherry	Pondicherry University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-04-2011	View Document
12B of UGC		

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1654081179.pdf
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?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Pondy- Villupuram Main Road, Kannagi School Campus, Villianur	Rural	1.8	575.88

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	BA,History	36	Higher Secondary School Certificate	English	60	37
UG	BA,Social Work	36	Higher Secondary School Certificate	English	60	33
UG	BSc,Psychology	36	Higher Secondary School Certificate	English	60	43

Position Details of Faculty & Staff in the College

Teaching Faculty													
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				15
Recruited	0	0	0	0	0	0	0	0	12	3	0	15
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				7
Recruited	5	1	0	6
Yet to Recruit				1

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	87	26	0	0	113
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	24	9	5	6
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	58	25	50	28
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	41	55	22	23
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		123	89	77	57

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In order to ensure a multidisciplinary approach, the students are given the liberty to choose subjects from within the three courses offered in the institution. However, due to a paucity of infrastructure, we have

	to work within our constraints, thereby restricting choices. For the students to choose subjects offered by the sister institutions of the college (Arts and Science, Polytechnic, Performing Arts College) permission has to be given both by the Pondicherry University and the Directorate of Higher and Technical Education. We envisage a greater learning experience if this were implemented in the true sense of the word and would encourage our students to go beyond their chosen fields of study. As we are an affiliated college of the Pondicherry University, we are also looking forward to being provided with guidelines.
2. Academic bank of credits (ABC):	Once the Pondicherry University implements the NEP and provides the affiliated institutions with the guidelines, then the Directorate of Higher and Technical Education / PONSHE will have to create a centralized database to which the database of each of its colleges will be linked and the credits will have to be stored therein. The Directorate / PONSHE is well-equipped to carry out this exercise provided it has guidelines for implementation. At our institution level, proper technical support would have to be created. This will subsequently have to be linked to the Department of Examinations of Pondicherry University until the college is either made autonomous or becomes a part of a college cluster.
3. Skill development:	The college does not offer any skill-based training programmes. However, students make use of the training provided by outside agencies, and such training is either provided free of cost by the centrally-sponsored NGOs and the students even receive a stipend as an incentive to complete the course. Other skill development courses are also undertaken through RUSA funding. However, if the NEP is introduced and if it is permissible within the guidelines of the Pondicherry University, students can avail of skill-based courses provided by the other institutions run either by the Government or the Government Society colleges. Scope for this is available in plenty.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	India's cultural variety is recognized and promoted. The language of the state which is Tamil is taught for four semesters. When the Pondicherry University implemented the CBCS many Boards of Studies reduced the teaching of Indian Languages to two

	semesters. Together with the Language Departments , the institution highly recommended that the Teaching of Indian Languages be compulsorily offered for four semesters. The recommendation was acceded to. On campus, several cultural and competitive programmes are held in the regional language. Students are also encourage to participate in all the Tamil Language programmes conducted by various Linguistic organizations in Pondicherry. Hence, the institution is well-equipped to further encourage the learning of Indian languages and to promote the culture of the country. The Department of History of the college works very fervently in this regard as well.
5. Focus on Outcome based education (OBE):	Focus on Outcome Based Education (OBE) When the Pondicherry University comes out with its own NEP implementation framework for affiliated colleges, it is expected that each Board of Study will also plan on how best the particular courses of study will spell out and implement its stated objectives towards the end result which is to make the student employable or to shape him / her into an entrepreneur. The college will endeavour to implement all the University's instructions to the fulfillment of the stated objectives.
6. Distance education/online education:	If there is one thing that the pandemic has equipped us with, it is the ability to be flexible and adapt to changing situations. Online teaching-learning has now become second nature to both faculty and students. Faculty keep in touch with/taught students through Whatsapp groups and when the Directorate of Higher and Technical Education provided the Google Suite platform to each and every teacher, the teaching-learning process became much more fluid and seamless. The faculty were also able to prepare e-content and share it with students and the students were facilitated in preparing for their seminars and presentations as well as submission of assignments. Hence, the college is well-prepared to take online education even further and within the scope of University provisions.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
70	64	51	49	52

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	2	2	2

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
278	200	159	144	142

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
90	90	40	40	30

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
62	40	45	46	45

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	13	13	13

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	22	22	22	22

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 9

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

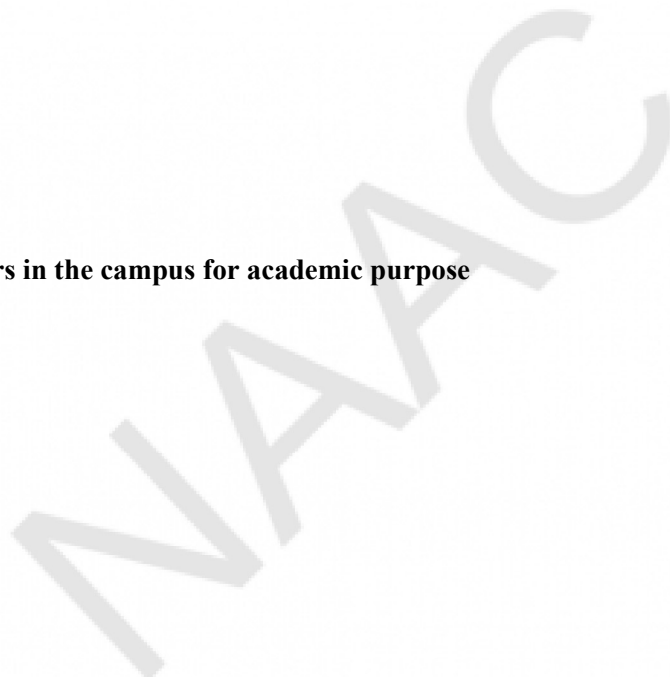| 2020-21	2019-20	2018-19	2017-18	2016-17
35.02	27.68	9.14	22.60	31.15

4.3

Number of Computers

Response: 25

4.4

Total number of computers in the campus for academic purpose

Response: 25

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:

The College introduced the Choice Based Credit System (CBCS) of Pondicherry University in the academic year 2017-18. The curriculum is delivered as prescribed by the University to achieve the said Programme and Course outcomes.The new course, (B.Sc.Psychology), started in the year 2019-2020 following the CBCS curriculum, as well.

The college facilitates the departments, for planning the curriculum delivery across the academic years which aids the faculty in deciding as to what to teach and what the students should learn. The Heads of the Department prepares the Time Table at the beginning of each Semester. The Time table for the online classes were prepared during the lockdown period and the same was followed so as to reach the students. The faculty are made familiar with and work within the curriculum framed by the concerned Boards of Studies of Pondicherry University.

The plan for curriculum delivery is discussed in departmental meetings and is shared with students. The Teaching Faculty delivered the curriculum through online and offline mode appropriately. The curriculum apart from the core concepts in the respective discipline, focuses on life skills including critical thinking, personal and social capability, decision making,emotional management, social values, etc.

- Self learning: Units which can be understood and be considered for seminar are divided among students and each student is given topic for presentation. The learning process is also stimulated by providing assignments on specific topics.
- Peer Learning: Students with low potential for learning aremixed with students ofhigh potential to learn and are grouped so that informalpeer mentoring takes place within the small groups in the class.
- Scaffolding Students' Learning: The teacher acts as a mentor and facilitator of knowledge so that students become responsible for learning and move towards the next step in acquiring skills. For example, the second year students of Social Work were given assignments to prepare mind maps for different life skills. Apart from this, many other forms of scaffolding, such as, giving examples, hints, prompts, visual scaffolds(charts, graphs) were also incorporated in the teaching learning process.
- Positive Reinforcers: The teachers use reinforcers including verbal, social and tangible reinforcers as and when required

The College plans for extension activities that are commensurate with the courses taught to further enrich them. Every department has the liberty to enhance and enrich the learning process through such activiies. Departments organize field trips (curriculum-embedded for the Department of Socail Work), organize Webinars, Student Paper Presentations and Projects to supplement and complement the prescribed curriculum. The curriculum is also effectively delivered by the use of ICT tools, e-resources and

library resources.

The IQAC of the College periodically meets to monitor the scheduled time period for completion of syllabus, preparing the students for model exams, and for continuous internal evaluation. These are documented through the Minutes of Meetings.

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The Academic Calendar for affiliated colleges prepared by the University is communicated to the college. Based on the calendar released by the Pondicherry University, the college prepares its own College Calendar for circulation among the faculty and the students, in the print form (last two years because of Covid only online calendars were printed) through mail and the same is uploaded onto the College website for reference.

The Teachers initiates Continuous Internal Evaluation(CIE) as they complete the introduction and an overview of the paper that is going to be covered. The evaluation process includes different components and different level of difficulty, thus catering to the learning needs of advanced learners, mediocre learners as well as slow learners. The different evaluation components include assignments, quizzes, seminars, unit tests, and model examinations.

Submission of Records is mandatory for field visit, observation visit for the Social Work students and laboratory experiments for Psychology students. The Departments of Social Work and Psychology evaluate the students' knowledge and skill in practicals and provides internal marks before they appear for a viva voce by the external examiner appointed by Pondicherry University.

Teaching and evaulation are carried out as per the schedule in the academic calendar but deviations existed/exist over last two years ony, because the rescheduling that had to be done during the lockdown which delayed admissions and examinations.

The IQAC reviews the progress of syllabus completion, internal evalution, and submission of Internal Assessment marks, periodically.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

    1. Academic council/BoS of Affiliating university
    2. Setting of question papers for UG/PG programs

3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS/ Elective course system implemented.**

Response: 3

File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 0

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

1.3 Curriculum Enrichment

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

Response:

- The Institution has integrated the paper titled "Public Administration" an Ability Enhancement Compulsory Course (PADM 113) for all the three departments (History, Social Work and Psychology) in the college as per the Pondicherry University Curriculum guidelines. Students are sensitised about the various topics including Arthashastra, the Indian Constitution by Dr.B.R.Ambedkar, and the Principles and Duties of a Citizen.
- Yet another paper under Ability Enhancement Compulsory Course titled "Environmental Studies" (ENVS 123) cuts across all the three disciplines (History, Social Work and Psychology) and was introduced through the CBCS. The Teaching Faculty give equal importance to these two papers as they do to the main course papers and explore the crosscutting issues including current trends with respect to the course and are able to make the students understand the significance through tailor made curriculum delivery (Please refer the uploaded file under any additional information).
- The Department of Social Work has Human Rights and Social Legislation (BSWK 242) and Women Empowerment (BSWK 363) as Discipline Specific Course and Discipline Specific Elective Courses.

The importance and value of these current topics are further enhanced by exposing the students to documentaries, field visits, talks, and seminars.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)
Any additional information	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 8.33

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	4	4	4

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document

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

Response: 24.46

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

Response: 68

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: B. Any 3 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 75.81

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
124	89	77	57	55

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

2020-21	2019-20	2018-19	2017-18	2016-17
180	180	80	80	59

File Description	Document
Institutional data in prescribed format	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 76.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	34	32	33	27

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The Teaching Faculty while delivering the Curriculum periodically assess the learning levels of the students. The Faculty consider the individual differences arising from one's own personality and the diversity in family and community backgrounds while assesing the learning levels. Thus, the learning levels of the students are understood through the above factors, and accordingly, classes are tailored for each individual for optimal learning. The need for providing extra assignments, seminars, references, for the advanced learners are envisaged and they are given extra reading materials, workouts, references and are also involved in peer teaching. At the same time, in-depth teaching and motivation are provided for slow learners. Extra coaching and remedial classes are also provided.

File Description	Document
Upload any additional information	View Document

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

Response: 18.53

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:

Student centric methods were adopted to enhance learning experiences for all the courses.

- The Department of Social Work organises rural camp every year and ensures the participation of students in all aspects of the planning, viz., selection of camp site, planning of activities, conducting the camp and completion of camp. The Department of Social Work has organised four rural camps in the last four academic years.
- The students of the Department of Social Work organised a virtual study tour and virtual orientation about NGOs during the lockdown to assimilate the theoretical knowledge gained through the classroom lectures.
- The Deparment of Psychology implements experimental activities as per the tests and experiments prescribed in the syllabus in a well- equipped laboratory.
- The students are assigned topics for seminars and they present the same in PPT format during the online classes. Self learning is initiated during the second semester and iscontinued for the remaining duration of study.
- Students were directed to attend many webinars related to their subjects and were motivated to actively participate by raising questions and clarifying doubts during the lockdown

- Quizes are conducted by the subject teachers during class hours. The students are divided into groups are asked to frame questions and those questions are asked by one group to the other and vice versa.
- Student Seminars are given for all the subjects by every teaching faculty.

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

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

During lockdown (2020-2021)

- The Instituion has subscription to Google Suite for each Teaching faculty.
- The teaching-learning process was carried out through the online mode during the lockdown period and the same application was used to post learning materials, assignments even after the lockdown was lifted.
- The teaching-learning process was aided by ppts and other animated videos. The manuals for procedures for laboratory were mailed to students well in advance before performing the experiments. Students undertook many online quizes related to their subjects as well as on general knowledge.
- Students presented their seminars by sharing their ppt either through mobile or through laptop

During Offline Class (2021-2022)

- Teaching-Learning restored to personal contact classes. It is being aided by use of ICT tools in the classroom as well as for sending notes and posting of ppts in the Google Classrooms.
- ICT facility is available in 6 out of 9 classrooms, every teacher makes optimal utilisation of the same for making the teaching-learning process an effective one.
- In addition, students are allowed to make seminar presentations through ICT

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 18.53

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 15

File Description	Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 62.13

File Description	Document
Institutional data in prescribed format	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 39.59

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	7	5	3	3

File Description	Document
Institutional data in prescribed format	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 11.53

2.4.3.1 **Total experience of full-time teachers**

Response: 173

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

- Since the institution is affiliated to the Pondicherry University, the mode of Internal Assessment is laid down by Board of Studies and is communicated via the University for compliance. The College is obliged to implement the same but is, at the same time, free to supplement these to ensure academic standards and transparency.
- The Students are oriented about Higher Education in general and about the College in particular which is affiliated to Pondicherry University.
- Internal assessment is conducted for both theory and practicals/field visits.
- The CBCS pattern of education, teaching mode, assessment methods are briefed during the orientation sessions.
- The first semester students are given an in-depth training on question paper models, internal exam frequency and mode.
- Students are given unit tests by all the teaching faculty for all the semesters. Students are informed before the internal examination and sufficient time is given for preparation of tests, assignments and seminars or quizzes.
- Model examinations are conducted as per the syllabus of the department.
- Internal Marks are displayed on the Notice Board prior to the End-Semester Examinations.

File Description	Document
Any additional information	View Document

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

Response:

1. The internal evaluation process and components are explained to the students periodically.
2. Students are continuously assessed for all the courses as the teachers complete the units through varied forms of assessments including unit tests, group discussion, presentation, assignments, quiz, etc.
3. The internal marks are displayed on the notice board prior to the end semester examination. Before display, they are cross-verified by the Heads of Departments.
4. The students can approach the concerned teacher, Heads of the Department or the Principal in case they find any grievances related to the internal assessment. The same is also enquired about in the Student Satisfaction Survey every year which is prepared and analysed before submision of AQAR

to NAAC.

File Description	Document
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

- Programme Outcomes and Course Outcomes are prepared by the Board of Studies of the Pondicherry University. The Outcomes are clearly stated in the syllabus which are then circulated among the teaching faculty and the students
- The Awareness about the Outcomes are an integral part of the Orientation Programmes organised for the first year students soon after their admission.
- The Outcomes are again reinstated at beginning of each semester.
- The Programme and Course Outcomes are displayed in the website for ready reference of the stakeholders.

File Description	Document
Upload COs for all courses (examples from Glossary)	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The Institution being affiliated to Pondicherry University, Pondicherry, follows the curriculum designed by the Univeristy.

The attainment of Programme Outcomes and Course Outcomes are evaluated through

- Continuous and Periodical Informal Discussion about the teaching-learning process
- Performance of students in Internal Assessment
- Performance of students in University Examination
- Feedback analyses obtained through SSS,
- Students advancing to Post Graduation,
- and Placement of students in jobs.

File Description	Document
Paste link for Additional information	<u>View Document</u>

2.6.3 Average pass percentage of Students during last five years

Response: 73.55

2.6.3.1 **Total number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
59	39	25	25	27

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

2020-21	2019-20	2018-19	2017-18	2016-17
62	40	45	42	45

File Description	Document
Institutional data in prescribed format	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.37	
File Description	**Document**
Upload database of all currently enrolled students (Data Template)	<u>View Document</u>

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1.41	1.41

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 8.33

3.1.2.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	0

3.1.2.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	2	2	2

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 24

3.1.3.1 **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	8	5	3

File Description	Document
Institutional data in prescribed format	View Document

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0

3.2.1.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Response: 0.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	0	1

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

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

2020-2021

1. Three staff from the Department of History underwent training in operating COVID-19 Management system in order to identify the primary and secondary contact persons of Covid affected patients and rendered their services to the general public during the first wave of COVID. The Lab Asst. was similarly involved in the upload of data collected about Covid affected people, viz. number affected, number treated and discharged, number of deaths, etc.
2. The students participated in a short video contest conducted by Sumathy Hospital -CIPACA ICU, Villupuram, in order to create awareness about COVID-19 among the public.
3. Counselling services to its students and the general public during COVID-19 pandemic were offered from June to December 2020 .Dr K Bhuvaneswari , Asst. Professor of Psychology, Mr.C.P.Anoop, Asst. Professor of Social work , Ms.K.T.Anju, Asst. Professor of Social work were assisned the duty.
4. Dr.Bhuvaneswari , Asst. Professor, Department of Psychology from KCW acted as the resource person for a webinar on 'Covid-19 and Suicide Prevention' conducted by the N.S.S Unit of Pondicherry Engineering College, Puducherry on 10.09.2020.. She explained how mental health could be be taken care during the pandemic by adopting mindful thinking and mindful living.

2019-2020

1. The College in collaboration with the Department of Health and Family Welfare Services, Govt. of Puducherry, conducted an Awareness Programme on 'Tuberculosis and Tobacco Control among College Students'.
2. The Department of Social Work conducted a Rural Camp from 01.03.2020 to 07.03.2020 at TN .Palayam. A survey was conducted in the SC Colony, sapling plantation was done, a puppet show and role play about social problems in the society was put up for the community.
3. The students participated in the preparation of a video album for the "National Girls Anthem"

project conducted by Plan International Flagship Campaign .

2017-2018

The Department of Social Work conducted a Rural Camp at Nesal village and through which various outreach programmes were conducted :-

- Village Cleaning
- Transit Walk (Participatory Rural Appraisal) and Resource Mapping
- Sapling Plantation
- Local Primary School Visit and Sports Competition
- Livelihood Promotion Skill Training
- Medical Camp
- Awareness Programme on Women and Child Welfare: Women Rights and Community Health

The Department of Social Work conducted a rural camp at Ponnampoondi village from 04.02.8 to 10.02.8 and conducted various outreach programmes:

- Home visits
- Values education for the students of Primary school, Ponnampoondi about 'Good Habits to be Inculcated In Children' and 'Environment Conservation'.
- Awareness Programme on Fire Safety by Mr.Rithosh Chandra,Station Officer,Fire Department, Villianur.
- Survey on socio economic status of Ponnampooondi village.
- Arts and crafts class by Lab Assistant, K.C.W.
- Awareness Programme on Breast Cancer in association with INDIA TURNS PINK ,Pondicherry.
- Dental camp in association with Vasan Dental care, Pondicherry.
- Awareness Programme on 'Good Touch-Bad Touch' for the students of Primary school, Ponnampoondi.
- Sapling plantation
- Sports competition for the students of Primary school, Ponnampoondi.
- Transit Walk (Participatory Rural Appraisal) with SHG member.

2016-2017

1. 12 students from the Department of Social Work worked as volunteers for a village level survey conducted by Pondicherry Multipurpose Social Service Society, Pondicherry.
2. Two Students from III B.A. Social Work were placed in JIPMER, Pondicherry as a part of field work practice.
3. The Department of Social Work organized an awareness programme on organ donation in association with the transplantation services of JIPMER, Pondicherry.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 11

3.3.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	3	1	1

File Description	Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 40

3.3.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
98	137	123	15	12

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 1

3.4.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The college has adequate classrooms for all the three courses (B.A History, B.A Social Work and the latest course B.Sc Psychology) which was introduced in the academic year 2019- 20.

The library is partially automated with the ModernLib 2 software and houses 3600 books. Subscription to Inflibnet has profited the staff who have ready access to all the N – list journals. The library also subscribes to 8 journals. The Library footfall is around 30 per day.

The Psychology Lab is equipped with the required experimental tools such as Tachistoscope, Bhatia's Battery Performance Test and Mirror Drawing Test to help students analyse, study and record human mental and emotional states.

The Computer Lab, consisting of 27 systems, is used to teach the students basic computer skills and optimal use of the internet. The college has an OFC Wi-Fi connectivity with a speed of 40 Mbps. It facilitates easy access to information, for both staff and students, especially for their research work. It plays a key role in filling in the gaps in digital learning, since most of the students are from rural, economically poor background with no access to a personal device or internet facility.

The principal of the college had requested the Pondicherry Society for Higher Education to allot funds for the much-needed renovation of the administrative building. An amount of Rs. 18 lakhs was sanctioned following which the civil works renovation was started in March 2021. A further amount of Rs. 2,76,000 was sanctioned for the electrical works.

Construction of a new building which would consist of a laboratory and classrooms for the Department of Psychology was started once an amount of Rs. 12,50,000 was sanctioned for the purpose. The renovation and construction work were successfully completed in April, 2022.

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

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The institution has a separate room for Physical Education which houses indoor and outdoor sports equipment. Table tennis, Chess and Carrom are some of the indoor games available. Students are also regularly trained in outdoor games such as Volleyball, Throwball, Handball, Kho-kho, Kabadi and Cricket. The students' aptitude for sports is gauged and they are motivated and trained accordingly to participate in inter- collegiate, University and State level competitions.

It is an added advantage that the Director of Physical Education has a Master's degree in Yoga. His

lessons in Yoga have greatly benefitted both the staff and students by enabling them to handle the stress induced by the pandemic lockdown.

The innate, unique skills of the students are identified. They are provided with opportunities to hone these skills and display them in various cultural events and competitions.

Attached to the Physical Education room is a ladies retiring room which is a blessing for students who fall sick during college hours. They are able to take rest until the end of the class hours or until a member of the family picks them up.

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 66.67

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 6

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 0

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0.00	0.00	0	0.00

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Library is partially automated. The Library Management System, Modernlib 2 was installed in 2016, and has been successfully catering to the use of staff and students since then. The Library has institutional membership with UGC's N-List.

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

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: C. Any 2 of the above

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

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.88

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
2.64	1.74	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 10.24

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 30

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 has an OFC Wi-Fi connectivity with a speed of 40 Mbps. The institution provides computer with internet facility for the students and members of the faculty to enable access to e-resources. Computers have also been provided for the staff members in their respective departments to facilitate preparation of lectures, power point presentations and other research activities. The computers are maintained by the lab technician and regularly updated.

File Description	Document
Upload any additional information	View Document

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

Response: 11.12

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 8.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.86	1.27	0.55	5.59	0.43

File Description	Document
Institutional data in prescribed format(Data template)	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:

The infrastructure of the institution comprises of buildings, furniture, IT equipment, public address system, ladies retiring room, library, physical education room with indoor and outdoor sports equipment, canteen and toilets. The staff, students and stakeholders share the responsibility of using the infrastructure sustainably.

The overall maintenance and repair of the physical infrastructure is done by the Public Works Department, Government of Puducherry and the Technical Wing of the Puducherry Technical University. Minimal repair work, maintenance and replacement of furniture are taken care of by the Multi-tasking Service personnel. The repair of equipment under warranty is handed over to the respective service providers. Condemned items are disposed after due verification by the condemnation committee as per government regulations.

Easy access to the ICT infrastructure enables staff and students to use the six ICT enabled classrooms as teaching aids and for effective seminar presentations. The ICT equipment and public address system are regularly serviced by the service providers and the Lab Assistant and optimally used by the staff and

students.

The college has a well-stocked, automated library which is constantly updated with recent books and journals. Students have easy access to the Question Bank for all subjects which helps them be well-prepared for their exams. The INFLIBNET facility assists the staff and students to refer to relevant, contemporary journals. Both the Computer Lab and the Library have internet facility. The maintenance of the library is assigned to the Assistant Librarian and an MTS personnel.

The Sports equipment used by the students are maintained by the Director of Physical Education. The canteen is outsourced and provides hygienic, healthy food at reasonable costs, affordable for staff and students.

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

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 last five years

Response: 17.65

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
37	53	17	28	26

File Description	Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

   1. Soft skills

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

Response: C. 2 of the above

File Description	Document
Institutional data in prescribed format	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: E. None of the above

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

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

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 87.1

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 54

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	2

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	2

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

The class representative of each class of all the departments is a part of IQAC. The students periodically meet with the principal through the IQAC meetings and are briefed about the important proceedings of the college. Their deviances, if any, are also discussed in the council meeting. The students are also participants in the following commities.

1. Green Club – Student Representative from III Year

2. Movies Club – Student Representative from III Year

3. Almuni Association – Student Representative from each class of all the departments are made a part of the alumni association in order for them to understand its functions.

Important festivities like Pongal, Ayudha Pooja etc., are celebrated with great fervour.

The college celebrates its annual day every year during which the students get to showcase their talents through various on-stage competitions and off-stage competitions. Off stage competitions like Nail Art, Hair Do, Rangoli Art, Mehendi, Best out of Waste, Cook without Fire and On stage competitions like Solo song ,group song,solo dance,group Dance,Mime,Skit are conducted every year..The winners of the competitions are awarded prizes on college Annual day..

The students are active participants of cultural events that are conducted throughout the academic year within college and also participate in inter collegiate competitions.

File Description	Document
Upload any additional information	View Document

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

Response: 16.8

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	21	29	12	17

File Description	Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The Alumni Association of Kasthurba College for Women, Villianur was registered under the Society Registration Act, 1860 on 3rd January 2017.

At present, the association has around 292 registered alumni. The Association has office bearers viz., President, Secretary and Treasurer who are appointed for a tenure of three years. The association meets twice every year on January 26th and August 15th. The Alumni was not able to meet owing to COVID-19, and hence, the office bearers of the Association continue to hold office beyond their tenure.

The Association the "Alimni Lecture Series" by inviting Alumni professionals who are highly experienced in their respectives fields to interact with the currents students. This helps to update the students regarding the knowldedge relevant to their respective fields thus bridging the gap between academics and the demand of the industries.

The association maintains communication with its members through a Whatsapp group - KCW Alumni Association. Important information about Job vacancies and employment opportunities are shared through this platform.

File Description	Document
Paste link for additional information	View Document

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

Response: E. <1 Lakhs
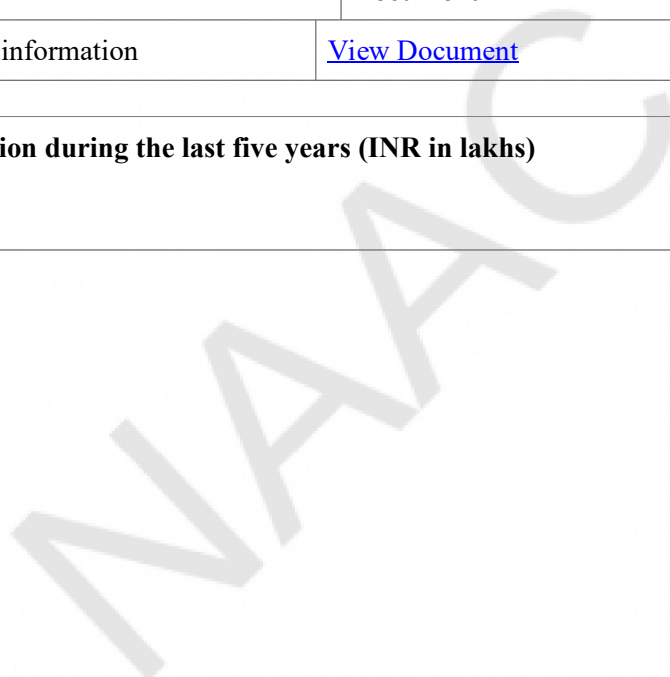
Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The institution is in its 17th year of existence, and periodically, reflects on its Vision and Mission statements and takes stock of whether it has lived up to its primary intentions of 'educating', 'empowering' and 'promoting' rural women students. It also has its mission, the duty to reach out to the socially and economically weaker sections of society. The college caters to their needs, be it higher education, employment or self-empowerment and does so through equity initiatives. The students receive the same facilities that are provided to their town-bred counterparts.

The governance of the institution is done through the Governing Body headed by the Secretary to Government, Education. The Director of Higher and Technical Education is also the Member Secretary for the Pondicherry Society for Higher Education (PONSHE). PONSHE has five institutions under its umbrella – four Arts and Science College and one College of Education. Kasthurba College for Women, functioning in the rural setting of Villianur, is the youngest of the four institutions and was established to exclusively cater to the needs of the rural women students. The Principal forms the link between the administration and the institution. All administrative decisions are approved or subsequently ratified by the Governing Body before implementation in the institution. As the college is an affiliated institution of the Pondicherry University, it follows all the rules prescribed by the same.

To list some of the milestones achieved in this assessment period which is in keeping with the Vision and Mission:

- Introduction of the B.Sc. Psychology Course in the Academic Year 2019-2020
- Construction of a Psychology Lab and Classroom which can be converted into a small auditorium
- Complete renovation of the Administrative Block – Civil and Electrical
- Increase in the student strength
- Increase in the pass percentage
- Curbing of drop out rate through counselling and provision of the facilities of the Ladies Retiring Room for the use of new student mothers and infants
- Hosting of National and International Webinars
- 7 more faculty acquired Ph.D. degrees
- Acquisition of 1.8 acres of land to construct classrooms for the institution
- Availablity of large playground space
- Sustaining a green environment
- An MoU with a recycling company
- Enabling the transfer of staff within the sister institutions on request

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

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The management of the institution is decentralised to the extent that there is a delegation of responsibility that ensures the maximum participation of staff in the running of the institution. In the absence of the Principal, In-Charge responsibility is given on a three year rotation basis seniority-wise to those faculty who possess a Doctoral degree. This responsibility helps them familiarise themselves with administrative work and empowers them to take up institution leardership positions in the future. There are three Main Departments and two Supporting Departments with the Heads of Departments totalling to five in number.

Periodical Meeting with the Heads are scheduled by the IQAC to ensure that all policies – administrative and academic – are being rolled out as per the time schedule as well as to evaluate the outcomes of plans already implemented. All the directives of the DHTE/PONSHE/Pondicherry University are conveyed in a timely manner so that the staff are in sync with them. All Staff meetings are also scheduled at which the responsibility of heading different Committees and Clubs are rolled out (NAAC Co-ordinator, AISHE Nodal Officer, NIRF Nodal Officer, RUSA Nodal Officer, ICC co-ordiantor, Cultural Club Co-ordinator, Examination Cell Nodal Officer, NSS Officer and the like). At such meetings, review of on-going events and status is done. This provides an active platform for decision-making and gives the Staff a sense of involvement in decision-making. In many such forums, the student representatives are also involved and their suggestions solicited and put into action.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Institutional Strategies

It is the practice of the institution to begin the Academic Year with plans in position. The plans are two in number:

- the financial requirements of the institution are framed in the months of February/March and forwarded to the PONSHE. Funds are released on a monthly basis based on monthly requirements

    ◦ the academic and its related activities for the year is prepared in the form of a college calendar and is in keeping with the University calendar

COVID Strategies

When all the academic plans were overturned by the Covid pandemic and a complete lockdown was declared, the institution had to employ strategies to ensure that all aspects of college life were safeguarded.

Initial Strategy

- The students had to be educated about the reason for the lockdown
- Precautionary plans to safeguard the college campus and college resources were put into place.

Mid-way Strategy

- The government subscribed to Google classroom for all faculty to transaction online classes.
- Mentors kept in regular touch with their mentees and paid for mobile re-charges for several of their wards.
- For students who could not attend online classes notes were prepared and were issued
- The Government was requested to ensure that the Contract and Out-sourced staff were paid wages during the lockdown and the same was granted
- When the lockdown was relaxed slightly, the housekeeping staff was asked to report once a week to clean the premises.
- The Department of Psychology of the college together with the Department of Psychology of Tagore Arts College set up a Help Line for counselling of students.
- The institution, in collaboration with the Women's Polytechnic College (for Technical Support) organised an International Webinar on the topic "Young Minds Matter"
- Teaching faculty were encouraged to enrol in on line courses / MOOCs

Back-on-Campus Strategy

- Lockdown lifted, the teaching and non-teaching staff first returned to prepare the infrastructure
- Students brought in on rotational basis
- Online classes continued for the others.
- On campus vaccination of students initated and completed (both doses)
- Online examinations successfully conducted

Perspective Plans

The perspective plan of the college falls under three heads :

Academics

- To introduce B.A. English and B.C.A.
- To implement the NEP
- To form a college cluster
- To avail internships
- To train students in skills / entrepreneurship

Infrastructure

- To construct more classrooms
- To expand the greenery
- To purchase more LCD projectors
- To upgrade the Library
- To purchase more books
- To upgrade the Laboratories
- To purchase more furniture

Human Resources

- A full-complement of faculty
- Increase the monthly remuneration of the Contract Staff
- Prompt submission of APIs for CAS
- The faculty to continue research activities
- Non-teaching staff to participate in all training programmes
- Teaching Faculty, the Librarian and Director of Physical Education to ungrade their knowledge through Workshops and FDPs.
- Work with NGOs to implement a breakfast scheme for the students

File Description	Document
Upload any additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The organisational structure and functioning of the institution is laid down in the Government of Puducherry Directorate of Higher and Technical Education Memorandum of Association and Articles of Association of the Pondicherry Society for Higher Education. The Governing Body, with the Secretary to Government (Education) as Chairman, the Director of Higher and Technical Education –cum-Member Secretary (PONSHE) as the Member Secretary and all the college Principals of Colleges as Members together with the Under Secretaries (Education and Finance) and the Officer on Special Duty is the top management. It sets direction for the whole institution and provides framework for implementation. It meets as often as necesary to dispose off the business entrusted to it.

- Since the previous cycle of assessment (1st Cycle) in 2016, four GB meetings have been held and the following items were approved/ratified/deferred and is very indicative of the fact that the GB works effectively and efficiently:

1. Approval of Internal Auditing Report
2. Compliance with the remarks of the audited reports
3. Approving the Budgets for each academic year

4. Transfer of unused land from other government bodies for creating infrastructure for the institution
5. Reviewed creation of posts
6. Approved the purchase of
7. Approved the extension of services of contract staff
8. Filling up of vacant posts
9. Fee fixation
10. Preparation of draft recruitment rules for the Post of Principal as per UGC 2010 rules
11. Implementation of 7th CPC for the Faculty

- The last Governing Meeting was held in 2019. Post Covid a GB meeting is yet to be convened.

The composition of the Advisory Committee of the college is as follows: Secretary Education (Chairman), Principal of the College (Member Secretary), Director of Higher and Technical Education, Regional Administrator, Two University Nominees, Two Higher Edcuation Experts and Two Senior Lecturers of the College as members. The Advisory Committee generally supervises the affairs of the college – recommend courses of study, strength, building requirements, construction, purchase of items. It conducts / defends / compounds legal proceedings by or against the college. Since the first cycle of accreditation the following decisions were enacted:

- Permission to start the B.Sc. Psychology course
- Suggested and got approval for increase of student strength to 60 in each department
- Implementation of the Mentor-Mentee System
- Approved the construction of a new building on the acquired land through RUSA funding
- Upgradation of the infrastructure of the institution

The Principal is the Chief Academic and Executive Officer of the College. She is also responsible for all academic related activities and is the custodian of all records, funds and properties of the institution. She is the link between the administrators and academic staff. All proposals are approved at the college level and passed through her to the various bodies. At the college level all policies are disseminated to the staff through him the students are briefed.

File Description	Document
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The welfare measure for both the teaching and non-teaching staff are as follows:

For Teaching Staff:

- The Teaching Staff are part of such welfare schemes that are in accordance with their service condition – Maternity Leave, Child Care Leave, Paternity, Government Quarters, UGC scale of pay, Children's Educational Allowance (Rs.18.000/- each to the maximum of two children), Casual Leave, Earned Leave, Half-Pay Leave, Leave Travel Concession once in four years, Medical Reimbursement
- Teaching staff are encouraged to enrol in Orientation and Refresher Courses, seminars/webinars, conferences, pursue higher degrees, attend online courses. They all have access to email accounts using the DHTE domain name.
- The staff are provided with a conducive atmosphere in which to work and with all the required facilities.

For Non-Teaching Staff

- The Non-Teaching Staff are part of such welfare schemes that are in accordance with their service condition – Maternity Leave, Child Care Leave, Paternity, Government Quarters, UGC scale of pay, Children's Educational Allowance (Rs.18.000/- each to the maximum of two children), Casual Leave, Earned Leave, Half-Pay Leave, Leave Travel Concession once in four years, Medical Reimbursement
- They are encouraged to participate in all the training programmes that are scheduled for them by Government Departments
- The Multi-tasking staff are provided with dress allowance in July of every year

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

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: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	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: 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	3	2	0

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 27.9

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
9	5	4	1	1

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The Performace Appraisal System for the teaching staff is an official mechanism the proforma for which is designed by the UGC. Each year, the staff fills in the proforma and these are used for promotional purposes. For each stage of promotion, the proformas are presented to a Screening /Selection Committee on which, apart from the Principal, two Univerity Nominees are also on the panel. The panel reviews the API scores and then recommends the candidate for the next stage of promotion. These recommendation, together with the filled in proformas are then sent to the PONSHE together with Service Books for one more round of scrutiny and if everything is found to be in order, promotion orders are passed.

On campus, the performance of teachers is done through the Student Satisfaction Survey which collects feedback on the teacher's teaching skills, communication skills, completion of syllabus, mentoring, etc.

The Performace Appraisal for the non-teaching staff is done through their yearly Confidential Reports.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Two audits are conducted per year. The first audit is done by auditors appointed through the PONSHE. The second audit is done by the Office of the Principal Accountant General (G&SSA) each year.

File Description	Document
Upload any additional information	View Document

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

Response: 15000

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	15000	0	0	0

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

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

Response:

Institutional funding is exclusively from the State Government and the RUSA. Only once, for the Women's Marathon organised by our college in 2020, Rs. 15,000/- was mobilised from well-wishers.

The institution shares its campus with the Kannagi Girls Higher Secondary School which is also a feeder school for the college. While classrooms and toilets are separate, the college shares electricity, water, canteen and playground space with the school. During the 10th, 11th and 12th Public examinations, classrooms are spared to the Department of School Education in the morning session. The Election Department is another major beneficiary of the resources of the college during election time. Human resources, both teaching and students, are extended to the service of the school for mentorship and awareness programmes.

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:

The following are the ways in which the IQAC contributes to ensure quality and due process of academics:

1. Prepares the Annual College Calendar through which the academic year is planned and events, both curricular and extra-curricular are planned.
2. Calls for regular meetings at which forthcoming events are intimated for actualization, and later, for review. Sometimes the IQAC meets to make mid way corrections that might be necessitated by unforeseen circumstances.
3. Documents various activities and programmes of the college for a yearly consolidation and which will later be used to prepare reports for assessment or to provide data to either the University or other Governmental bodies.
4. Prepares the feedback mechanism to obtain feedback from students, teachers, employers, parents and alumni. The feedback received reflects the needs of the various stakeholders and their degree

of satisfaction or otherwise about various aspects of the institution. Based on the feedback received, the college restructures itself to deliver the best within its means.

The actualizations of the IQAC are as follows:

1. Introducing the B.Sc. Psychology Course
2. Obtaining an increase in the number of seats in each course
3. Hosting of the Women's Marathon with participation of 1173 students from 9 colleges participating.
4. Encouraging participation of students in sports activities through the institution, the University and Sports Clubs
5. Acquiring 1.8 acres of land adjacent to the existing site of the institution
6. Part demolition and rebuilding of the Administrative Block
7. Building an extra classroom and a lab for the Psychology course
8. Improving the teaching-learning resources
9. Curbing drop out through counselling
10. Ensuring that the NSS and the Alumni Association are active
11. Making students participate in Tamil Language competitions to ensure that they pay due attention to their mother tongue
12. Making huge adjustments in the delivery of academics during the COVID
13. Ensuring that faculty document all their activities that will help them in the submission of API scores and for departmental report writing.

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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

With the observations of the 1st Cycle in mind, the institution has made concerted efforts to enhance its strengths, overcome its weaknesses, look for opportunities to improve its stated vision and mission and to be aware of the challenges and overcome them. During the second cycle, many plans were laid that were subsequently derailed due to the pandemic. The institution had to work around the plans or change them completely in many respects, but it has bounced back and continues to work with renewed fervour. All this was done through constant review and commitment to the tasks at hand.

With respect to the curricular aspects, as the institution is affiliated to the Pondicherry University we lack the autonomy to make independent changes. However, members of the staff who are on the Boards of Studies have been part of the curriculum revision processes that have seen the introduction of need-of-the-day courses. These changes are made in accordance with the feedback received from stakeholders, most especially the students. Every single teacher uses technology these days to impart education having learnt to do so during the COVID. From offering two, we now offer three undergraduate courses. The feedback mechanism has been formalised and helps in decision making.

The admission process, while still centralised, has moved from being the *Centralised Admission Procedure for Arts and Science Courses (CAPASC)* and merged with the *(CENTAC) Centralised Admission Committee* which now oversees admissions to every single course in the Union Territory of Puducherry . This change was made after review of the admission procedures and in consultation with the Principals of colleges.

During the lockdown, the Department of Social Work was unable to conduct its compulsory Study Tour. After reviewing the situation and in consultation with the Board of Studies of Social Work of the Pondicherry University, the Study Tour was converted into a Virtual Study Tour.

The Department of Social Work, in particular, works with many NGOs and Foundations (De-addition centres, old aged homes, special schools, psychiatric settings working for persons with mental illnesses, community-based NGOs, counselling centres, help centres for people living with HIV AIDS) first to get knowledge and later to assist in data collection and collation.

The institution is very passionate about the environment and several exhibitions and awareness programmes are arranged around environmental issues. The institution also works with the commune panchayat to spread awareness.

After reviewing the 'student progression to higher education'element, conserted efforts have been made to encourage more students to pursue higher education. Our review has shown that while the numbers enrolling in higher education has risen, economic constraints necessitates many more to seek employment.

While reviewing our progress since the 1st cycle and as noted in the NAAC Report we have

- Increased the number of courses offered
- Increased student strength
- More numbers of faculty who have completed their Ph.Ds.
- An MoU with a recycling company
- Curbed drop out rate
- Work with plans and review them as often as is required
- An active IQAC

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The institution is a college run exclusively for rural women and hence the focus on gender equity is substantial. The members of the teaching faculty, during the course of the lecture hours, consistently and gradually sensitize the students in this regard.

In a Seminar on Gender Sensitisation conducted in February 2019, Mrs.Vijayalakshmi, Assistant Director, Department of Women and Child Health, Government of Puducherry, addressed the students, expressing concern over the gender parity prevalent in access to education, employment and healthcare. She focused on gender specific issues such as unequal pay and glass ceiling effect. The issue of Cyber safety, especially with regard to women was the topic of discussion in a speech by Dr. Francis Sagayaraj, Professor, Department of Computer, Science, Pondicherry Engineering College, who explained to the students the dangers of indiscriminate use of the social media. He advised them on how to use Facebook, Whatsapp, Instagram, etc., safely. He also clarified their doubts on the best course of action in case of trouble, threats or abuse over such media platforms.

In a talk on the Legal Rights of Women, Mrs, Jhanaz Raffi, Law Officer, Government of Puducherry, directed the students on how to approach and utilize legal services when exposd to social evils such as dowry, domestic violence, child abuse, and sexual harassment at work place. She insisted that only awareness will lead to speedy redressal of such issues.

The International Day of the Girl Child was observed in 2018, bearing in mind the theme for the year "With Her: Skilled Work Force". A special address was given by Mr. Ilango Colbert, Vice-Principal of Kannagi Hr. Sec. School. The students of the Department of Social Work conducted an awareness programme for the students of Kannagi School regarding 'Good Touch, Bad Touch'. They also focused on other issues such as personal hygiene and nutrition.

In a Workshop on "Holistic Development of Adolescents" organized by Centre for Women's Studies, Pondicherry University and the Puducherry State Resource Centre for women, in 2017, emphasis was laid on physical and psychological changes during the course of adolescence, self-esteem, love, peer-pressure, inter-generational issues, seeking the approval of family and society, and the importance of right parenting in overcoming all these challenges.

In a two-day Gender Sensitisation Programme conducted in August 2017, renowned experts educated the students on challenges faced by transgender people, on much needed empathy and sensitivity towards them. Other topics discussed were how to protect oneself from sexual abuse in Higher Education Institutions, Cyber Crime and precautions to be borne in mind while using the social media.

In a seminar on "Social Legislations: Towards Social Justice" organized by the Department of Social work in 2016, Mr. V. Padmanabhan, Hon'ble Chief Judicial Magistrate gave a talk on Protection of Women from Domestic Violence Act, 2005. The seminar was crucial in that it provided the students with a clear

insight of their basic legal rights as women.

 The respective mentors take care of the overall welfare of the girl students and provide them with suitable counselling when necessary. While Covid-induced lockdown has been detrimental to the lives of almost everybody, it has taken an extra toll on rural women. Keeping this in mind, the students are given regular orientation to facilitate their handling of domestic and economic issues. This has greatly helped in preventing and reducing dropouts.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	[View Document](#)

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

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

Response:

The institution is well aware of the importance of a Waste Management Infrastructure. The students are continuously and systematically sensitized through EVS lectures to such a need and are instructed on the

various innovations in waste segregation and management.The college has signed a Memorandum of Understanding with METRO group, wherein the students and staff are encouraged to segregate and collect plastic waste from home and within the campus, which is then made into plastic pavement tiles and park benches. The Green Club and NSS unit of the college together oversee the constant segregation and collection of plastic waste.

As per Government directions, the Canteen personnel have been instructed to avoid usage of polythene, plastic, polypropylene carry bags, cups, plates and straws.

File Description	Document
Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

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

Response: E. None of the above

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: D.1 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

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

Response:

The college provides equal opportunities and treats all students equally, irrespective of their cultural, regional, linguistic, communal and socio-economic differences. No stone is left unturned in efforts to promote an all-inclusive environment.

During admission, the government norms regarding reservations for the various communities, especially those regarding minority rights are strictly adhered to. Along with the flagship programmes announced by the government, the institution has taken several initiatives to emphasize the necessity of tolerance and harmony.

- Poster exhibition highlighting unsung national heroes
- Fancy Dress Competition to commemorate National Integration Week (Students represented the diverse culture and ethnicity of the nation)
- Quiz and Elocution on Freedom fighters
- One of the students showcased her skill in 'Silambam', an indigenous martial art

File Description	Document
Any other relevant information.	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Independence Day and Republic Day are celebrated by the institution every year invariably. The Flag-hoisting is followed by speeches reiterating the rights, duties and responsibilities of a citizen.

Fundamentals of Public Administration which is an Ability Enhancement Compulsory Course for all first year students helps sensitize the students on civic rights and duties.

The Electoral Literacy club familiarizes the students with the electoral process and makes them aware of their electoral rights. Activities are designed at strengthening electoral participation and focusing specifically on first time voters.

File Description	Document
Any other relevant information	View Document

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

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

Response: B. 3 of the above

File Description	Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The college conducts programmes to commemorate National, International events and festivals. The NSS unit of the college organizes the celebration of the Republic Day and Independence Day every year. In

addition to the Flag-hoisting which is the main event, talks are given to draw the attention of the students to the privilege of living in a free country, to keep the spirit of patriotismalive, to acknowledge and appreciate the courage and sacrifice of our forefathers and to remind youngsters of their civic duties.

Pongal festival which is one of the most auspicious indigenous festivals is celebrated in the college every year with much ardour. It is a mark of thanksgiving to all elements of nature that facilitate a bountiful harvest. It is a beautiful reminder of our cultural heritage and plays a key role in instilling a sense of identity and belonging in our students.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)

7.2 Best Practices

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

Response:

1. Title: Rethinking You and the Environment

2. Goal: To achieve a Single Use Plastic-free campus and to encourage society to recycle plastic waste instead of dumping it indiscriminately. Our target groups are the various stakeholders and the local community. To create a massive sensitization programme on the seven rules of Sustainable Environment.

3. The Context: Single-use Plastic has become one of the greatest threats to the environment. The direct and indirect harmful effects can be noticed in all species present in the Aquatic and terrestrial Ecosystem. Plastics pose a threat either in the form of micro plastics or something as massive as the Pacific Trash Vortex also known as Pacific Garbage. Micro plastics are minute plastic fragments that enter the ecosystem through various industrial as well as domestic sources. They are absorbed into the human body, causing serious hazards. The Pacific Trash Vortex on the other hand is a massive gyre of floating trash which keeps increasing in volume at an alarming pace. The Vortex is formed by high concentration of single-use plastic and has been estimated to be twice the size of Texas.

4. The Practice: Keeping in mind the fact that the most valuable legacy we could leave behind for the forthcoming generations is a clean environment, Kasthurba College for Women has long been striving to do its part to protect the environment from plastics. It has spread awareness within the campus, among school and college students and in the community as well, regarding the consequences of indiscriminate and irresponsible plastic usage. In 2019, World Water Day was observed with the theme "Leaving No One Behind". Students of I year Social Work displayed news clippings on Environmental issues as part of the Environmental Studies programme and educated others on the adverse effects of water wastage. In February 2020, students of I year B.Sc.

Psychology explained the impact of Plastic Pollution to School and College Students In 2021, the I yr B.Sc. Psychology students held a display on the need for Environmental Care and Protection. In February 2020, a sensitization programme, "Towards a Healthy Environment" was organized for the flower vendors in Villianur in collaboration with the Villianur Commune Panchayat. In October 2021, the college received 736 pavement tiles made of plastic waste from Metro group and they were used for the pavement in front of the administrative building.

5. Evidence of Success

In March 2021, just before the lockdown, Kasthurba College for Women signed an MOU with Metro Group, a plastic re-cycling unit that turns household plastic waste, hitherto assumed as "un-recyclable" into pavement bricks. The pavement in the front portion of the administration building has been successfully completed using these plastic pavement tiles. The paving bricks are sturdy, can support substantial weight and are further recyclable.

Metro Groups on its part, as a goodwill gesture, initially donated paving bricks to the institution and subsequently, this would be supplied in proportion to the plastic waste collected and handed over to them.

The college's role would be to spread the message of plastic-use reduction and the collection of household plastic from the college, from the houses of the various stakeholders in the college and the community around the college and to deposit it with Metro Group.

- Reduction of dump yard waste
- Environmental values are instilled among the students

- A greener campus

6. Problems Encountered and Resources Required

- Bringing about behavioral change is slow and a struggle

- Investment in re-usable, re-cyclable goods turns out to be expensive

Best Practice - 2

1. Title: Admission of Students to the Programmes under CENTAC
2. Goal: To ensure maximum enrollment of students in all the programmes offered across the four districts (Pondicherry, Karaikal, Mahe and Yanam).
3. The Context

The Government of Puducherry in the year 2016-2017, decided to bring the admission process for all its Government and Government run Society Colleges in the U.T of Puducherry, viz., Professional, Arts and Science, Fine Arts, Education, Hotel Management and Diploma courses as well as "Government Quota Seats" in Private and Unaided Professional Colleges, including minority colleges, under one umbrella (www.centacpuducherry.in). This decision to centralise the admissions under the banner of the Centralised Admission Committee (CENTAC) was taken so that all the students belonging to the U.T of Puducherry could obtain an authentic and comprehensive list of all the colleges and courses offered by the colleges

listed within. It provides greater awareness of the different courses that are available to which a particular student might be eligible. Every student is provided with a broad spectrum of choices. It makes the admission procedure much simpler, saves resources in terms of capital, travel and manpower and discounts human error.

4. The Practice

The U.T. of Puducherry comprising of Puducherry, Karaikal, Mahe and Yanam, runs six government and four government aided Society Arts and Science Colleges that are situated in both, urban and rural areas. Together, in one academic year, they admit students to 28 different courses leading to three year B.A., B.Sc., B.Com., B.B.A. and B.C.A. degrees. All the courses are affiliated to Pondicherry University and have been accredited by NAAC. These colleges aim to reach out to diverse sections of the society to ensure equal opportunities for all and offer an excellent platform for the students to recognize and utilize potential career options. The Principal of Kasthurba College for Women holds the additional charge of the City Centre Office of CENTAC in Pondicherry.

Admission to Arts and Science Colleges is done in two modes as below:

- Regular Mode - Direct Entry based on H.Sc.(2) or its equivalent qualification with additional eligibility conditions where applicable.
- Lateral Entry Mode - to 2nd Year based on Diploma in Polytechnic as qualification with additional eligibility conditions where applicable - Number of vacancies might be subject to change.

5. Evidence of Success

- Higher rate of enrolment of students
- Sanctioned strength in each department has increased from 40 to 60

6. Problems Encountered and Resources Required

- Long process delay in allotment
- Student from rural areas need to be further enlightened about the online process to minimise the number of errors while entering data.
- Help desk centre in government schools and colleges (free of cost) need to be established to guide students and parents from economically and educationally backward strata. This will help greatly reduce their confusion and bewilderment during the admission process.
- Wider publicity of the establishment of the help desk to be made.

File Description	Document
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

The college is committed to educating women hailing from rural background and to helping develop themselves in a holistic manner. To this end, the following initiatives have been undertaken.

1. After much duress, the government granted permission to introduce a third course in the college, viz. B.Sc. Psychology which is a need-based course. This course has attracted a lot of takers.

2. The number of sanctioned seats has been increased from its initial 25 seats in 2005 in the Departments of History and Social Work to 60 nos. Kasthurba College is the only college in the Union territory of Puducherry to offer an undergraduate course in Social Work. The number of seats in the Department of Psychology was increased from 40 to 60. Hence, a greater number of rural women students have access to education in the vicinity around where they live and do not have to make long journeys into the town.

3. The students of Social Work conduct a rural camp during one semester, which helps them to understand the social system, the actual world beyond the campus, and integrate their learning with their experience in the rural camp.

4. The interventions of the mentor-mentee system and the Counseling Sessions have helped in retaining students in their courses post marriage and childbirth which was a highly difficult endeavour earlier. This ensures that a greater number of women students complete their courses, have a better chance of suitable employment and subsequently, a major shift in life. Breast feeding mothers are permitted to keep their babies in the ladies retiring room with an attender so that neither the child nor the studies is neglected.

5. In order to encourage women to be self-employed, the college creates opportunities to teach them job-oriented skills. Tailoring, Soft-toy Making and Beautician courses have been made available to the students through tie-ups with NGOs and individual entrepreneurs.

6. Many of the women students hail from economically weak backgrounds and are unable to pay for their tuition fees and transport expenses and sometimes even go without meals. Once these students are identified, the staff of the college make provisions personally, so that these obstacles are removed and students can continue to pursue their courses, free of these shortcomings.

7. Many students face physical abuse in their homes at the hands of fathers and brothers. These students are counseled and provisions are made to accommodate them in government-run hostels and short stay homes.

8. The college has only three courses, and hence the limited number of students makes it possible for the staff to establish a rapport with the students. The teachers are familiar with the personal lives, strengths and shortcomings of the individual student and are able to propel them accordingly. This is a unique and distinctive feature of Kasthurba College for Women.

The Principal and members of the teaching and non-teaching faculty are pledged to the academic excellence and wholesome development of the girl students which in turn paves the way for societal progress.

File Description	Document
Appropriate web in the Institutional website	<u>View Document</u>

5. CONCLUSION

Additional Information :

The college came into being in 2005 under the nomenclature of Villianur College for Women offering just two courses (B.A. Historical Studies and B.A. Social Work) with an intake of 24 students per course. The Head of the Institution was a Government college faculty on deputation to the college. The Government had at that point appointed 108 faculty in various disciplines and a few of these staff were sent on Service Placement to this institution. A few more faculty were recruited on contract basis.

The year 2009 was a momentous year for the institution. The name of the college was changed to Kasthurba College for Women. The first recruitment of permanent faculty was done for the college. The Staff on Service Placement were repatriated to their parent departments and those Contract Staff who made it successfully through the recruitment process as well as fresh recruits were placed in Kasthurba College for Women. In 2010, the recruitment of two regular Principals was also made. Once this was achieved the college went into a lull. Marginal increases in the student strength were witnessed.

From 2016, there was a revitalization of the institution. In 2016, the college went in for its First Cycle of Accreditation and received the B Grade. The student strength rose from 28 and 32 in the two departments to 40 per department. In 2019, a third course was introduced – B.Sc. Psychology and land was transferred from the Department of School Education to the Institution for its growth and expansion. The student strength also went up from 40 per department to 60. So from a meager strength of 144 nos. per academic year, the sanctioned strength now stands at 540. Correspondingly the infrastructure has been augmented.

Student services such as scholarships, alumni associations, trainings, and the like have been introduced and have benefitted the stakeholders. Feedback has helped ensure that we know how we are faring and to take remedial action when necessary. Faculty has gone far since their recruitment in terms of research and membership on boards of studies. All facilities are accorded to them on par with the Government colleges, except promotions which have been delayed. The institution lays great stress on preserving the environment and all work together to sustain it. The IQAC works steadfastly to ensure quality sustenance and enhancement.

The institution welcomes change that is positive , and hence, awaits eagerly for the NEP to be implemented so that it can become a part of the wheels of educational change and progress.

Concluding Remarks :

The college stands by the principles stated in its Vision and Mission Statements and had worked steadfastly to promote the holistic development of rural students especially those from disadvantage backgrounds to make them educated, confident, employable and good citizens. The faculty delivers the best by way of teaching-learning and this has helped achieve the stated goals. The institution has, therefore, become the harmonious umbrella under which all stakeholders strive and thrive and ultimately this benefits the community at large.