SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SCOTT CHRISTIAN COLLEGE

KP ROAD NAGERCOIL KANYAKUMARI DT
629003
www.scott.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Scott Christian College (Autonomous) with an exemplary motto "The truth shall make you free" and an incessant record of selfless service to the unprivileged has completed 125 glorious years igniting the young minds. The buildings are architecturally majestic with spacious, classrooms, laboratories and the library well ventilated to facilitate maximum efficiency. The College with its green and clean campus and apt ambience is in perfect accordance with the Prime Minister's Swatch Bharat Abhiyan. Well furnished classrooms and stocked library, specialized departmental libraries, well equipped laboratories, seminar halls with modern audio-visual facilities, elegant staff rooms, cosy canteen, excellent sports room and gym, generators and surveillance cameras provide a congenial environment.

The College maintains robust industry academia linkages and collaborations with agencies, organizations and eminent people. Syllabus revision is done once in three years after a batch completes its course. Through regular Parent-Teacher meetings, the college involves the parents for the integrated development of their wards.

The Research Committee promotes and monitors research and motivates the faculty by providing seed money, on-duty leave, research incentives and research facilities like INFLIBNET, DELNET, research journals, reprographic facilities, etc.

The IQAC of the college develops a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance. Periodic Academic Audits, Performance Appraisal Reviews, Departmental Audits and a stringent vigilance on academic schedules, student discipline and regularity have earned for Scott Christian College a trusted name for holistic and quality education.

Vision

Vision:

- Reform, transform and empower the young minds by imparting quality education.
- Upbringing the overall personality of the students by providing state-of-the-art learning experience.
- Inculcate universal brotherliness and tolerance with highest standards of integrity.

Mission

Mision:

- Reaching out to the unreached by providing equal opportunity to learn irrespective of the caste and creed.
- Create social interaction, environmental sustainability, economic progress, and scientific awareness

through varied curriculum.
- Provide transferable skills, life skills, e-skills and soft-skills through diverse learning experience.
- Promote experimental learning, field-trips and internships to foster entrepreneurship and self-reliance.
- Foster critical thinking and effective communication by advance teaching and learning process

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Experienced faculty competent to frame the curriculum with impetus on skilling, employability and entrepreneurship
- Efficient Feedback System to continuously evaluate the teachers, learners and the performance of the college in total and necessary follow up.
- Interactive instructional techniques and application of ICT resources in teaching –learning process
- Teaching and Non Teaching staff and Student achievers are duly recognized.
- Activities of the Associations in Departments train students to improve their talents and skills.
- Active participation of students and teachers in research activities and intergration of teaching and research
- Proactive Placement Cell and professional counselors for student support

- Excellent opportunities for students to develop their talents in Sports and Games and cultural activities along with financial and other forms of support.

- Transparent mechanism for timely grievance redressal of staff, students and others.
- Commitment to truth and justice, with a preferential option for the downtrodden
- A spiritual vision of life, with emphasis on promoting a spirit of selfless and truthful service.
- Extensive contribution to the local community by financial and physical means
- Green initiatives inside and outside the campus - A green campus with vast amount of flora inside and the attempt towards a paperless environment reducing ecological damage outside too

Institutional Weakness

- Strong inertia in the system while migrating from teacher centric to learner centric approach.
- Objective of the college towards the sustenance of undergraduate and postgraduate teaching conflicts with the objective and aptitude of the faculty on research as majority of faculty members have PhD and guideships along with many projects
- Lack of communication skill and aptitude for higher learning among the students is a major setback.
- Implementing latest technology and installation of ICT gadgets have been a grueling task as the old building structure does not stand up to it necessitating the need for additional facilities.
- Renewable energy resources produced is not enough to satisfy the energy requirements of Scott
- With the onset of modern culture, the sense of tradition that sustained the College is getting diluted.

Institutional Opportunity

- The College has one of the largest campuses in the state and there is scope for development and growth.

The scope for the college to grow into a university is great.

- Gender Equality – Leading women population in the college and gender equality in the campus
- Locational Advantage –
  - Attracting job fairs
  - Accessible Public transportation facility
  - Good academia-industry linkages
- Strengthening further possibility of collaborative research with research institutions

Institutional Challenge

- Difficulty in raising trust among the stakeholders from outside and general public in autonomy
- Industrially backward locality leading to lack of job opportunities
- Keeping pace and sustaining quality with the rapid changes in higher education
- The challenge to generate resources for improving the infrastructure significantly to add to the number of courses offered.
- To remain rooted in the core traditions of the College, especially its spiritual foundation, in a secularized and modern world.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Scott Christian College transcends its vision through its curriculum encompassing a diversity of courses focusing mainly on skill enhancement, entrepreneurship, life skills with the fullest implementation of CBCS. The college offers 935 courses under 20 predoctoral, 12 postgraduate and 17 undergraduate programmes to cater to the scholastic need of over 3000 learners on roll. Addition of new courses and revision of existing courses take place every three years with relevance to regional, national and global trends encapsulating high-level competencies. Each programme is spruced up with clear programme outcomes, and cleverly mapped with programme specific outcomes and course outcomes. Interestingly syllabuses of all courses are systematically modularized and properly linked to the course outcome, which envisages the task of assessing the attainment of outcomes. Learners experience the fruits of CBCS by having a flexible curriculum with a freedom to choose electives from a varied generic and discipline specific elective courses, ability enhancement and skill development courses of their choice. Curricular enrichment is realized through self-directed learning by incorporating MOOC as a part of each course. More emphasis is given to skilling by delivering its 68 skill enhancement courses only through practical/tutorial mode. Basic computer knowledge is made compulsory in all undergraduate and postgraduate programmes by embedding at least one component in the curriculum. A special course on pedagogy shapes the learners for effective teaching. Feedbacks obtained from all the stake holders are meticulously analyzed and proper remedial measures are taken in the BoS while framing the curriculum.

Teaching-learning and Evaluation

Scott Christian College aims at providing value-based quality education to the students of diverse backgrounds and abilities through its effective teaching learning and evaluation process. In the admission process, the College strictly adheres to the reservation policy of the Government of Tamil Nadu and the guidelines of the

University. The online admission system ensures fairness and transparency. The Teaching Learning and Evaluation process is in accordance with the Academic Calender. Formative and Summative Assessment tests, Mentors and class teachers help in identifying the learning levels and requirements of the students. Remedial classes are arranged for slow learners and the differently abled are given due attention. Advanced learners are motivated to involve in peer teaching and to pursue challenging tasks like competitive examinations, projects, presenting papers in conferences and publishing papers in journals. Student-centric teaching methods and learning practices and the application of ICT resources ensure the wholistic development of the learner. The UGC norms are keenly observed in the recruitment of teachers. The fully automated Controller's office manages the Evaluation process. Complaints are analysed and necessary actions are implemented. Revaluations are permitted on request. The Online Quiz module ensures instant assessment and is free from malpractices. Online feedbacks are collected and IQAC administers student's feedback system and monitors the teaching learning process. Student performance and learning outcomes are assessed through the evaluation process and the feedbacks from students, parents, College administrators and the examiners.

Research, Innovations and Extension

Research is one of the major thrust areas of Scott Christian College and paramount importance is given to promote various research activities. The Research Committee monitors and encourages all the research activities of the 10 research centres. Since the establishment of research centres, 994 scholars have registered for their doctoral programmes. Under the guideship of 74 research supervisors, 264 scholars have been awarded the PhD degree since 2012. Seed money has been provided to departments for research activities. 46 research projects from various funding agencies like UGC, DST, BRNS, BARC and ICSSR are underway since 2012. Five departments of the college viz. Physics, Chemistry, Mathematics, Botany, Zoology have the DST-FIST laboratory facility. A total of 595 research articles have been published in national and international journals and 527 articles have been published in books and conference proceedings since 2012. 127 seminars, workshops and conferences have been organized by the institution from 2012. The college library is provided with e-journals, INFLIBNET and Wi-Fi facilities. Almost all the research centres have linkages and collaborations with national and international organizations. The students are continuously encouraged to take part in various social activities pertaining to social development horizons, to make them more responsible individuals. The involvement of students in various special movements is governed through nss, ncc, yrc units. The Placement Cell of Scott assures support to the visiting companies and concerns at every stage of the placement process by making the college infrastructure available to them.

Infrastructure and Learning Resources

Scott Christian College aims at serving the society with quality education through its educational programmes, learning environment and supportive services. The provision of adequate physical and academic support resources facilitates smooth teaching, learning, research, co-curricular and extra-curricular activities. Both the internal and external stakeholders get an opportunity to be the part of regular classes, continuous internal assessment, semester examinations, department activities, competitive examinations conducted by the Government and Universities.

The Ida Marsden Hostel provides comfortable residency to students an dis supplemented with a study hall, a dispensary and necessary recreational facilities.Computer laboratories, an internet hub, extension of internet facility to the departments, computerized administrative office, automated library, CoE Office help keep on track with the current trend in Higher Education. Health Care Centre, Ladies' Waiting Hall, Open Stage,

Auditorium, Alumni Hall, Indoor Sports Centre, College Chapel and Conference Hall are additional infrastructure facilities.A *College Museum* is under construction. Ramps, Scribes and Braille are facilities provided for the differently abled.

James Duthie Central Library is fully automated with a truss software called *'hCampus'*, a Library management package catalogued with the 'OPAC' for easy access to book circulation, reference and is networked with INFLIBNET for e-resources.

With a vision to enhance the all round personality of the students, the College pays equal attention to sports and fitness andthus maintains a Multi-station Gym 24 stations, a 400 mts track, standard Football and Kho-kho Fields, Basketball, Volleyball, Hand-ball, Badminton, Ball Badminton, Tennisand KabaddiCourts and a Cricket Ground.

Student Support and Progression

Scott Christian College stands aloft in providing perfect student support services in tune with the emerging needs of the new generation learners. The college initiates strenuous efforts for the wholesome development of the learners.Several student support programmes are planned and designed to fulfil the academic and personal needs of the students. The college throws open numerous opportunities for students to mould their personality and outshine academically. The college enables the students to avail the scholarships provided by the state and central governments and other agencies.Free-ships are provided to deserving students. The college has constituted 173 endowments for the benefit of students.The college provides free mid-day meals to the deserving students with the generous help of the teaching faculty.The college provides personal enhancement and development schemes and entrepreneurial skill development programmes. Remedial coaching classes are organised forslow learners. Various programmes are conducted to face the competitive examinations. The institution has a transparent mechanism for timely redressal of student grievances.The college has an institutionalized mechanism for placement. The College provides excellent opportunities for students to develop their talents in Sports and Games.The Students' Council ofthe College serves as a forum to voice the concerns of the students to the authorities. It arranges various activities for the development of leadership qualities, environmental awareness and social concerns.The college has a registered alumni association Scott Alumni Association which plays an important role in the infrastructural development and academic standards of the college.

Governance, Leadership and Management

Scott Christian College is managed by the Governing Board, which along with the Principal leads both the academic and administrative affairs of the institution. The College administrative mechanism maintains transparency and in order to assure effective management, the College adopts the policy of decentralizing its functions. The college has an Internal Quality Assurance Cell to work as a catalyst of sustenance and improvement of internal quality. The curriculum, working, organization, and student support programmes in the College address the policies of Higher Education. For carrying out the activities of the college there are different bodies such as Governing Body, Academic Council, Board of Studies, Research Cell, Internal Quality Assurance Cell, Examination Committee and Finance Committee. The institution has its own service rules, procedures and recruitment and promotional policies, which are in consonance with the UGC guidelines and State government's educational policies. The management does the needful to increase the efficiency of the institution and encourages teachers to take up responsibilities in various capacities. The departments, clubs,

associations, and various committees are allowed to work independently within their sphere of activity and according to the general policy of the institution. Apart from these bodies there also specific committees/cells which deals with matters as Grievance Redressal both in case of examinations and general issues, Anti-ragging and PTA. Budget validation and finance committee approval are properly made in every step of payments. The college believes in the idea of participatory management and thus representation is given to various stake holders in important committees.

Institutional Values and Best Practices

From its inception, Scott Christian College has taken upon itself the mighty task of maintaining appropriate institutional values and a high degree of social responsibility. Moreover, the practices and procedures in running this great institution have been designed to bestow the impoverished community with a great deal of support and sustenance. Caring for and protecting the eco system is a key responsibility of Scott and it is taking every step possible towards the same. Measures are taken to switch over from usage of nonrenewable sources to renewable sources of energy. A Scientific method of waste management is being followed in the campus and a part of the waste has been creating revenue for the institution. A major part of Scott campus is an area of bio diversity and the remaining part of the campus is adorned with a formal garden. Ultimately the college leaves minimal carbon footprints.

Women in the Scott campus outnumber men and enjoy equality in such a way that they enjoy the rights, resources, opportunities and protection without bias. Fair treatment to the differently abled is another significant responsibility of Scott and they are given the best possible care and support. On the whole, the campus community of Scott is extending best possible support to all its students in their academic pursuit and in matters regards to personal concern which eventually influences their academic interests.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Scott Christian College
Address	KP Road Nagercoil Kanyakumari DT
City	Nagercoil
State	Tamil Nadu
Pin	629003
Website	www.scott.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	M. Edwin Gnanadhas	04652-235240	9488272021	91-4652235240	sccprincipal@yahoo.com
IQAC Coordinator	A. Moses Ezhil Raj	04652-229800	9994542752	91-4652229800	ezhilmoses@yahoo.co.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes
If Yes, Specify minority status	
Religious	CHRISTIAN
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	13-02-1893
Date of grant of 'Autonomy' to the College by UGC	24-03-2005

University to which the college is affiliated		
State	**University name**	**Document**
Tamil Nadu	Manonmaniam Sundarnar University	[View Document](#)

Details of UGC recognition	
Under Section	**Date**
2f of UGC	13-02-1893
12B of UGC	13-02-1893

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

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	KP Road Nagercoil Kanyakumari DT	Urban	43	110000

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,Tamil	36	H.Sc.	Tamil	208	114
UG	BA,English	36	H.Sc.	English	208	202
UG	BA,English	36	H.Sc.	English	204	161
UG	BA,Economics	36	H.Sc.	English	208	93
UG	BA,History	36	H.Sc.	Tamil	208	122
UG	BCom,Commerce	36	H.Sc.	English	204	167
UG	BCom,Commerce	36	H.Sc.	English	208	195
UG	BSc,Mathematics	36	H.Sc.	English	172	147
UG	BSc,Physics	36	H.Sc.	English	156	133
UG	BSc,Chemistry	36	H.Sc	English	156	140

UG	BSc,Botany	36	H.Sc.	English	156	119
UG	BSc,Zoology	36	H.Sc.	English	156	105
UG	BSc,Computer Science	36	H.Sc.	English	154	134
UG	BCA,Computer Application	36	H.Sc.	English	154	108
UG	BSc,Physical Education	36	H.Sc.	English	154	136
UG	BBA,Business Administration	36	H.Sc.	English	171	113
UG	BBA,Business Management	36	H.Sc.	English	118	35
PG	MA,Tamil	24	B.A.	Tamil	66	31
PG	MA,English	24	B.A.	English	68	68
PG	MA,Economics	24	B.A.	English	66	13
PG	MA,History	24	B.A.	English	66	26
PG	MCom,Commerce	24	B.Com	English	68	66
PG	MSc,Mathematics	24	B.Sc.	English	57	56
PG	MSc,Physics	24	B.Sc.	English	57	55
PG	MSc,Chemistry	24	B.Sc.	English	57	54
PG	MSc,Botany	24	B.Sc.	English	57	53
PG	MSc,Zoology	24	B.Sc.	English	57	55
PG	MSc,Computer Science	24	B.Sc.	English	56	34
PG	MSc,Microbiology	24	B.Sc	English	56	17
Doctoral	PhD or	36	M.Phil	Tamil	24	24

(Ph.D)	DPhil,Tamil					
Doctoral (Ph.D)	PhD or DPhil,English	36	M.Phil	English	34	34
Doctoral (Ph.D)	PhD or DPhil,Economics	36	M.Phil	English	20	20
Doctoral (Ph.D)	PhD or DPhil,History	36	M.Phil	English	12	12
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	M.Phil	English	24	24
Doctoral (Ph.D)	PhD or DPhil,Mathematics	36	M.Phil	English	32	32
Doctoral (Ph.D)	PhD or DPhil,Physics	36	M.Phil	English	10	10
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	M.Phil	English	24	24
Doctoral (Ph.D)	PhD or DPhil,Botany	36	M.Phil	English	25	25
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	M.Phil	English	23	23
Pre Doctoral (M.Phil)	MPhil,Tamil	12	M.A.	Tamil	30	20
Pre Doctoral (M.Phil)	MPhil,Tamil	24	M.A.	Tamil	17	17
Pre Doctoral (M.Phil)	MPhil,English	24	M.A.	English	17	17
Pre Doctoral (M.Phil)	MPhil,English	12	M.A.	English	30	30
Pre Doctoral (M.Phil)	MPhil,Economics	24	M.A.	English	17	16
Pre Doctoral (M.Phil)	MPhil,Economics	12	M.A.	English	30	4
Pre Doctoral	MPhil,Histor	24	M.A.	English	17	16

(M.Phil)	y					
Pre Doctoral (M.Phil)	MPhil,History	12	M.A.	English	30	19
Pre Doctoral (M.Phil)	MPhil,Commerce	24	M.Com	English	17	4
Pre Doctoral (M.Phil)	MPhil,Commerce	12	M.Com	English	30	6
Pre Doctoral (M.Phil)	MPhil,Mathematics	24	M.Sc.	English	17	17
Pre Doctoral (M.Phil)	MPhil,Mathematics	12	M.Sc.	English	30	23
Pre Doctoral (M.Phil)	MPhil,Physics	12	M.Sc.	English	20	9
Pre Doctoral (M.Phil)	MPhil,Physics	24	M.Sc.	English	11	11
Pre Doctoral (M.Phil)	MPhil,Chemistry	12	M.Sc.	English	20	12
Pre Doctoral (M.Phil)	MPhil,Chemistry	24	M.Sc.	English	11	9
Pre Doctoral (M.Phil)	MPhil,Botany	12	M.Sc.	English	20	12
Pre Doctoral (M.Phil)	MPhil,Botany	24	M.Sc.	English	11	2
Pre Doctoral (M.Phil)	MPhil,Zoology	24	M.Sc.	English	11	9
Pre Doctoral (M.Phil)	MPhil,Zoology	12	M.Sc.	English	20	9

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				115
Recruited	0	0	0	0	0	0	0	0	0	3	0	3
Yet to Recruit				0				0				112
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				67
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				67

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				58
Recruited	0	0	0	0
Yet to Recruit				58
Sanctioned by the Management/Society or Other Authorized Bodies				25
Recruited	0	0	0	0
Yet to Recruit				25

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				115
Recruited	0	3	0	3
Yet to Recruit				112
Sanctioned by the Management/Society or Other Authorized Bodies				67
Recruited	0	0	0	0
Yet to Recruit				67

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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	29	14	0	33	54	0	130
M.Phil.	0	0	0	1	0	0	9	36	0	46
PG	0	0	0	1	0	0	2	3	0	6

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	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**
	501	286	0	787

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
Doctoral (Ph.D)	Male	69	5	0	0	74
	Female	126	28	0	0	154
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	52	6	0	0	58
	Female	206	8	0	0	214
	Others	0	0	0	0	0
UG	Male	973	13	0	0	986
	Female	1206	13	0	0	1219
	Others	0	0	0	0	0
PG	Male	97	10	0	0	107
	Female	108	13	0	0	121
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	42	38	33	27
	Female	69	66	61	75
	Others	0	0	0	0
ST	Male	6	3	2	2
	Female	7	7	8	6
	Others	0	0	0	0
OBC	Male	21	16	9	17
	Female	24	26	29	26
	Others	0	0	0	0
General	Male	1003	997	1328	1127
	Female	1399	1442	1019	1225
	Others	0	0	0	0
Others	Male	362	331	311	290
	Female	60	53	48	55
	Others	0	0	0	0
Total		2993	2979	2848	2850

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	[View Document](#)
Business Administration	[View Document](#)
Business Management	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computer Application	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
History	[View Document](#)
Mathematics	[View Document](#)
Microbiology	[View Document](#)
Physical Education	[View Document](#)
Physics	[View Document](#)
Tamil	[View Document](#)
Zoology	[View Document](#)

3. Extended Profile

3.1 Programme

Number of programs offered year wise for last five years

2016-17	2015-16	2014-15	2013-14	2012-13
59	59	59	59	59

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

Response : 59

How many self-financed Programmes does the institution offer

Response : 28

Number of new programmes introduced during the last five years, if any

Response : 0

Number of UG programmes offered by the College, which are not covered under the Autonomous status of UGC

Response : 0

Number of PG programmes offered by the College, which are not covered under Autonomous status of UGC

Response : 0

Whether the College is offering professional programme

Response : No

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2993	2979	2848	2850	2771

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

2016-17	2015-16	2014-15	2013-14	2012-13
1214	1143	1125	1189	1134

Total number of outgoing / final year students

Response : 5805

Number of students appeared in the University examination year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1137	1013	1012	1155	1007

Number of revaluation applications year wise during the last 5 years

2016-17	2015-16	2014-15	2013-14	2012-13
192	217	197	192	363

3.3 Academic

Number of courses in all programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
935	935	935	935	935

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

Response : 985

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

2016-17	2015-16	2014-15	2013-14	2012-13
181	175	178	174	179

Number of full time teachers worked in the institution during the last 5 years

Response : 887

Number of teachers recognized as guides during the last five years

Response : 74

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
181	175	178	174	179

Total number of publications during the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response : 613

3.4 Institution

Number of eligible applications received for admissions to all the programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3210	4336	2570	2317	2491

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

2016-17	2015-16	2014-15	2013-14	2012-13
1666	1513	1513	1513	1513

Total number of classrooms and seminar halls

Response : 113

Total number of computers in the campus for academic purpose

Response : 175

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

2016-17	2015-16	2014-15	2013-14	2012-13
252	171	177	126	107

Annual lighting power requirement (in KWH)

Response : 44888

Annual power requirement of the institution (in KWH)

Response : 209622

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

The status of Autonomy was conferred on Scott Christian College (Autonomous) in April 2005. The development of curriculum in the College involves a three tier approval system viz. Board of Studies, Academic Council, and Governing Council. Total revision of curriculum takes place once in every three years and partial revision is being done annually. In curriculum development, the main focus is accorded to local, regional, and national needs and strong impetus is given to adhere to international standards by incorporating Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs).

Series of workshops and training programmes on curriculum design were arranged prior to the curriculum revision for the faculty members. Learning outcomes (POs, PSOs and COs) have been incorporated for all the courses and each module of the courses has been properly mapped with learning outcomes. As the learning outcomes are focused and measurable, a linkage of modules with learning outcomes has been envisaged and meticulously computerized to assess the attainment of the learning outcomes upon completion of the course and programme.

Breakup of Curriculum

Components			UG		PG		MPhil		Overall
			Courses	%	Courses	%	Courses	%	Courses
Core	Theory		172	28	157	59.2	20	40	349
	Practical		68	11	48	18.1			116
	Total:-		240	39	205	77.4	20	40	465
Elective	DSE Theory		132	21	48	18.1	10	20	190
	DSE Practical		32	5.2					32
	Project			0	12	4.53	10	20	22
	Generic		30	4.8					30
	Total:-		194	31	60	22.6	20	40	274
Ability Enhancement	Compulsory		126	20			10	20	136
	Elective		60	9.7					60
	Total:-		186	30			10	20	196
Overall:-			620	100	265	100	50	100	935

Scott Christian College follows the UGC system of curriculum design in all undergraduate, postgraduate and M.Phil programmes. The undergraduate scheme incorporates core, elective and ability enhancement components and more emphasis is laid on ability enhancement courses. Two thirds of the components in the Postgraduate programme are core and remaining is elective. M. Phil programmes give paramount importance to research and it equips the scholars for serious research. It is not exaggerating to claim that the curriculum of Scott Christian College is the best of this kind as the entire 935 updated courses have been designed and developed in tune with the local / national / regional / global standards.

The college imbibes and implements CBCS in letter and spirit by adopting a globally recognized learner-centric approach in the teaching-learning-assessment system. This scheme provides flexibility in the education system, so that students, corresponding to their interests and aims can choose interdisciplinary, intra-disciplinary and ability-enhancement courses. The curriculum tenders ample opportunities to learn effectively the core subjects and opens up fresh avenues of learning beyond its bounds for the holistic development of an individual. This system of education facilitates the learners for both inter and intra institutional migration and enables the college to bench mark the courses with the best international academic practices.

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

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 59

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development

Response: 25.45

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
336	336	336	91	91

File Description	Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document
Program/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 40.3

1.2.1.1 How many new courses are introduced within the last five years

Response: 397

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 59

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

Scott Christian College effectively implemented Gender, Environment and Sustainability, Human Values and Professional Ethics in the undergraduate and postgraduate curriculum.

Gender

In order to inculcate a sense of gender equality among youngsters, the language departments of the college have included lessons and topics in the syllabus, which spotlight the pressing need of eradicating gender discrimination. The pieces introduced have immense contemporary relevance and are capable of edifying the students to establish healthy gender-related expectations, to treat persons on equal terms and not to curtail others' freedom. **"Women Not the Weaker Sex", "The Joys of Motherhood", "A Woman's Place", "I am Woman", "Feminism", "Mother Teresa"** etc are some of the modules worth to mention. Department of Economics has introduced a core course on "**Women and the Economy**" concerning various issues related to women.

Environment and Sustainability

Environment is the greatest blessing that human beings enjoy. It is the bounden duty of every individual to protect the environment and preserve natural resources for the posterity. Being in an era of fast diminishing environmental concern, a compulsory course on "Environmental Studies" in the Semester I undergraduate curriculum consisting of modules **Natural Resources, Ecosystems, Biodiversity and its conservation, Environmental Pollution, Social Issues and the Environment, and Human population and the Environment has been integrated in** all undergraduate programmes keeping in mind of preserving our planet for present and future generations**.** Also, this course has a field work component, wherein the students will have to take up a field project on issues related to environment to sensitize the students to preserve the natural resources such as air, water, soil, non-renewable energy sources for equitable use for sustainable lifestyles. Department of English, Tamil, and Malayalam have also included in its curriculum various creative writings which eulogise the uniqueness of environment and the responsibility of every individual to venture into action to protect and save the environment.

Human Values

Human value education has been implemented with special motivation to live harmoniously with universal

tolerance in a multi-cultural and ethnic society. "Social Value Education", a compulsory course in the semester II undergraduate curriculum, has been included to reinforce the young minds a strong moral and social values in the national and global perspectives. The modules include **Social Justice, Communal Harmony, Consumer Movement, Social Problems, Indian Constitution etc.** Department of English has introduced a few literary pieces like **"I Have a Dream" ,** which bring to the fore the exigent need for the emancipation of the oppressed. Department of Malayalam incorporates important modules which promotes national integration and human values. Department of Economics has introduced a course in the postgraduate curriculuum on "**Human rights and socio-economic realities**", in order to sensitize students to keep their own and others' rights.

Professional Ethics

Scott Christian College curriculum has a common course "Moral and Ethics" for all students to inculcate Honesty, Integrity, Transparency, Accountability, Confidentiality, Objectivity, Respect, Obedience to the law, Loyality etc during the first one hour on all Tuesdays exclusively for this purpose.

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

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 303

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 303

File Description	Document
Brochure or any other document relating to value added courses	[View Document](#)
List of value added courses	[View Document](#)

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 17.71

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
450	495	468	559	578

File Description	Document
Any additional information	[View Document](#)
List of students enrolled	[View Document](#)

1.3.4 Percentage of students undertaking field projects / internships

Response: 24.87

1.3.4.1 Number of students undertaking field projects or internships

Response: 752

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document
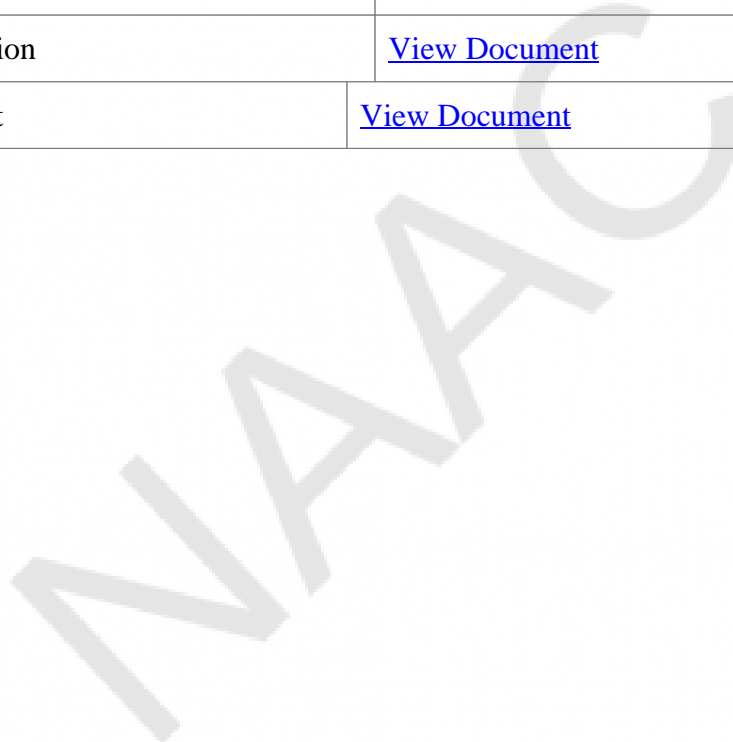
Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 1.38

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

2016-17	2015-16	2014-15	2013-14	2012-13
57	46	41	40	17

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
List of students (other states and countries)	View Document

2.1.2 Demand Ratio(Average of last five years)

Response: 1.93

2.1.2.1 Number of seats available year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1666	1513	1513	1513	1513

File Description	Document
Demand Ratio (Average of Last five years)	View Document

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

Response: 76.35

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

2016-17	2015-16	2014-15	2013-14	2012-13
1123	1203	1244	1167	1142

File Description	Document
Any additional information	[View Document](#)
Average percentage of seats filled against seats reserved	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

- **Formative Assessment tests** (CIA-Continuous Internal Assessment) play a major role in systematically assessing the learning levels of the students. Teachers of each department analyse the results and discuss the remedial measures to be taken. The analysis helps to distinguish the slow learners and the advanced learners. After the identification, the teachers provide them with proper motivation, extra-care and attention. Students with learning disabilities are identified and **remedial coaching** is given after the working hours of the College. The students who attend the remedial classes regularly get through the examinations easily. They are trained in such a way to face the Summative Assessment without any inhibitions.

- **Heads of the Departments and Class teachers** attempt to assess the students' potentiality for learning, talents, interest in extra and co-curricular activities. On having identified the slow learners, their requirements and challenges, the teachers try to modify their methodologies to cater to the needs of the diverse student population.

- **Mentors,** during their regular interaction with their students, identify the economically backward students, differently abled students and students suffering from psychosis and similar kinds of disorders. Their proper guidance and counseling helps the students shed off their inhibitions and get motivated and encouraged to involve in participatory learning. Mentoring system of the College also caters to the needs of the students who require behavioral correction and to gain self confidence through emotional support.

- **Advanced learners** are identified through their excellent performance in CIA Tests, Quiz and End Semester examinations and through class room interactions and initiatives in group discussions. Such students are encouraged to do **Seminar presentations** inside and outside the campus. They are motivated to involve in **extra-curricular activities** and permitted to take part in inter-collegiate and university competitions, debates, quizzes etc. To empower them the teachers adopt certain measures like Assigning challenging topics for seminar presentations; Suggesting books to develop their creative, critical and cognitive thinking; Guiding them to choose career oriented certificate courses and Encouraging them to pursue higher studies and join twining programmes. They are also encouraged to write competitive examinations and do individual projects.

- Advanced learners are encouraged to get involved in **peer teaching**. This strategy helps the slow

learners to elevate their learning level.

- **Scott Research Forum** is a multidisciplinary forum which has opened up a platform for PG students, pre-doctoral, doctoral scholars and academicians to share their critial views on concepts and their experimental research findings. Advanced learners are encouraged to share their critical views and research findings in this forum.
- **Associations of the Departments, Scott Literary Forum and Scott Readers' Guild** provide ample scope to the advanced learners to display their creative and critical acumen.
- **Magazines/ Newsletters** prinded by a few departments include the creative and critical works of the students.
- Annual **College Magazine** also incorporates the creative works of the students**.**

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

2.2.2 Student - Full time teacher ratio

Response: 16.62

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.23

2.2.3.1 Number of differently abled students on rolls

Response: 7

File Description	Document
Any additional information	[View Document](#)
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other document submitted by the Institution to a Government agency giving this information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

- **Classroom interaction** kindles the students' critical and creative thinking. They are exposed to the **views of experts** in various fields to develop their critical enquiry and research aptitude.
- G**roup or individual projects** in their Curriculum lead them to undertake projects of their own choices and interests. They are insisted to attend **seminars, workshops, symposiums** within and outside the college and are encouraged to present papers in such seminars. **Reviews and discussions** on current social and environmental / scientific issues in the classroom and in specific forums increase their critical acumen. **Intercollegiate events** organized by the departments and various associations and the **Journals** edited in the departments provide space for students to publish their articles. **College magazine** provides opportunities to unleash their creative power. **Seminars, assignments, Group discussions, Invited lectures by subject experts, Practical sessions / experimental learning, documentary film shows / Video clippings, Application of ICT facilities – LCD, Smart boards, e-notes** are student centerd provisions.
- In the scientific laboratories, **individual instruments** are alotted to each student and they are given opportunity to carry out their experiments freely.
- **Debates and Quizzes** enable student-centric learning methods.
- **Laboratory works, Role plays**, **Industrial visits / Field visits** and **Study tours** increase their experimental learning capacity.
- **E- Assignments** and **the creation of audio files for spoken English** enhance their learning experience and allow them to be innovative and creative.
- **Mandatory Internship programmes** incorperated in the BBA, BBM and Commerce Curricullum increase their eperimental learning ability.
- **Digitalized James Duthie Central Library** of the College and the **Libraries in all the Research Departments** enhance the student centric learning and students are encouraged to submit assignments with an acknowledgement of the Sources that are availed of during the process of the preparation**.**

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 182

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

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

Response: 22.4

2.3.3.1 Number of mentors

Response: 135

File Description	Document
Year wise list of number of students, full time teachers and mentor/mentee ratio	[View Document](#)
Any additional information	[View Document](#)

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

- The college provides each student with an **Academic Calendar** in the beginning of every academic year to make them aware of the academic programme schedule of the department. It gives details of number of working days, day-order, examination schedule, academic activities of the college, co-curricular activities and extra curricular activities, list of the faculty, details of endowment prizes and the campus activities.
- The programmes of the departments are planned in accordance with this calander.
- In adherence to the Academic Calander every Department prepares a **Roadmap** for the Academic year in order to specify each and every academic activities of the Department.
- **The teaching plan** for all the courses has been incorporated in the **syllabus booklet** and distributed to the students in the beginning of their programme. It has also been made available publicly in college website. A sample copy of the syllabus which consists of teachnig plan is appended here. A separate record is maintained to oversee the implementation of the teaching plan.

M.Sc. PHYSICS: **MICROPROCESSOR AND MICROCONTROLLER**

Course Advisor: Dr C. James; Ph: 9443746555 email: cjamesha@gmail.com

CO No.	Expected Learning Outcomes	PSO No.	Co Le

		Students upon completion of this course will be able to:		
CO-1		know the architecture and to write Assembly Language Programming (ALP) for microprocessor 8085.	PSO-1	U
CO-2		develop hands-on expertise on interfacing of memory and I/O devices, LED, etc.	PSO-1	U,
CO-3		understand the architecture and to write Assembly Language Programming (ALP) for microcontroller 8051.	PSO-2	U,
CO-4		design Microprocessor and Microcontroller based systems to design Physics related measuring, controlling, and automated systems.	PSO-2	E,
CO-5		create job-oriented skills on Microprocessor and Microcontrollers systems to become an entrepreneur.	PSO-7	Ap

Credit: 4   *Total Hours: 90 (Including Seminar and formative test hours)

Unit	Section	Description	Hours	CO
I		**8085 Microprocessor and 8051 Microcontroller Architecture**		
	1.	Evolution and Generation of microprocessors	1	CO
	1.	8085 Architectural Block Diagram	1	CO
	1.	8085 ALU, Flags and Internal Registers	2	CO
	1.	8085 Pin out configuration – pins and their functions	1	CO
	1.	8085 bus system	1	CO
	1.	I/O Control and status signals – externally initiated signals	1	CO
	1.	Serial data and interrupts	1	CO
	1.	8051 Architectural block Diagram	1	CO
	1.	8051 Pin out configuration – pins and their functions	1	CO
	1.	8051 General Purpose and Special Function Registers	1	CO
	1.	I/O Port circuits, Memory organization, Internal program and data memory.	1	CO
	1.	8051 Counter and timers	1	CO
	1.	8051 Serial I/O, interrupts and interrupt handler	1	CO
II		**Assembly Language Programming using 8085 Microprocessor**		
	1.	Assembly Language – Assembler, Assembler directives & 8085 Instruction format	1	CO
	1.	8085 : Data transfer instructions	2	CO
	1.	8085 : Arithmetic instructions	2	CO
	1.	8085 : Logical instructions	2	CO
	1.	8085 : Branching instructions	1	CO
	1.	8085 : Machine control instructions	1	CO
	1.	T-State, Instruction cycle & Machine cycle	1	CO
	1.	Timing diagram for memory read / IO write machine cycle	1	CO
	1.	Addressing modes of 8085A	1	CO
	1.	8085 ALP – Sequence, branching and loop programming	3	CO
	1.	Subroutines and ISR	1	CO

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 60.21

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

2016-17	2015-16	2014-15	2013-14	2012-13
112	111	115	102	94

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	
Any additional information	

2.4.3 Teaching experience of full time teachers in number of years

Response: 12.78

2.4.3.1 Total experience of full-time teachers

Response: 2325.1

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

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

Response: 2.94

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	5	5	6	7

File Description	Document
Any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

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

Response: 0.34

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

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 20

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
21	21	12	18	28

File Description	Document
List of programs and date of last semester and date of declaration of result	

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 2.64

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
29	23	39	28	21

File Description	Document
Number of complaints and total number of students appeared year wise	

2.5.3 Average percentage of applications for revaluation leading to change in marks

Response: 7.1

2.5.3.1 Number of applications for revaluation leading to change in marks year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
13	14	16	14	25

File Description	Document
Year wise number of applications, students and revaluation cases	

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

- **Online Question bank system** implemented wherein the questions are collected from course

teachers and students and are vetted by senior Professors in the concerned field. Questions will be digitally stored in the College computer server against each module in the syllabus with various cognitive and difficulty levels. Also, those questions will be classified into various competency levels as Easy, Standard and Challenging. The bank will have a minimum of 5 times of questions required for a question paper. A computer software is in place to develop print-ready question papers instantly by random selection method in a balanced manner adopting various difficulty and cognitive level parameters ensuring that no questions are repeated. This question bank is proved to be totally **foolproof** and easy to **evaluate the outcomes**. **Paperless examinations, student attitude based test,** and **on-demand test** are the useful impact.

- Students **seamlessly register** their examinations and pay the fee payment through online mode.
- **Seating arrangements** for examinations are made dynamic as same as the railway reservation system and informed through their registered mobile number. They appear in a **less authoritarian and ease mode** on producing any valid identity cards.
- **Open Book Exam** has been introduced in the formative assessment system, wherein a student can write the exam by taking the books listed in the syllabus. Questions will be comprehensive and open type or problem type so as to **promote the thinking process** of the student.
- In order to foster **self-directed learning**, Scott Christian College (Autonomous) permits students to take up a course through **massive open online course** (**MOOC**) platform viz, swayam, coursera, edx etc. and the marks obtained will be added to the formative assessment.
- A student can **reschedule the time-table** by applying to the exam adjustment committee to make it **student centric**.
- Individualized questions are produced by computer by random selection process by taking into account the difficulty level opted and cognitive level to adopt **inclusive assessment**.
- On-demand exams are given to students which help the students to pursue the courses in **different pace**.
- Invigilators are appointed by computer by random selection process which **forbids bias** of any form.
- Questions are developed and encrypted so that **nobody can access** the question paper.
- Question are printed hall-wise, sealed and dispatched directly to the Hall to **prevent leakage of questions** on transit and storage.
- Grades/ Marks are fed to the computer online by the examiners through OTP password. This **prevents data entry error and spiking** of marks in the computer system.
- **Multiple Choice Question type tests** are conducted through online machine marking software and the student gets the **grade/marks instantly**. It saves over 15000 answer scripts in each semester which **reduces felling of trees** for making papers. Students will soon experience in writing essay type answers on a digital Tablet.
- Each module of the syllabus is mapped with course outcome and course outcomes (CO) are mapped with programme specific outcomes (PSO). Every question delivered from the question bank is linked with a course outcome and thereby the **learning outcomes are assessed**.

File Description	Document
Link for Additional Information	[View Document](#)

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System

(EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Annual reports of examination including the present status of automation	View Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Any additional information	View Document
Current Manual of examination automation system	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

- **IQAC** of Scott Christian College (Autonomous) conducted an effective workshop on **Curriculum Design and Assessment** and equipped the teachers to write Programme Outcomes (POs); Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all programmes and courses and to develop Question Bank to evaluate the Learning Outcomes.
- Learning Outcomes have been framed in such a way to determine how the learning objectives are accomplished. **Specific, measurable, realistic, attainable and student-centric learning outcomes** (catering to the needs and learning levels of the students i.e. slow and advanced learners) are formulated for each programmes. Realistic, measurable, attainable and **distinctive Course Outcomes** have been framed in keeping with the vision and mission of the Institution and the Departments. They focus on the expected knowledge and skill to be gained from the learning process. After the formulation of the COs each CO is linked with the PSOs and subsequently, the PSOs are connected with the POs.
- **Syllbus Booklets** distributed to the students at the time of joining the programme contain the Programme Outcomes (POs); Programme Specific Outcomes (PSOs) and Course Outcomes (COs). They are also displayed in the College Website and communicated to the students and teachers.
- The **Questions** generated for both **Formative and Summative Assessments** also attempt to measure the attainment of the outcomes.

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

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

Response:

- Programme Outcomes (POs), Programme Specific Outcomes and Course Outcomes are mapped with the syllabi of each programmes. POs of each programme [for instance, M.Sc, M.A, M.Com, B.A, B.Sc, etc.] are in tune with the vision and mission of the College.
- Programme Specific Outcomes, [for example, PSOs for M.A English, M.Sc. Physics, B.Sc. Mathematics, etc.] are framed in connection with the POs and stated in the beginning of each Programmes.
- Course Outcomes of each course in the specific progammes are meticulously devised and linked with the PSOs of each programmes.
- Varied modules in the syllabus of each paper are prepared in such a way to connect the Course Outcomes. COs of a Course, PSOs of a specific Programme and POs are interlaced.
- Each module in the syllabus is outlined to address the different cognitive levels of the learner during the learning process.
- The attainment of POs, PSOs and COs is monitered and systematically analysed during the Formative and Summative Assessments. A question bank has been prepared along with the Syllabus to evaluate the attainment of course outcomes and their appeal to the different cognitive level of the learner.
- The scores obtained by the learner in each question in the examinations helps the evaluator calculate the accomplishment of POs, PSOs and COs. Based on the analytical data, reforms in the methodologies are carried out and remedial measures have been taken to mend the lapses.
- Feedbacks from the students are also obtained after the completion of the course and analysed. The setbacks are discussed in the Department meetings, remedial measures are suggested and follow up actions are taken.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 75.11

2.6.3.1 Total number of final year students who passed the university examination

Response: 854

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

Response: 1137

File Description	Document
List of programs and number of students passed and appeared in the final year examination	<u>View Document</u>
Any additional information	<u>View Document</u>
Link for annual report	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	<u>View Document</u>

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 2.65

3.1.2.1 The amount of seed money provided by institution to its faculty year wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
2.36	2.95	2.13	4.35	1.46

File Description	Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document](#)
List of teachers receiving grant and details of grant received	[View Document](#)
Any additional information	[View Document](#)
Minutes of the relevant bodies of the Institution	[View Document](#)

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 1

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year wise during the last five years

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

File Description	Document
List of teachers and their international fellowship details	[View Document](#)
e-copies of the award letters of the teachers.	[View Document](#)

3.1.4 Institution has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: B. Three of the facilities exist

File Description	Document
Any additional information	[View Document](#)
Link to videos and photographs geotagged	[View Document](#)

3.2 Resource Mobilization for Research

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

Response: 119.17

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

2016-17	2015-16	2014-15	2013-14	2012-13
26.74	32.9	12.68	30.11	16.74

File Description	Document
List of project and grant details	[View Document](#)
Any additional information	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 10

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

Response: 10

File Description	Document
Any additional information	[View Document](#)
Names of research centres	[View Document](#)

3.2.3 Percentage of teachers recognised as research guides

Response: 40.66

3.2.3.1 **Number of teachers recognised as research guides**

Response: 74

File Description	Document
Details of teachers recognized as research guide	[View Document](#)
Any additional information	[View Document](#)

3.2.4 Average number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 0.05

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

Response: 46

File Description	Document
List of research projects and funding details	<u>View Document</u>
Supporting document from Funding Agency	<u>View Document</u>
Any additional information	<u>View Document</u>
link to funding agency website	<u>View Document</u>

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

Scott Christian College (Autonomous) is more concerned with employability and entrepreneurship development. It envisages well organized incubation centre under the campus placement cell. It includes training, industry academia meets, mock interviews, alumni meets and skill enhancement programmes. Also every department has career guidance cell, through which proper career awareness on the respective discipline are given through seminars, workshops and expert interactions. The placement cell of Scott Christian College plays an important role in this regard. The final year students of Scott are entitled to placement assistance, counseling for employment and self employment sessions.

The following activities are fully functional for creation and transfer of knowledge.

  * **Scott Academy for Career Prospects (SCACP)**

This is a dedicated center focusing on career training on employment and entrepreneurship for our students. A variety of training programmes are being conducted, which include

Coaching for Bank Test

Coaching for Teachers Recruitment Board

Coaching for Tamilnadu Public Service Commission

National Eligibility Test (NET) coaching

And many other training programmes

- **Pedagogy**

A special course on Pedagogy has been made compulsory for all the MPhil scholars, so as to train them for teaching profession.

- **Value added courses**

A separate wing which looks after offering value added courses for career enrichment. Students are advised to take up a minimum of one and a maximum of three courses during their study. Examinations are conducted separately and the marks and grades awarded are include in their mark statement under the category of extra credit courses.

- **Special training for appearing uniform service**

Department of physical education offers a special training programme to the students aspiring Defence and Police services. Scott Christian College has sent a good number of students in Police and Defence services in different cadre.

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

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

Response: 1

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

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

File Description	Document
Any additional information	[View Document](#)
List of workshops/seminars during the last 5 years	[View Document](#)
Report of the event	[View Document](#)

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students

during the last five years

Response: 62

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	17	16	4	15

File Description	Document
List of innovation and award details	[View Document](#)
e- copies of award letters	[View Document](#)
Any additional information	[View Document](#)

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year wise during the last five years

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

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	[View Document](#)

3.4 Research Publications and Awards

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

Response: Yes

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

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

Response: Yes

File Description	Document
List of Awardees and Award details	
e- copies of the letters of awards	
Any additional information	

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

3.4.3.1 Total number of Patents published/awarded year wise during the last five years

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

File Description	Document
List of patents and year it was awarded	

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

Response: 3.57

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 264

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	
Any additional information	
URL to the research page on HEI web site	

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

Response: 0.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
121	126	105	133	110

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

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

Response: 0.59

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

2016-17	2015-16	2014-15	2013-14	2012-13
136	108	106	86	91

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

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 5.61

3.4.7.1 Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 3440

File Description	Document
BiblioMetrics of the publications during the last five years	
Any additional information	

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 0.03

3.4.8.1 Number of citations received by individual research publications in the last 5 years

Response: 148

3.4.8.2 Number of publications receiving proportionately maximum number of citation in the last five years

Response: 5222

File Description	Document
Any additional information	
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	
Any additional information	
URL of the consultancy policy document	

3.5.2 Revenue generated from consultancy during the last five years

Response: 54.53

3.5.2.1 Total amount generated from consultancy year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
5.96	14.1	33.9	0.29	0.28

File Description	Document
Any additional information	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
List of consultants and revenue generated by them	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year wise during the last five years (INR in Lakhs)

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

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities

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

Response:

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

The college maintains a cordial relationship with the neighborhood and the local administration, so that the students and the local community are mutually benefitted. The involvement of students in various special movements is governed through NSS, NCC, YRC units. They collaborate with the local bodies to

carry various community development programmes.

Blood testing camps, dental checkup, Eye camp, Skin disease checkup camps are some of the camps organized in the college. Such an environment gives an opportunity for the students to understand their social responsibility. The students along with the teachers are engaged in various activities to promote this spirit.

File Description	Document
Any additional information	View Document
link for additional information	View Document

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

Response: 13

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	1	2	6

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

3.6.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 198

3.6.3.1 Number of extension and outreach programs conducted in collaboration with industry,community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc.,year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
44	27	34	41	52

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

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

Response: 35.62

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

2016-17	2015-16	2014-15	2013-14	2012-13
1266	1014	954	964	954

File Description	Document
Any additional information	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Report of the event	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 2.8

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	5	2	1	2

File Description	Document
Any additional information	[View Document](#)
Number of Collaborative activities for research, faculty etc.	[View Document](#)

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 752

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

2016-17	2015-16	2014-15	2013-14	2012-13
124	146	155	189	138

File Description	Document
Details of linkages with institutions/industries for internship	[View Document](#)
Any additional information	[View Document](#)
e-copies of linkage related Document	[View Document](#)

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

Response: 12

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

To keep pace with growing demands of higher education, the 125th year old Scott Christian college has significantly enhanced its infrastructure and due to this optimum utilization of the infrastructure is ensured.

The College has good number of class rooms and ICT is enabled wherever it is necessary. Learning resources such as library and computer laboratory serve the demand of the learning community. There are 175 computers available in the campus with required softwares, servers, internet and printing facilities for the students. Spacious seminar halls with access to internet and LCD are organized for every Research Centre. Laboratories including instrumentation and measurement, animal and plant biology are the highlights of the campus. The institution has spacious and naturally ventilated classrooms that can accommodate 60 to 70 students. Each floor has a notice board which caters the need of passing information about examinations, interoffice notices, research abstracts etc. The Public Announcement System serves as a media for communicating the necessary informations to the campus community. The academic sessions are framed in such a manner that the classrooms and laboratories are occupied from morning to evening. Regular campus activities ensure that college auditorium and seminar halls are utilized around the year.

Research oriented teaching is adopted by introducing few additions to the existing syllabi in order to enhance infrastructure parallel to research, curriculum and extra-curriculum.

FACILITIES FOR TEACHING – LEARNING	IN Numbers
Classrooms	102
Central Library	01
Department Libraries	14
Computer Laboratories	05
Science Laboratories	18
Seminar Hall with Smart-boards	11
Internet Hub	01

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Scott Christian College encompasses a well maintained campus spreading over 46 acres of lushly green land. The management believes in the all-round development of the students and encourages them to participate in sports and cultural activities simultaneously and they are awarded and rewarded accordingly.

Games and Sports

The campus provides favourable circumstances for every student and staff to excel in every plethora of sports activities. Facilities are available for cricket, volleyball, basketball, football, badminton, tennis, table tennis etc. Both indoor and outdoor sports activities are conducted regularly for students to maintain health and fittness. The College has a fanatical multi-station gym (24 stations) for the physical fitness of staff and students.

Extra Curricular Activities

Department associations provide an avenue to the students to develop themselves culturally and technically. These associations have been developed in each department; wherein various seminars, workshops, inter-collegiate and intra-collegiate competitions are being organised.

Cultural Activities

Students are encouraged and provided necessary facilities and guidance to conduct cultural programmes to foster and display their talents. 'Talent Show' is one of the campus cultural programmes which is hosted every year for talent cultivation among the students.

Yoga Classes

Yoga Classes are conducted for the students by the trained and well-experienced instructors in delegacy and residency. The faculty members from the Department of Physical Education also succors in hosting yoga sessions.

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

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

Response: 9.73

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 11

File Description	Document
Any additional information	[View Document](#)
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
Link for additional information which is optional	[View Document](#)

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

Response: 13.69

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

2016-17	2015-16	2014-15	2013-14	2012-13
59	41	22	5	5

File Description	Document
Any additional information	[View Document](#)
Audited utilization statements	[View Document](#)
Details of budget allocation, excluding salary during the last five years	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The Integrated Library Management System of Scott Christian College consists of a relational database. It is a subsist software which helps to interact with the two graphical user interfaces (one for students and another for staff). The most important tasks rendered by the Integrated Library Management System of Scott Christian College are as follows;

- Acquisitions (ordering, receiving, and invoicing the books)
- Cataloging (classifying and indexing the books)
- Circulation (lending books to students as well as staff and receiving them back)
- Serializing (tracking books, magazine, journals, and newspaper holdings)
- Utilization of OPAC (Public Interface for Users)
- Bar code technology

The Central library of the Scott Christian College got automated in 2002 and works with a Standard Digital Software called *hCampus*, which is fully automatic with the 2016th version.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

James Duthie Central Library of Scott Christian College is one of the oldest libraries in Tamilnadu due to which it is privileged with *old manuscripts*, *rare books* and other unique knowledgeable reports and documents.

Palm- leaf Manuscript (Olaichuvadi)

Palm-leaf manuscripts are manuscripts made out of dried palm leaves. They were used as writing materials in the past. Scott Christian College also has a few palm leaf manuscripts, written with ink on rectangular cut and cured palm leaf sheets. Each sheet typically has a hole through which a string passes through, to hold them together. These palm-leaf manuscripts reveal the ancient system of medicinal treatment.

Braille

Braille, is a tactile writing system used by the visually impaired. It is traditionally written on embossed paper. Scott Christian College has a number of Braille embossed Bible and magazines for the students who are visually impaired in the campus.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.3 Does the institution have the following

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership

4.**e-books**
5.**Databases**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

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

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

Response: 30.05

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

2016-17	2015-16	2014-15	2013-14	2012-13
22.86	27.48	35.64	43.84	20.42

File Description	Document
Audited statements of accounts	View Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	[View Document](#)
Any additional information	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 22.46

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

Response: 720

File Description	Document
Any additional information	[View 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 IT Facility for Scott Christian College came into existence in the year 2004.

The Campus Network Facility(CNF) provides a wide range of IT facilities and services with a modern networking environment to support all students and faculty for their learning, research, teaching, and administration.

The facilities include advanced network facilities, and powerful central servers, while our services include online admission system, online exams, Internet security system, Anti-Virus application, Network services supporting up to the Distribution switch level and Wi-fi services.

These comprehensive facilities and services enable members of the college have the best IT resources and environment for supporting the learning and teaching activities.It is the mission of the Campus Network Facility to provide advanced and reliable IT services to the campus community so that campus fraternity could readily access all the network services anytime and anywhere. This works in support of the vision and mission of the college, to sustain and enhance the institution's excellence as a campus of higher learning through outstanding teaching and world-class research so as to produce well-rounded graduates with lifelong abilities to provide leadership within the societies they serve.

Campus Security System

The College Security System runs 24-hours non-stop and provide network services in the campus. The campus remains secured with the CCTVs, this helps the college management to keep the entire system on

track.

Campus Connectivity

Campus Networking is made available in the college campus. Each and every user is given a unique user-identification, the College Security ID(also known as Internet Login-Id) and an associated Password, which facilitates all members of the college to access a wide range of network services and applications easily through web browsers.

To support all the IT services in the college, the CNF (Campus Network Facility) has installed a high-speed, sophisticated and resilient campus network infrastructure for the college. The network infrastructure is managed with enforcement of high security measures, spam and virus filtering and Quality of Service (QoS) bandwidth regulation.

Through the high-speed links, college members are provided with the resourceful network connectivity to enhance their research collaborations with other academics on a global scale.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.3.2 Student - Computer ratio

Response: 17.28

File Description	Document
Any additional information	View Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
<5 MBPS

5 MBPS - 20 MBPS

20 MBPS - 35 MBPS

35 MBPS - 50 MBPS

Response: ?50 MBPS

File Description	Document
Any additional information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

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

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 30.23

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

2016-17	2015-16	2014-15	2013-14	2012-13
93.83	70.18	53.09	34.51	16.60

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Any additional information	[View Document](#)
Audited statements of accounts.	[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 Management of Scott Christian College contemplate very well on the systems and procedures for maintaining and utilizing physical, academic and support facilities like college laboratory, library, sports complex, computers, classrooms etc.

Physical Facilities

The physical facilities including Classrooms, Laboratories and Computers etc. are made available for the students in the college. The students seek admission to desired courses including a laboratory curriculum they are charged for the laboratory expenses at the time of the admission as suggested by the statutory body in addition to that a non-salary grants are allocated for the maintenance of the laboratories and the classrooms which is a part of the teaching and the learning processes.

 The classrooms boards and furniture facilities are utilized regularly by the students and many a times it is also made available for the other governmental and the non-governmental organizations for conducting the exams. The maintenance and the cleaning of the classrooms and the laboratories are done with the efforts of the non-teaching staff appointed by the college board.

The college have an appealing green campus, which is maintained by the gardener appointed by the institution.

The college has adequate number of the computers with internet connections and the utility software's distributed in different locales like office, laboratories, library, departments etc. All the stakeholders have equal opportunity to use those facilities as per the rules and the policies of the institution. All the computers in the campus are connected with LAN which is open for the students and staff.

The library is also connected with LAN facility for the computers and they are loaded with the library software called hCampus.

The ICT Smart Class Rooms and the related systems are maintained with Ozias Technologies. The college website is maintained regularly by the campus computer programmer.

The maintenance of UPS and the Generator is carried out on regular basis. Electrical and the Plumbing related maintenance is done with the help local skilled persons and the expenditure is made according to the buget prepared by the college

Academic and Support Facilities

The academic support facilities include library, the sports and the other platforms supporting overall development of the students.

Accession to library is permitted at the cost of the deposits as caution money. A provision of the budget for the library maintenance is made by the college management. The activities like fumigation and keeping library clean is done frequently by library staff.

The Sports wing of the college strives for the meritorious achievements. It has an adequate infrastructure, which includes 400 meter running track, football field, basketball court, kho-kho field, cricket ground, volley ball court, badminton court, ball badminton court, tennis court, hand-ball court, kabaddi court, cricket nets, table tennis halls, chess and carom hall, multi-station gym (24 stations), tread-mill, exercise cycle, weight lifting set. These facilities are utilized by students, staff as well as the local community. The running track and the outdoor facilities are made available at free of cost to all the stakeholders.

File Description	Document
Any additional information	View Document
link for 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 the last five years

Response: 40.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
1043	849	1020	1359	1584

File Description	Document
Any additional information	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)

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

Response: 10.59

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

2016-17	2015-16	2014-15	2013-14	2012-13
341	312	316	280	281

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

  1. **Guidance for competitive examinations**
  2. **Career Counselling**
  3. **Soft skill development**
  4. **Remedial coaching**
  5. **Language lab**
  6. **Bridge courses**
  7. **Yoga and Meditation**
  8. **Personal Counselling**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Any additional information	[View Document](#)
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 41.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
1280	1333	1128	1189	1134

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

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

Response: 6.83

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

2016-17	2015-16	2014-15	2013-14	2012-13
160	180	204	383	60

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	
Any additional information	

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

Response: Yes

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

5.2 Student Progression

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

Response: 5.21

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

2016-17	2015-16	2014-15	2013-14	2012-13
77	27	60	87	53

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

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

Response: 28.01

5.2.2.1 Number of outgoing students progressing to higher education

Response: 340

File Description	Document
Details of student progression to higher education	View Document
Upload supporting data for student/alumni	View Document
Any additional information	View Document

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

Response: 20.74

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

2016-17	2015-16	2014-15	2013-14	2012-13
9	14	2	12	29

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

2016-17	2015-16	2014-15	2013-14	2012-13
68	51	44	73	69

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document]
Any additional information	[View Document]
Upload supporting data for the same	[View Document]

5.3 Student Participation and Activities

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

Response: 11

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	2	4	3

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document]
Any additional information	[View Document]
e-copies of award letters and certificates	[View Document]

5.3.2 Presence of an active Student Council & representation of students on academic &

administrative bodies/committees of the institution

Response:

STUDENTS' COUNCIL

The Students' council of Scott Christian College (Autonomous) plays a significant role in the wholesome development of the students. It plays a pivotal role in voicing the interests and concerns of the students to the authorities. It is instrumental in enhancing the leadership qualities and the maintenance of the rights of the students in the campus. The leadership training programmes organized by the Students' Council take a lead role in equipping the students to accept social responsibilities and involve actively in the process of nation building. The Management of Scott Christian College with the noble intention of enhancing the civic consciousness, patriotic fervor, social awareness and environmental awareness encourages the students to organize workshops, seminars and innovative programmes. The Council, with the constant encouragement of the Management and staff regularly organizes many activities, thus fulfilling the purpose the council. Furthermore, the Council actively involves in extension activities like generation of fund for medical treatment of poor accident victims and so on. The Students' Council also conducts awareness programmes inside the campus for the overall development of the students. Every year, the activities of the Students' Council are inaugurated in a grand manner and the activities of the year starts. The Students' Council honours teachers by celebrating Teachers' Day and greets them with gifts. Scott Christian Collegecelebrates the Students' Union Day, in which every programme is performed by the students. It is a unique practice that on that day, the students honour the retiring staff members for their devotion and service. In short, the Students' Council is a beacon of light for the students to steer them in the right path.

Representation of students on academic & administrative bodies/committees of the institution

Students are always welcome to become a part of each and every body/committee of the institution. There are provided representation in various administrative and academic bodies such as Planning and Evaluation Committee, Board of Studies, Campus Celebrations Committee, Anti-Ragging/Anti-Eve Teasing Committee and Department association and clubs.

File Description	Document
Any additional information	[View Document](#)
Link for Aditional Information	[View Document](#)

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

Response: 7.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	9	5	10	8

File Description	Document
Any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

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

Response:

Scott Alumni Association

The college has a registered Alumni Association which functions effectively with a prestigious tag Scott Alumni Association (SAA). All graduates who pass through the College (old students) are members of the Alumni Association. Scott Alumni Association is involving itself so exemplarily and so very actively in many programmes catering to the academic needs of the students, the developmental needs of the college and the growth of the campus. Scott Alumni Association does indeed care for even the alumni who are far-off from the campus, in different parts of India and the globe. The Scott Alumni Association is formed mainly to enable past students to establish contact and regular fellowship and to offer an avenue for expressing their gratitude to their alma mater. The Association offers the platform for the alumni to come together, share reminiscences and foster fellowship. The Scott Alumni Association liberally contributes for infrastructure development like construction of halls, buildings and so on; and institutes endowments for scholarships and fellowships to help the deserving and to recognise the meritorious. It is mind boggling indeed that twenty five endowment lectures are being organized every year for the benefit of the budding scholars. Often guest lectures are arranged by Scott Alumni Association by inviting alumni to share their expertise.

Scott Alumni Centre

The Scott Alumni Centre that was dedicated to the glory of God on August 28, 2013 is the contributionof Scott Alumni Association. The Aumni Centre is a well-furnished and ventilated Centre with four guest rooms, a conference hall with 200 seating and a dining area with 300 seating capacity.

James R. Daniel Endowment: General Awareness Contest (JRD-GAC)

In order to broaden and deepen the general awareness base of the outgoing students at

the UG, PG and Pre-Doctoral levels, JRD-GAC is being organized for the past three years. The top three scorers of the final round are given book awards worth Rs. 2500, Rs.2000 and Rs.1500 respectively.The outgoing students find it extremely useful because the JRD-GAC helps them in their preparations for various competitive examinations, for their placements at the local, regional and national levels.

Scott Students' Alumni Day

Since 2012, Scott Alumni Association has been regularly holding Scott Students' Alumni day on the Scott Foundation-Day eve, which falls on the 12th of February every year. The meritorious students are honoured on this ocassion.

Scott Alumni Chapters

A strong pillar of Scott Alumni Association is its chapters in all the cities and metropolitans of the country and abroad. All chapters are very active and hold their annual family get-togethers regularly with good programmes.

Events	Date	
Scott Student Alumni Day	February	
Chennai Chapter Annual Get-Together	February second Saturday	
Nagercoil Chapter Annual Get-Together	May-01	
Nagercoil Chapter Annual General Meeting	May-01	
Trivandrum Chapter Annual Get-Together	June	
Mumbai Chapter Annual Get-Together	June	
Madurai Chapter Annual Get-Together	July	
Dubai Chapter Annual Get-Together	July	
Coimbatore Chapter Annual Get-Together	September	
Bangalore Chapter Annual Get-Together	October	
Nagercoil Chapter Christmas Get-together	December first Tuesday	
For Outstation Alumni (Nagercoil Chapter)	December last Saturday	

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.4.2 Alumni contribution during the last five years (Amount in rupees)
<2 Lakhs

2 Lakhs - 5 Lakhs

5 Lakhs - 10 Lakhs

10Lakhs - 15 Lakhs

Response: ? 15 Lakhs

File Description	Document
Alumni association audited statements	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 60

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	12	12	12	12

File Description	Document
Report of the event	<u>View Document</u>
Any additional information	<u>View Document</u>
Number of Alumni Association / Chapters meetings conducted during the last five years.	<u>View Document</u>

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

- Reform, transform and empower the young minds by imparting quality education.
- Upbringing the overall personality of the students by providing state-of-the-art learning experience.
- Inculcate universal brotherliness and tolerance with highest standards of integrity.

Mision:

- Reaching out to the unreached by providing equal opportunity to learn irrespective of the caste and creed.
- Create social interaction, environmental sustainability, economic progress, and scientific awareness through varied curriculum.
- Provide transferable skills, life skills, e-skills and soft-skills through diverse learning experience.
- Promote experimental learning, field-trips and internships to foster entrepreneurship and self-reliance.
- Foster critical thinking and effective communication by advance teaching and learning process

Governance of the Institution and Leadership

The governance of the institution reflects the effective leadership that the institution gets from its leader for an all round development of it. The Principal is the Executive Head of the institution. The Principal is responsible for the maintenance of discipline and progress of the college and shall look after the overall administrations of the college. The Principal is the link between the management and faculty. He is the Chairman of all forums including the Academic Council, the prime body for the curriculum design and development. The governance is participative in nature; every teacher contributes to the governance of the college in one or the other way; they participate in administration, academic matters and examinations reforms. They contribute to the physical development of the college also. The college aims at greater achievement and so it has prepared perspective plans. The plan is the blue print of the institution in every day work. The institution is functioning with certain well-defined visions and missions.

Our Goals

The goals of our institution are always in tune with the core values of higher education like contributing to national education, fostering global competencies among students, inculcating a value system among students and promoting the use of technology and quest for excellence.

- To impart quality-based higher education to needy eligible candidates.
- To develop responsible and sensitive youth having social commitment.
- To empower the students to become better human beings having the spirit of nationality.

- To inculcate moral values among the students.
- To empower women and other powerless sections of the society through higher education.
- To develop the rural and semi-urban areas in and around our college both economically and socially by adopting villages, conducting awareness and medical camps and jathas to familiarise and implement government policies and programmes and by taking research findings to the rural areas –lab to local areas
- To give ample opportunities to the students to develop leadership qualities.

File Description	Document
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

The statement that 'decentralisation leads to development of leadership' is made true in Scott Christian College, which is a typical model institution for decentralisation and participative management. The leader of the institution is monitoring the overall development of the institution while individual members are contributing their maximum for the institutional development. They have enough freedom to express and carry out their ideas if they are good for the institution. The typical example for decentralisation is the system of admission followed in the college. Before the formation of 'Admission Committee' as per the guidelines given by the Directorate of Collegiate Education, Chennai, every department was entrusted with the process of admission. The head of the department with the assistance of his/her colleagues prepared the list of students to be admitted in each department. It was overseen by one of the senior members whether all government norms and reservation norms were followed. However after the formation of a full admission committee, it is the responsibility of the committee to prepare the admission list, to upload the admission list in the college website and to oversee all other processes of admission.

- The admission committee is constituted by the principal of the college and the committee frames norms for the admission process in adherence with the norms of the State government and the affiliating University, here Manonmaniam Sundaranar University, Tirunelveli under the guidance of the principal.
- Transparency is achieved in all means.
- Online process of admission ensures transparency in admission.
- The committee scrutinises all the applications submitted, then based on their merits the admission list is prepared.
- While preparing the admission list everything is followed to fulfil the reservation policy of the State Government.
- By taking all the matters into consideration the committee prepares the rank list and admission is given on the basis of the list.
- Both the list of selected and waitlisted candidates are displayed on the notice board and uploaded on the college website.
- SMS is used to intimate admission status to the selected and waitlisted applicants.
- This system has been in used since 2015, before that information was sent through certificate of posting. Review of admission process carried out every year ensures improvement in the next year.

* As admission is done on the basis of merit many students get employment either through campus interview conducted in the college or outside the college or get selected for higher studies, both in Scott Christian College or in other colleges.
* It more appropriate to inform that many UG students seek admission for PG and MPhil courses of this college.
* The present admission committee is convened by Dr. Moses Ezhil Raj, A and he was assisted by a team of four members.

File Description	Document
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

Research is very necessary for future development of any higher educational institution. Faculty members are encouraged to prepare research projects and get funds from various funding agencies such as UGC, ICSSR, ICHR, CSIR, DAE, BARC and other national and international organisations. Teachers are allowed to organize sponsored as well as self-supported conferences, seminars and workshops Teachers are also allowed to present research papers and participate in seminars and conference held not only within India but also in other countries. The college has also its own research forum, Scott Research forum and it conducts annual conferences and seminars and publishes an annual journal, Scott Research Journal. A strategy plan was prepared to inculcate research among the youngsters, young teachers, scholars and PG students. For that Scott Research Forum, a wing of Research Cell of Scott Christian College, was formed and registered in 2003. The research forum conducts annual national interdisciplinary seminars and occasionally international seminar. The basic motive behind the starting of research forum in the institution is to help the budding researchers in preparing research papers and articles. Weekly once college level seminars are organised. At the college level seminar MPhil scholars are asked to prepare research papers on their areas of interest or their MPhil dissertation areas. These college level seminars are organised for Arts and Science separately. In these seminars papers are presented and clarifications are sought by the participants, particularly the seminar coordinator. The scholars are able to get constructive criticisms from the audience, the convener of the seminar who is usually a well known person for research. The scholars who present papers from their dissertation areas are much benefitted due to the insight got in the seminars. On the other hand the annual seminar is for scholars and teachers from all over the country and it is widely advised in advance so as to prepare their papers in time. The papers presented in the annul seminar are edited by the editorial board consisting of well known personalities. The selected articles are published in a journal called SRF journal. Its ISSN number is 123-56-78. Because of the efforts taken by former principals so far seven annual national seminars and one international seminar were conducted and from the publication of research articles 345 paper presenters have been benefitted. It is the best example for the strategic plan adopted by an individual college to stimulate the research attitude among students and scholars and young teachers working in various colleges and universities functioning throughout India.

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

2016-17	2015-16	2014-15	2013-14	2012-13				
121	126	105	133	110				

File Description	Document
Strategic Plan and deployment documents on the website	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The institution has internal organisational structure for making decisions wherein top most level decision making is done by governing body. In the governing body, principal is one of the members and the decisions taken by the governing body are passed on to different academic and administrative bodies.

The principal of the institution delegates various duties related to the decision taken to vice-principals, deans, controller of exams and HODs and head of the administrative section and they implement their concerned strategies. There are various committees, which work to achieve the goals of the institution. The policy statements are channelized in the direction of concrete achievement in the field of teaching and learning. The leadership regularly analyses and evaluates the goals and activities in the light of mission, vision and goals of the institution to the entire satisfaction of community and stakeholders. There are interactions with stakeholders whenever necessary and important matters discussed in the interactive meeting with stakeholders are further discussed in appropriate bodies and then necessary action plan be prepared. At the commencement of every academic year, action plans are chalked out in consonance with institutional objectives that serve as the base for academic adventure.

After the chalk out of future plans, scrutiny, feasibility and possible risks are studied. After finalising all programmes, they are incorporated in the strategic plan by the top authority. Every step is taken to ensure that the adventure of teaching and learning is neatly served and for that the leadership conducts regular meeting with various stakeholders, departments, library people, alumnae, NGOs, student representatives, sportspersons and if necessary the leadership visits departments, library and class rooms to serve better.

The principal ensures that adequate and effective feedback is available for the management in the

following ways:

- Periodical meetings to review the overall progress.
- Personal interaction with individual teachers.
- Personal interaction with student representatives.
- Personal interaction with administrative staff.
- Personal interaction with parents / guardians.
- Information available through filled in student's feedbacks.
- Information available through friends, neighbours, relatives, alumnae with regards to teaching, curriculum, extracurricular, co-curricular activities and other related matters.

After having a thorough discussion and deliberations the existing system and facilities are reviewed and decisions are taken on the basis of review for their implementation.

Functions of Various Bodies

Governing Body

The constitution of this body is according to the structure given by the UGC Guidelines for Autonomous Colleges. The functions of the Governing Body are,

- Fix the fees and other charges payable by the students of the college on the recommendations of the Finance Committee.
- Institute scholarships, fellowships, studentships, medals, prizes and certificates on the recommendations of the Academic Council.
- Approve institution of new programmes of study leading to degrees and/or diplomas.
- Perform such other functions and institute committees, as may be necessary and deemed fit for the proper development, and fulfil the objectives for which the college has been declared as autonomous.

Academic Council & Board of Studies

The Academic Council is responsible for all academic matters, such as, framing the academic policy, approval of courses, regulations and syllabi, etc. The Council consists of faculty at all level and also experts from outside, including representatives of the University and the Government. The decisions taken by the Academic Council are subject to ratification of Governing Body.

Restructuring of curriculum is systematically carried out every semester. As it is an autonomous college, it has framed its own syllabus by taking into account the national interest, state's interest and local interest. It also takes the requirement of industries and current pattern of services required at all levels. Care is also given to fine tune the syllabus to enable the students appear for competitive exams like NET, SLET and CAT.

Research Cell and IQAC

The IQAC and the Research Cell are striving to ensure quality in the research activities of the college.

Faculty members are encouraged to prepare research projects and get funds from various funding agencies such as UGC, ICSSR, ICHR, CSIR, DAE, BARC and other national and international organisations. Scott Research Forum conducts annual conferences and seminars and publishes an annual journal, Scott Research Journal. It is compulsory to research scholars to present two research papers in an academic year in inter-department weekly seminars organised at the college level. Department such as Commerce and English have their own News Letters. There are four Professors of emeritus. This speaks volumes about the research works go on in this campus. All the ten regular departments are recognised research centres having facilities for supervising research scholars, both MPhil and PhD. Faculty and research scholars are helped to write articles and those who have published articles in referred journals are awarded with achievers award. Staff members of each department published a number of articles in reputed journals.

Examination Committee

The College consists of an Examination committee, which is responsible for evolving various assessment methods and examination reforms. The Examination Cell is responsible for the conduct of examinations and notification of results. To assess the continuous achievement of students in academic work continuous internal assessment is done. There are three centralized department level internal tests. Students, who absent themselves for any of the internal tests for valid reasons, can apply to the controller of examinations, for a retest for a paper/ papers for which they were absent. Eligible students are allowed to write retests.

The controller of examination invites two sets of question papers from external experts from colleges and universities. U.G answer scripts are subjected to single valuation by an external examiner. P.G and MPhil answer scripts are subjected to double valuation by two external examiners Third valuation is resorted if the difference between marks given by the two examiners is 15% and above.

Re-totalling is permitted to UG students and MPhil scholars who apply for re-totalling within the stipulated period of time.

Revaluation is permitted only to UG students and MPhil scholars and only for the papers written in regular examination. The students are also permitted to get photo copies of their answer scripts on request.

A student can appeal in writing to the controller of examinations for re-totalling of his/ her marks or a revaluation of the entire paper within ten full days after his/ her script of the computerised printout of marks is supplied to him/her through in the department.

At present in the question papers name and register numbers are mentioned and in the hall tickets the following details are given. In any autonomous college or university these details are not available in hall tickets. Such a wonderful work has been done by the COE office,

- Course code and subject code
- Papers and their dates
- Time of examination
- Room allotted

Service Rules, Procedures, Recruitment and Promotional Policies

The college is one of the educational institutions run by the Church of South India Trust Association,

which is a charitable trust incorporated under the Indian Companies Act 1913. The association has an Employment Bureau and staff members are selected for vacant posts from the list of eligible candidates maintained by it. From the merit list maintained by the Bureau, three persons are selected and requested to appear before the interview board for every vacant post. If necessary orientation-courses are arranged for teaching staff and for non- teaching staff courses are organised on computer and on work ethics and if necessary they are sent out to other institutions for special training courses. Promotion is made purely on the basis of seniority both for teaching staff and non-teaching staff and the principal of the institution is selected by the Executive Committee of 'The Church of South India Trust Association', on the basis of merit-cum-seniority.

The institution strictly follows all policies of the state government, Tamil Nadu and the central government. Based on the reservation policy formulated for minority institutions, the college recruit its teaching and non-teaching faculty. As far as qualifications are concerned it follows the UGC guidelines and workload is allotted according to the state policy. In recruiting its staff it takes care of access, equality, gender sensitivity and physical disability.

Grievance Redressal Cell

The college has a well defined grievance redressal mechanism to address and redress the grievances of all its members. It is being done by the Grievance Redressal Committee constituted for the overall well-being of staff and students. Apart from this committee there are various specific cells to go into specific matters such as Examination Grievances cell, Anti-ragging committee, Women cell and PTA. Suggestion /complaint boxes have been installed not only inside the college but also women students' centre and examination office.

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

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Screen shots of user interfaces	[View Document](#)

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

Response:

Scott Christian College (Autonomous) has various bodies/Cells/Committees which organise its own meetings and resolves a number of minutes to the well functioning of the institution. The important bodies to be worth mentioning are examination cell, academic council and Internal Quality Asssurance Cell (IQAC)

Examination Cell

The examination committee meeting held on 17.10.2011 has resolved to conduct all summative examinations for 100 marks and to give one chance to students to take one improvement test on demand. These resolutions were implemented with full spirit. Due to the second resolution, 93 students requested to write improvement test and they were given chance and 91 students have been benefitted by this resolution.

The examination committee meeting held on 14.10.2012 resolved to conduct examinations in such way that the regular students get ample study time (UG 3 days and PG 4 days) between two successive examinations. It also resolved to issue hall-tickets to students with every detail, date, time, hall for make them feel free. The committee unanimously decided to have practical examination for skill-based papers and double valuation for PG students. All these mke the examination system more vibrant and scientific.

Minutes of the meeting held on 11.03.2013 are: arrangement of an orientation for invigilators before the commencement of valuation to make the valuation more meaningful and hassle free and issuing of Rank Certificate for languages also. All these resolutions make the examination system more meaningful and student friendly.

The minutes of the examination committee held on 09.10.2013 resolved to adopt new curriculum in accordance with the Tamil Nadu State Council for Higher Education and to have only two skill-based papers for UG and to scrap the existing non-major paper with a core paper for PG. It helped students attain uniformity in syllabus.

It was resolved to have supplementary examinations for each semester from 12.06.2017 in the committee meeting held on 23.05.2017. It will certainly help students clear their arrear papers without waiting for a

long time.

Academic Council

The academic council meeting was held once in a year except the academic year 2013. The major resolution passed in the academic meeting held 05.05.2012 is to have an additional BA English batch with a student strength of 64 under self-finance category from the academic year 2011-'12 to meet the heavy demand for English. It is much effective used the student community. It was also proposed to change the ratio of marks from the present 25:75 to 40:60. It helps students have in-depth knowledge in various subjects.

It was resolved to raise the pass minimum marks from 35 to 40, to conduct one CIA improvement test covering the entire syllabus, to have double valuation for PG and to have practical exams prior to theory papers. These make the examination more consistent.

The academic council met on 21.03.2015 passed the following resolutions. To include NCC course as a one of the non-major elective subjects under Part IV and for NCC cadets this subject is mandatory. It makes students aware of NCC and its role in personality development.

It was resolved to conduct one year certificate course in sericulture from the academic year 2016-'17 in the council held on 03.06. 2016. As on date 52 students are undergoing certificate course on sericulture.

Internal Quality Assurance Cell

The IQAC meeting held on 03.06. 2015 unanimously decided to conduct model academic audit for all department on 9th and 10th July 2015. However it was held on 15th & 16th of December 2015. It certainly helped each department understand their limitations and strength. It was also resolved to conduct one-day seminar under the SRF for MPhil students. It helped scholars understand how to prepare a research paper. Further, a demonstration on usage of smart board was organised on 11th June 2015 on the basis of resolution passed in the meeting.

The meeting held on 29.06.2015 resolved to bring out the biannual news letter for the year 2014-'15 and to put log book for smart board users. It was also resolved to create awareness among staff the way of uploading class notes along with attendance. All these are very much beneficial to those students who were not in concerned classes.

The council meeting held on 14.12.2015 resolved to conduct the external academic audit on 17th & 18th December 2016.

In the meeting held on 27.06.2017 it was resolved to conduct an one-day workshop to young faculty who joined in 2010-'11 and after to orient themselves in modern developments in teaching.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution strictly follows all policies of the state government, Tamil Nadu and the central government and takes all strategies for the empowerment of its faculty, both teaching and non-teaching staff. Based on the reservation policy formulated for minority institutions, the college recruit its teaching and non teaching faculty in a transparent way. As far as qualifications are concerned it follows the UGC guidelines.

Welfare Measures for Teaching and Non-teaching Staff

There are a number of welfare programmes not only for the betterment of students but also for teaching and non-teaching staff. The following are the welfare/empowerment programmes.

For Teaching Staff

* Awards for publications and paper presentations
* Financial support for attending conferences/seminars
* Support for attending administrative training programmes
* Motivation to attend orientation and refresher courses
* Loan facilities
* Festival advances & festival gifts
* Retirement gifts
* Recognition for those who availed no leave

For Non-Teaching faculty

* Support for attending administrative training programmes
* Annual tour with the help of management
* Uniform for supporting staff
* Festival gifts and loans

Financial Support Provided to Staff to Attend Conferences/Seminars

.The institution provides financial support to staff to attend conferences and seminars.

File Description	Document
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: 2.39

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	5	0	9	5

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

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	4	4	3

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

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

Response: 9.46

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	23	31	6	6

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The Governing Body of the management minutely goes into the appraisal reports and necessary actions including reminding the faculty the demand of duties, seeking of explanation, issuing of memo, reprimanding, suspending from duty etc are taken according to necessity. In the matter of teaching, there is no compromise. The institution gives utmost importance to the performance appraisal reports. The assessment of teachers is made on the basis of feedback forms filled in by the students and the comments received from other stakeholders. The assessment report is analysed and discussed confidently by the principal and if needed the concerned teacher is guided for improving the teaching techniques.

The college has its own programmes to enhance the competency/quality of its teaching and non-teaching faculty. All teaching staff members are encouraged to participate and present research papers in conferences and seminars, orientation courses and training programmes. Non-teaching staff is also attending various training programmes such as office automation, digitalization. The college itself conducts training courses and orientation courses to both teaching and non-teaching staff. Many sponsored programmes such as human rights awareness, consumer rights awareness, work ethics, examination reforms and computer training have been organised. The staff members, who have got financial assistance from various agencies, are allowed to spend their money without any restriction and sometimes management has also contributed or paid advances to conduct the programmes effectively. Staff members, who contributed to the development of the institution, availed no leave, published award-winning articles in journals and honoured in training programmes are honoured with certificate / shawl or money, specifically speaking staff members who have not availed any leave in an academic year are given Rs. 1500/- along with a shawl in college day function. In our institution almost all the research centres have conducted sponsored national seminars and conferences, which are beneficial to researchers, paper presenters and faculty members to enhance their competency. Further, the achievements of faculty are monitored and updated in the college records and in the college website.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal audit is part of the administrative role of the Bursar. Every financial transaction is duly verified and audited by the office of the Bursar. Budget validation and Finance Committee approval are properly made in every steps of payments. The institution annually conducts external audits. The finance committee is vested with the power of appointing a statutory auditor for external audit. The auditor's report is placed before the Governing Body for approval and necessary action.

File Description	Document
Any additional information	View Document

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

Response: 162.51

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

2016-17	2015-16	2014-15	2013-14	2012-13
52.86	24.9	60.3	11.19	13.26

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

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

Response:

Resources are mobilised from different sources and these resources are fruitfully used for the development of the institution. In the academic year 2016-'17 more than two crore of rupees was spent for converting the campus into a green campus. The entire amount was contributed by the staff, present and past, students, PTA, alumnae and other well wishers. The institution in normal periods gets finance from UGC, centre and state governments, management and students. But special projects are implemented with the help of philanthropists. This year 16 rest rooms in the ladies waiting hall were gifted by Mr. Kurien Abraham from Nagercoil. In 2011-'12, 20 rest rooms for boys were constructed with the help few well wishers.

At present the construction of the Museum is going on with the help of funds received from various

individuals. For fund-raising the institution follow different strategies. They appeal to the alumnae, retired teachers, past students and present staff and students. The appeal is made through letters, notices and special request by phone or email. A committee may also visit the donors' house and approach them for fund. Every possible step is also taken to utilize the available resources in a sustainable manner. The resources are optimally utilized so as to give maximum welfare and benefit to students, staff, stakeholders and the society. Wastage is avoided in all possible ways. Internal and external audit recommendations are carried out in the following year. The role of the finance committee is appreciable in this regard. Every constructive criticism of students, staff and other stakeholders is taken into consideration.

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:

For maintaining the momentum of quality consciousness in Scott Christian College (Autonomous), Internal Quality Assurance Cell is conceived as a mechanism to build and ensure quality culture. Since quality enhancement is a continuous process, the IQAC has contributed significantly for maintaining the goals of quality enhancement and monitoring its continuance in the post accreditation phase. Consequently, the forum developed quality benchmarks for various academic and administrative activities for the progress of the institution. Some of the disseminated strategies continued in IQAC are:

1. Acting as a nodal agency for coordinating quality-related activities, including adoption and dissemination of good practices
2. Initiating intensive academic exercise for the restructuring need based and social relevant programmes and courses
3. Facilitating the creation of a learner-centric environment conducive for quality education and enriching faculty to adopt the required knowledge and technology for participatory teaching and learning process
4. Development and maintenance of Institutional database for the purpose of maintaining /enhancing the institutional quality
5. Documentation of the various programmes/activities, leading to quality improvement.
6. Monitoring the developments and improvements achieved through internal and external academic and administrative audit
7. Organization of inter and intra institutional workshops, seminars on quality related themes for the promotion of research
8. Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes
9. Informing the activities of the institution by publishing IQAC news letter biannually.
10. Preparation of the Annual Quality Assurance Report (AQAR) of the institution based on the quality parameters/assessment criteria developed by the NAAC in the prescribed format
11. Creating an exclusive window on its institutional website, to regularly report on its activities, as well as for hosting the AQAR.

File Description	Document
Any additional information	<u>View Document</u>
Link for Additional Information	<u>View Document</u>

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

Response:

The College continuously endeavours to innovate and implement processes that enhance teaching/learning and evaluation on campus. IQAC Periodically monitors the teaching and learning processes in the following Key Aspects:

1. Student Enrolment and Profile

2. Catering to Diverse Needs of Students

3. Teaching-Learning Process

4. Teacher Quality

5. Evaluation Process and Reforms.

The Admission Committee of the college comprising the Principal, Vice-Principal, Heads of the Departments and senior faculty ensures that the admission process is widely publicized and transparent. The institution has an interactive website which gives the details of the application procedure and courses offered. The Admission Committee also annually reviews its admission process and the student profiles. The College follows reservation policy for admissions of the socially, economically disadvantaged sections, physically challenged persons, sports persons and children of ex-servicemen. The college conducts analysis of the demand ratio for the various courses offered. The college organizes an orientation programme for freshers and collects feedback from parents to help the college enhance the quality of its programmes.

During the annual Board of Studies meetings held in the Departments, the annual Academic Council meetings and the IQAC Advisory meetings, members evaluate existing curricula and discuss ways of improving students' academic experience and performance. All departments have introduced courses with skill based learning components that equip students with requisite skills in the chosen discipline of study. Initiatives are also taken for faculty to participate in refresher courses, Faculty Improvement Programme, HRD programmes, Orientation programmes, Staff training conducted by the University/College, Staff training/workshops conducted by other Institutions.

The IQAC periodically conducts programmes to explore avenues that enhance teacher effectiveness through organisation of professional skills development training programmes. The college encourages faculty members to identify researchers to share expertise with students through guest lectures, workshops,

seminars and conferences. The Principal along with the Vice Principals, Deans and the IQAC discuss and plan methods to incorporate and implement new ideas and creative projects for departments. Members of the faculty are encouraged to constantly update the syllabi and identify teaching methodologies that enhance learning. As part of the quality enhancement/sustenance the following are the measures adopted: -

- Restructuring the curriculum (once in three years)
- Periodical review of the teaching-learning process organised at the end of each semester.
- Feedback from students on curriculum, teaching, learning and evaluation.

The college has a well-structured feedback system that evaluates the teaching and learning processes. The feedback and suggestions are discussed and reviewed by the faculty and remedial measures are taken if required. The evaluation is based on the following parameters: knowledge of subject, methodology, evaluation and testing, levels of professionalism and the student teacher relationship. The Principal also discusses the general comments during the general staff meetings and specific problems are addressed with individual faculty members.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	4	4	3

File Description	Document
Any additional information	[View Document](#)
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**

     3.Participation in NIRF
     4.ISO Certification
     5.NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Any additional information	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Annual reports of Institution	[View Document](#)

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

Response:

POST ACCREDITATION QUALITY INITIATIVES

The following measures have been taken to comply with the suggestions made by the peer team in the previous reaccreditation cycle:

1. College may consider offering short term programmes in thrust area for career progression:

Scott is offering the following value added courses which are in demand by the students of this region.

They are

Functional Hindi

Tourism Management

Translation Proficiency

Basics of Computer Software

Basics of Computer Hardware

Computer Hardware Training

Tally

But in addition 303 courses which impart transferrable and life skills are being offered in the last 5 years.

2. May seek external agencies for logistic support for such programmes

Yes, at present we are seeking the support of the external agencies for the conduct of employability / entrepreneurship / skill development related short term courses. Department of Computer Science of the College conducts short term courses with the logistic support of S.N. Infotech, Nagercoil and JT Solutions, Nagercoil.

3. More emphasis to be given for ICT based teaching learning process

Importance is now given to ICT based teaching and learning by providing 11 ICT enabled Seminar Halls and many number of LCD projectors that the teachers and stakeholders can utilize at any time. Students can make use of 'Scott Café', the browsing centre of Scott to prepare research papers, download e-contents, submit e-assignments and many more .E-contents are developed using available gadgets like digital still cameras and video cameras.

4. Adequate attention be given for faculty development activities in pedagogy and e-content preparation

All faculty members are well trained to handle ICT devices. For their familiarity and frequent usage, necessary steps are taken by providing reiterate hands on training. In every academic year beginning, orientation programmes are arranged for the faculty members to reinforce the practice of teaching and learning using ICT. As most of the information transfers like Continuous Internal Assessment question paper setting, mark entry, student data updation, mentoring, providing SMS alert, e-assignments, e-content development etc. requires ICT knowledge, every faculty is now prone to alternative method of teaching.

5 Opportunities for soft skill development of all students be strengthened.

Scott Christian College provides ample opportunity for students to develop necessary soft skills to enhance their performance, build stronger relationships, and improve work ethics.

The following steps are being taken :

- Through non-major elective courses under CBCS students have the option to choose courses relevant to soft skill development. Some of the such non major courses offered are Personality Development, Social Graces and Talent Management
- Out of four Skill Based courses offered for all programmes majority of the courses are application based, developing the soft skill of students
- The Placement Cell conducts frequent interactive programmes covering topics related to the development of social skills, communication skills, character traits, attitudes, career attributes, social intelligence emotional intelligence quotients, etc.

6 Better high speed internet facility and better access to be provided on the campus

High speed internet facility is now available in the campus and the available network services are being provided to the users at over 400 Dax certified nodes through manageable switches. Over 40% of campus is covered by *wi-fi* network. Access is also given to everyone including the students in the campus. The speed of the leased line internet connection is 50 MBPS and the LAN is configured with CAT-6 and Gigabits switches.

7 College may explore the options of more professional courses on the campus

Due to the policy of the Government of Tamil Nadu, professional courses are restricted in Arts and Science Colleges. In spite of the restrictions the Computer and business related courses are run on par with that of the professional courses with more application oriented courses and industrial interactions.

8 College may consider students' insurance coverage

The 'Chief Minister's Comprehensive Health Insurance Scheme offered by the Government of Tamil Nadu covers all members of the family without any subscription. So the College administration need not implement any additional insurance coverage at present.

9 Library to be strengthened possibility of INFLIBNET may be explored

Scott Christian College has been providing the services of Information and Library Network (INFLIBNET) from 2010 onwards to share library and information resources among Academic and Research Institutions.

10 Sport facility need strengthening

Scott has been the University champions for 13 consecutive years. Separate grounds are available for all games. Systematic training is accorded to all the sports persons individually by the Physical Director. Scott is the only college in the district having a 400m track. Recently a 24 station multi gym was introduced for the entire stakeholders to reach new heights in their fitness journey.

11 Boys' hostel facility for boys may be considered.

The district where the college is situated, just has a mean diameter of about 20 Km. Since ample government transport facilities are accessible, boys tend to be day-scholars. If the need arises, the administration will surely venture into building a boys' hostel.

12 Linkages with research institutions and industry may be explored

For the last 5 years, the Scott Christian College and various departments have 12 MoUs with Colleges, Universities and corporate sectors. Through internship, students have linkages with industries.

File Description	Document
Any additional information	
Link for Additional Information	

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 7

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

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

File Description	Document
Any additional information	[View Document](#)
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

In spite of being a co-education College 63% of the Faculty and 60.7% (UG-52%, PG-77% and Predoctoral-73%) of the Students in Scott Christian College are women. Therefore, Scott Christian College has made it a point to have a **Woman Vice Principal** who takes special care of issues related to women in addition to her regular activities as a vice principal. Moreover women students are given the opportunity to have better representation it is mandated that the **Vice-Chairperson and the Joint-Secretary** of the College Student Council ought to be women.

In addition to the basic facilities for women such as a **suggestion Box** for notify their grievances to the authorities the college is well equipped to maintain an environment conducive for women. The college has in its statutes two major committees taking into consideration the welfare of women members in our college campus. First among that is a **'Committee for Enquiring Sexual Harassment at Work Place'** with the lady vice principal as the Chairman and other senior women faculty members along with the sub warden of women's hostel. Another important committee is the **'Anti-Eve Teasing Committee'** with the sub-Inspector of the local police station and members from the NGO namely 'Society for Law, Justice and Development'

A Non-Resident Women's Centre which serves as the Ladies' waiting room as well as a sick room is functioning in the college with required number of wash room and toilet facilities. The care taker of the above facility is a **qualified nurse** and a psychiatrist in addition. And therefore the women students with both physical and mental illness are taken care of in the women's centre itself. The non-resident women's centre runs a store to take care of their needs in times of emergency.

Above all the women students and staff in some cases are given **regular counseling** every week. Three qualified counselors visit the campus on an ongoing basis and take responsibility of the above job. Along with the counseling sessions, relevant **books on women empowerment are issued to the students and staff which could empower them**. They are made to return the books along with a feedback which would give the counselors an understanding of the kind of counseling required in the future.

The Ida Marsden Ladies Hostel functions in an equally safe atmosphere for the students. The building is fully enclosed with a wall and a gate which is well guarded by security personnel. Complete liberty is provided to the inmates of the hostel to opt for their **own food choices** and further they are provided with entertainment facilities. An exclusive counseling session is going on for the hostel inmates as well.

Besides their department staff rooms, a separate **women's staff room** (common room) has been provided for the sake of privacy. Women faculty members are further empowered by providing equal representation in all committees and forums and share responsibilities on par with men in the successful functioning of the college.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 9.23

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

Response: 19345

File Description	Document
Any additional information	[View Document](#)
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 16.23

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 7285

File Description	Document
Any additional information	[View Document](#)
Details of lighting power requirements met through LED bulbs	[View Document](#)

7.1.5 Waste Management steps including:
* **Solid waste management**
* **Liquid waste management**
* **E-waste management**

Response:

Scott Christian College has been carrying out an efficient scientific waste management in the campus.

SOLID WASTE MANAGEMENT

The solid wastes accumulated from various facilities of the college are classified into **compostable** and **non-compostable** wastes. The entire compostable waste is used to produce **vermicompost** in the vermicompost tanks maintained by the Department of Zoology. The vermicompost thus produced is sold in the market by which the college earns revenue. The non compostable waste collected is removed from the college premises by the Municipality waste collection trucks frequently.

LIQUID WASTE MANAGEMENT

The liquid waste management in Scott is carried out in a sophisticated manner. The liquid wastes produced in various facilities are passed on the spot into a **sedimentation tank** where the solid waste if any gets sedimented. The liquid then passes into an **oxidation tank** from where a portion of the water is used for cultivation purposes and the rest of the water is injected into the ground thereby recharging the ground water. The whole system is placed underground and thus no liquid waste is visible in the entire Scott Christian College campus.

E-WASTE MANAGEMENT

Scott Christian College is determined to reduce E-Waste to minimal intensity by following a well defined strategy. Computers with up-to-date configuration purchased are utilized in Labs and other facilities were programming and functions which require high configuration is carried out. When updated versions are introduced the previous versions are moved to clerical work desks, Scott Net Café, etc. where they can be put to rational use and those computers that are discarded from here are used by the Department of Physics and SACP (Scott Academy for Career Prospects) division for the **Hardware Engineering classes** conducted for the students. E-Waste materials turned up in spite of the above are being **auctioned** to external parties who **recycle** those parts. Most of the **data transfer is done online** and are stored in cloud.

In exceptional cases thump drives are used which has **reduced** the use of External storage devices like CDs and DVDs and thereby the **E-Waste.**

 Department of Chemistry has been taking the initiative to donate the outdated electronic gadgets in Science Department Laboratories to nearby schools.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Conservation and utilization of rain water is done prudently in the Scott Christian College Campus.

The rain falling on the open terrace area of the buildings of the college which is more than 1, 00,000 square feet is channelized by PVC pipe drainage system to ground water table directly which **recharges the ground water**.

About 10% of the water is channelized to the **Rain fed fresh water fish tank** (Aquaculture Pond) which houses 12 varieties of fish.

Almost 60000 sq. ft. of **grassland** in the college **reduces the runoff of water** during rains and the water is injected into the ground and a moderate tree cover also supports the process.

As for as the topography of the campus is concerned the land slopes towards the south west side of the college. Therefore a **check dam** is constructed in the south west side of the college to check the remaining water which runs of. The water thus harvested in the check dam further recharges the ground water.

The rising ground water due to the consistent and proper recharging of ground water a unswerving supply of water through bore wells is possible in Scott Christian College even during the dry spells.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.7 Green Practices
* **Students, staff using**
a)   **Bicycles**

b)   Public Transport
c)   Pedestrian friendly roads
*   **Plastic-free campus**
*   **Paperless office**
*   **Green landscaping with trees and plants**

Response:

Transportation to College

As Scott Christian College is located in the centre of the town ample public transport facilities are available. Moreover majority of the students are first generation learners and come from a family below the poverty line. Therefore **90% of our students make use of the public transport** to reach the campus. More than **30% of our staff also makes use of the public transportation**. It is worth noting that most of the staff members who come from far off places are involved in car pooling. Further a group of staff members from a nearby town called Marthandam share the expenses and makes use of a Maxi cab for their transportation to college and back every day.

For those who come on foot to college and those who make use of public transport and get off outside the campus a well laid out system of **pedestrian friendly roads** with tree cover are laid within the college campus for a comfortable walk inside the campus

Plastic Free Campus

Nagercoil town where the college is situated itself is a plastic free zone and therefore use of plastic is banned in the college campus too. As most of our students come from a rural locality they carry their **lunch wrapped in banana leaf** which is a typical south Indian method followed by people to carry lunch. Food is served in plates and/or banana leaf in the canteen.

Paperless Office

Scott Christian College is rapidly moving towards a paperless environment. Computers are used in all sections and **Networking of computers** on campus is utilized for online admissions (which is the only form of admissions in Scott), Electronically readable attendance, E-Notes, Online Examinations, Online Feedback, Online Mentoring System and all other administration purposes. An ERP software named as **H-Campus software** is utilized in the campus which makes possible online links between various sections of the office. Moreover electronically readable smart ID cards are given to students and information to students and parents are send by SMS. Thus there is a drastic reduction of paper work is enabled in Scott Christian College campus

Green Landscaping with trees and plants

Scott Christian college campus itself is named as **'Green Campus'** owing to its vast cover of trees, plants and grasslands. There are 58 families, 120 Species and 63 Genus of trees, shrubs and potted plants in this campus making the campus a bio-diversified location. The inmates of the college hostel maintain a fruit garden within the hostel premises. In spite of the vast tree cover our NSS units and Eco club continue to plant trees on our campus.

File Description	Document
Any additional information	[View Document]()
Link for Additional Information	[View Document]()

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

Response: 3.13

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

2016-17	2015-16	2014-15	2013-14	2012-13
6.12	5.22	10.25	2.86	2.25

File Description	Document
Any additional information	[View Document]()
Green audit report	[View Document]()
Details of expenditure on green initiatives and waste management during the last five years	[View Document]()

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

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

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

Response: 34

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	6	4	6	8

File Description	Document
Any additional information	
Number of Specific initiatives to address locational advantages and disadvantages	

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

Response: 25

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	7	3	6	3

File Description	Document
Any additional information	View Document
Details of initiatives taken to engage with local community during the last five years	View Document
Report of the event	View Document

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

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

7.1.13 Display of core values in the institution and on its website

Response: Yes

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

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

Response: Yes

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

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

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

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 21

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise during the last five years

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

File Description	Document
Any additional information	View Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

National Festivals

Independent day and Republic day are two regular annual events celebrated in Scott Christian College Campus. The preliminary arrangements and coordination of both the events are done on a regular basis by the faculties in charge of all units of NSS, NCC (Army) and NCC (Navy).

Prominent personalities as special invitees would give the independence and republic day address. The Principal or the Correspondent would Hoist the National Flag. March past by the NSS and NCC volunteers is also a regular event on both the occasions. After the Flag Hoisting and the Meeting breakfast and sweets are served to all the staff and students of the college. The faculty members attend these programmes with their children and family.

Birth/Death Anniversaries of Great Personalities

Various Associations and departments, especially the Department of History organize programmes marking the birth and death anniversaries of great personalities. Listed below are such activities worth mentioning.

- On 15 October 2015 – Birth Day of Dr. A.P.J.Abdul Kalam was celebrated as 'Youth A wakening Day' by the NSS Unit of Scott Christian College.
- Department of History celebrated the Birthday of Dr. A.P.J. Abdul Kalam on 15 October 2016
- Every year 'Gandhi' film is Screened for the students by NSS during the month of October to mark 'Gandhi Jayanthi'
- 'Gandhi Jayanthi' has been celebrated by the department of History every year of which large scale celebrations occurred on 3 October 2013, 3 October 2015 and 3 October 2017
- Birthday of Subash Chandra Bose was celebrated on 23 January 2014 and 23 January 2015
- Mahakavi Bharathiar is a freedom fighter from south Tamilnadu . His Birthday was celebrated by the Department of History on 11 December 2012.
- Kamaraj the former Chief Minister of Tamilnadu is known for enhancing the education system in Tamilnadu and is remembered for that till now. His Birthday is still celebrated statewide with pomp so do the college.

Celebrations of the Birthdays of some other local leaders also take place in the college

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

All the functions of Scott Christian College are carried out by various committees/boards/councils constituted with representatives from the faculty, non teaching staff and the students wherever appropriate setting an example of a true democracy.

Transparency in Finance: The financial aspects of Scott Christian College are managed by the **finance committee** with the Principal, the Bursar and two senior faculties as members representing the interests of the campus community.

Transparency in Administration: The administration of Scott is even more democratic as the different functions are carried out by various committees with the principal as Chairman. The **planning and Evaluation committee** comprising of few senior staff, students and a non-teaching staff , **The Building Committee**, **Examination Committee** are a few worth mentioning here . And at the helm of affairs is the staff council with, Vice Principals, Deans and all heads of Departments as members in which the various decisions are ratified.

Transparency in Academic Functions: The Academic council with all heads representing the various departments and others remains the supreme authority in decisions related to academics. But the Various Boards of Studies in which every faculty member and meritorious students have their participation is vested with the authority to make the **academic design** in the grass root level. The **Examination Committee, Awards Committee and the Grievance appeal committee** are the few other committees worth mentioning responsible for sustaining transparency in the academic functions

Transparency in Auxiliary functions: Every UG department of Scott has an Association and PG departments have a Club. The student representatives and the Secretary of the associations/clubs take part in all the activities of the college and the department representing all their student counterparts. The Principal meets the **Student council**, comprising of the Student Chairman, Student Secretary and six other office bearers from the student community, frequently and keeps them well informed about the various developments gets their opinion in matters concerning the welfare of students.

7.2 Best Practices

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

Response:

1. Title of the Practice

A Step Ahead: Reinforcing English for Under Graduates

Objectives of the Practice

 The bridge course aims at bridging the wide gap between school and college education systems, fostering soft skills, developing keen interest and positive attitude in a dynamic way towards learning, edification of values and exposure to the domain of higher education. This course also improves the communication skills of students in English who hitherto undertake their education in the vernacular language. It also equips them with the knowledge, confidence and critical thinking needed to take on bigger challenges. It helps them gain leadership skills through classroom activities and discussions and cultivates a sense of ethical judgment and moral fortitude.

The Context

At the onset of every academic year, Bridge Course is conducted for all the I U.G students of the college for a week. During the Bridge Course, students are grouped major wise and the usual strength of a class is 50. Classes are conducted keeping in mind the students from the non-English speaking background as classes in the college are conducted in English. The Bridge Course is conducted to give the students a firm grounding in communication practice, to use the literary content of the text in refining their human sense and sensibilities, to make the students competent in the basics of English Language and Grammar, to enhance their English listening, speaking, reading and writing skills and to build life skills through value-based education and service-oriented programmes.

The Practice

Along with the teachers of the Department of English, interested teachers from other departments and on need basis, a few alumni handle the classes. All our teachers are professional English speakers with years of training and experience. Classes are highly structured and class numbers are small, enabling each student to achieve their personal best in an ideal environment for personalized learning and customized instruction. The Bridge Course classes are dynamic in motivating environments. Students are given ample opportunity to learn and use English relevant to future study pathways, cultural integration and their successful functioning in the College environment.

 A work book titled *A Step Ahead: Reinforcing English for Undergraduates,* prepared by the Faculty of English is used as course material. The contents of the course material include Communicative English, Training in phonetics, Exercise in Translation, Vocabulary Building, Practice of basic use of language such as Curriculum Vitae writing, writing letters, filling up applications, Crossword Puzzles, Word Games and Inculcation of soft skills. Participants undergo an intensive English curriculum that helps them attain the required standard to pursue further academic and/or professional programmes An application based approach is used in these courses. The learner gets to learn the intricacies of the language in a lucid and methodical way, always ensuring that grammar learning does not become overwhelming or cumbersome. Several illustrations from standard texts and exercises ensure that the learner comprehends both the theory and application of English grammar.

In order to achieve the desired outcome the following participatory methods besides lectures are used-Listening to lessons in spoken English, Recording reading passages and conversations, Group Discussion, Exercise in pronunciation with the help of audio video equipments and Group Games.

Periodical feedback is obtained from students and on its basis, necessary changes are incorporated in the course content and teaching methodology.

The readymade textbook for the bridge course needs revision every year, keeping in mind the need of the day. Multilingual classes, is one with a mix of students from various regions, who may speak different languages and thus it is a bit difficult to conduct translation classes. The rigidity in the educational system with time constraints does not permit the follow up throughout the year

Evidence of Success

The success rate of the programme is quite encouraging which can be understood by the Development in soft skills, Rise of self confidence, Inculcation of campus manners, Ability to write C.V & letters, Improvement in communication skills, and Increase of interest in learning

Students are encouraged to speak what occurs in their mind with spontaneity. They find their pleasant surprise that speaking in English becomes easier with simpler yet quite effective approaches like making self-introduction, role playing, spinning a yarn, describing pictures and so on. It only means that a much higher duration is required for meaningful learning of communicative English.

Students are able to develop a natural and accurate style of English pronunciation, their abilities to read, write, speak and comprehend the English language shows a positive move, participants are able to exchange ideas and opinions, express emotions, and present information and gain the relevant language skills for success in future courses.

Problems Encountered

The short Bridge Course in English fails to serve the ultimate desired purpose of rectifying the steep fall in the standard of teaching and learning English. Compared to the seventies when the Bridge Course was more than remedial, devoted that it was to the consolidation and extension of the students' knowledge in English, it has now deteriorated into a ritual and a token gesture devoid of any force to recharge the linguistic and literary acumen of the students. Another challenging aspect is that the genuine, laudable objectives like enabling the students to shed off their fear for English and to feel at home with English in the college curriculum are not stressed upon. The duration of the course is drastically reduced from two weeks to a week with the focus on functional aspects of English. The variation in the levels of understanding of students needs more attention and time and this lacks due to the paucity of time

Expected Outcome

The following outcome is expected of this one week Bridge Course. At the end of the course the participants will be able to:

- exchange greetings in English
- follow lectures in English and answer questions
- write simple letters and fill forms
- prepare a good CV
- develop self confidence, etiquette and campus manners
- involve in learning in a better way

2. Title of the Practice

Free Midday Meals and Student Support Scheme

Goal: Free Midday Meals Scheme provided by Scott Christian College (Autonomous) feeds hundreds of students in the college who have zeal to learn and achieve in their lives. By feeding them that one wholesome, nutritious, hygienic meal a day, the college inculcate among the students motivation and nourishment they need to pursue education and to have a better future.

Mission: It is our endeavour to reach out that no student shall be left out without having food. The program's purpose is to promote positive health and nutritional trends among the students. The program accommodates special dietary needs without extra costs. The aim is to maintain and improve the student's health, well-being, and learning. The midday meal is used as a pedagogical tool for teaching table manners, food culture, nutrition, and healthy eating habits, as well as for increasing the consumption of vegetables, fruits and berries. One of the basic lessons is cooperation between students, head teachers, teachers, parents, and catering staff.

Vision: Our vision is that no student shall be deprived of education because of hunger.

The Context: Most of the students come from rural areas and from poor background. Also some are orphans, semi orphans and first generation learners. Also it is available to children with families on very low income. There is a pressing need to motivate them to pursue their education. Finding out their need, Teaching Staff of Scott Christian College contribute wholeheartedly to provide lunch for the needy. Scientifically and medically, hot meals are regarded as an essential component of student's upbringing and growth. We provide high-energy food with high nutritional values with complete free of cost.

It is an incentive for the students to continue their education. It provides food security at times of crisis and helps them to become healthy and productive adults, thus breaking the cycle of poverty and hunger. In all cases, it allows the students to focus on their studies, without hunger as a distraction.

The Policy sets balanced meals which include the appropriate levels of protein, fat, and calories.

The main objective of the Scheme is to retain students in colleges, especially girls to continue their study due to distance to school, parents' financial affordability and other connected societal factors. Another objective of the Scheme is to make Higher education accessible to a larger number of girl students.

Breakfast: This year 2017, the programme moves ahead to provide breakfast also. Teachers in Practical sessions and also in morning class hours find some students dull and gloomy and when they are questioned in private, they come to know that they have not taken any food. Such students even faint in classrooms and when they are taken to hospitals, the same is again found. So after being started this new venture, students volunteer themselves to enrol them in the Breakfast scheme.

The Practice: It is an integrated programme for all the UG/PG students as well as M.Phil and other Research Scholars. In the beginning of each semester an open call is given to the students and as per the call the students enrol their names. Teachers visit the houses of the beneficiaries and check whether they deserve and also they verify their source of income and the family conditions. Further help such as paying

fee, giving Counselling are also provided to the students who are in dire need. Boys have their meals and breakfast in the College canteen whereas the girls enjoy their lunch in the Women's Hostel Mess.

Evidence of Success: The success rate of this practice is measured in terms of happiness from the feedback received, and the improvement in their studies before and after. They tend to have perfect attendance and perform other student achievements. Students who are interested in Sports and Games are able to perform well after the college hours. Part time workers, "Earn while you learn" find the scheme of advantageous.

Note: It is identified that students who are poor and have no money to buy food, try to avoid lunch without knowing even to other classmates. Some students do not eat balanced diet as they are not afford to. For them it is very beneficial as they are provided multi-nutritional diet. Also students come to know of hygiene and healthy food habits. The programme is implemented with the active involvement and the wholehearted contribution of the teachers from all the Departments of the College.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Title of the Practice:

Mentor System

Objectives

In a broader perspective the objective of this programme is to understand the   obstacles faced by students in their academic and non-academic activities and the effort to resolve the impediments so as to bring the best out of them.

Specific focus is aimed at providing psychological and moral support for the students as and when they need to make them face a crisis or adverse situations in their personal and social life.

Context

Majority of the students in Scott Christian College are first generation learners. They belong to a community which is both socially and economically underprivileged and a family having not so adaptive state of affairs.

The consequences of such a background put them in a situation where the advancement in their education or their personal life bears the brunt.

Therefore the Scott community understands the necessity to create a system to identify and address the social and psychological issues of students and to ultimately promote their educational and social well being.

The Practice

The departments are given the responsibility to allocate on an average 20 students under each faculty member and the respective mentors are given the task of taking personal care of the students and provide guidance. The faculty members are further intended to carry out the pre-designated mentoring tasks.

In general the Mentors monitor the student thereby understanding their needs and guide the students in accessing the facilities provided by the college such as remedial classes, noon meal scheme, financial assistance and medical assistance.

The specific tasks of the Faculty members as mentors are given below:

1. Monitor the performance of the students allotted to them in their curricular, co-curricular and extracurricular activities on an ongoing scale.

1. Provide necessary support and guidance as and when needed in the above activities.

1. Ascertain the difficulties faced by the students; track their backlogs along with the possible causes and providing relevant solutions.

1. Identify their skills and motivate them in such activities

Ultimately, the Mentor system is the process of parenting the students so as to make them effective use of resources in the college and to guide them to become better citizens.

Students who are in need of a reference for higher studies or employment are issued the certificates based on the mentor records. Appraisal of the students is often done by the mentor together with the class-in-charge and the Head of the department in situations where recommendations have to be made.

From the year 2016 onwards mentor report which was in the form of a hand book was done away with and the data has been made online as H-campus mentorship application.

Evidence of Success

The implementation of the mentor system has brought in a series of changes both in the social outlook and academic performance of the student community.   Some of the notable accomplishments of the mentoring system can be

- A substantial improvement in the teacher learner relations
- The college has lesser number of disciplinary issues and there has been a considerable reduction in reporting of grievance by students.
- Based on the data and the interaction of the mentor with the students the deserving students are identified and are supported by the appropriate schemes such as noon meal scheme, medical help, and remedial coaching classes and in instances providing financial help to pay their fee. Christmas gifts are also given to the deserving students
- The mentor system has been instrumental in improving the morale of the students which is evident from the reduced rate of absenteeism
- Feedbacks received from students further indicate the effectiveness of the system

Problems Encountered and Resources Required

The mentor system has been found to have its own share of demerits which could often lead to inefficiency in its system. Given below are some of the shortcomings of the mentor system worth mentioning

In spite of being qualified in their own fields lack of professional competence among teachers in personal counseling is an impediment n the process

Psychological resistance on the part of the students have to be properly addressed which further needs the service of professional counselors and their role in thorough planning and implementation.

As majority of the faculty are having a doctoral degree and are involved in research activities there has been a difficulty on the part of teachers to spend time for mentoring activities.

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Careful planning, professional competence and sustained follow-up are needed to make mentoring successful.

Conclusion

In spite of having a certain degree of inadequacies the mentoring system has been a huge success in the Scott Christian College Campus. Further the system is going through a phase of evolution every year so as to get rid of the inadequacies present.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

Research centre in Business Studies has been instituted in the year 2017 making it the first research department in Business studies next to the university in the whole of University area and in the district.

Museum building in Scott is coming up exclusively out of the contributions made by the staff members, both teaching and non teaching.

Scott Christian College is having a 400 meters track which is one of its kind in the whole of kanyakumari district

Scott is having a firing range used by NCC which is again one of its kinds in the southern districts

Concluding Remarks :

Scott Christian College which is in the 125 years of its existence has been functioning unswerving from its path of great values and social responsibility of recovering the social economic conditions of the immediate locality. As the upliftment of the local community lies in supporting the students who step into the institution and in their progression major thrust is given in this area. This objective of strengthening the local community is further strengthened with the extension activities.

To develop into an institution of repute with intellectual resources more impetus is put on research and innovation in the field of arts, science and languages.

Being an educational institution which has the responsibility to set an example , Scott Christian College with its 'Green Campus' has taken its initial initiative in environmental concerns.

The milestone of turning into an autonomous institution demanding further initiatives led the institution to come up with improved curricular initiatives which was made possible by the highly experienced and committed intellectual resources in the Scott family.