SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SCOTT CHRISTIAN COLLEGE

K.P. ROAD, VETTURNIMADAM POST, NAGERCOIL
629003
www.scott.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Scott Christian College traces its illustrious history to 1809, originating as a school founded by Rev. William Tobias Ringeltaube, a pioneering missionary of the London Missionary Society in South Travancore. This institution was elevated to a Second Grade College in 1893, affiliated with the University of Madras. Over the past 131 years, the college has been steadfast in its mission to provide quality education to the underprivileged, fostering a legacy of distinguished alumni with a noble vision of transforming into a private university.

A significant milestone in the college's history was the construction of the Science Block between 1908 and 1910, funded by a legacy of £1000 from Mr. Septimus Scott's family and a grant from the Travancore government. The library, another cornerstone of the institution, boasted a collection of 4000 volumes by 1924. The college saw further advancements under Mr. G. H. Marsden, MA Tripos of the University of Cambridge, who took charge as Principal on February 1, 1927, and significantly enhanced the facilities for the Science Department.

The admission of women students in 1927, making it the first college in the former Madras presidency to do so, marked a progressive step towards gender inclusivity. That same year, compulsory games were introduced for male students, making Scott Christian College the first Mofussil College under the University of Madras to implement mandatory Physical Education, led by a qualified Physical Director with lecturer status.

In 1938, the college was admitted to the privileges of the newly established University of Travancore. The introduction of Degree courses in 1950 marked another phase of academic expansion, necessitating a campus shift to a new location in 1970-1971. Today, Scott Christian College offers an extensive educational framework comprising 17 undergraduate, 15 postgraduate, and 11 research programmes spanning Arts & Humanities,, Science, IT and Management disciplines.

The conferment of autonomous status in April 2005 empowered the college to innovate its curriculum and examination systems. Scott Christian College has consistently been ranked within the top 100 institutions nationally by the NIRF (National Institutional Ranking Framework), reflecting its commitment to sustainability and academic distinction.

Vision

Vision

To be a world-renowned educational institution offering liberal and holistic education for socioeconomic upliftment and life transformation.

Mission

Mission

- **Impart knowledge through innovative teaching-learning methods.**

- **Accelerate Outcome Based Education at all levels.**

- **Foster holistic development with a globally relevant curriculum.**

- **Enhance linkages with excellent institutions.**

- **Promote quality, quantity and ethics of research.**

- **Vocationalize learning through reskilling and upskilling.**

- **Instill smart, soft, life skills, and professional ethics.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Legacy and Experience

Scott Christian College boasts of long-standing legacy of 131 years of educational excellence. This rich history is a testament to the College's unwavering commitment to quality education and community service.

Qualified Faculty and Innovative Curriculum

Highly qualified and experienced teachers, embracing outcome-based curricula, integrating cross-cutting issues and relevant to contemporary educational requirements.

Robust Examination System

Robust examination system, integrated IT, ensures transparency, fairness, and accuracy in student assessments, contributing to the continuous improvement of student performance and learning outcomes.

Mentoring and Student Support

Mentoring system, led by compassionate and spiritually minded teachers, addresses students' physiological, socioeconomic, and psychological issues. This holistic support system nurtures students' overall well-being and academic success.

Enhanced Employability

Various add-on and certificate courses to equip students with additional skills and knowledge, making them more competitive in the job market.

Teaching Learning

Student-centric andragogy and heutagogy, facilitate self-directed learning and empower students to take ownership of their learning, foster independent and lifelong learning.

Campus Infrastructure and ICT Facilities

The campus is crowned with state-of-the-art infrastructure, laboratories, and ICT facilities, which provide a conducive environment for teaching, learning, and research, enhancing the overall educational experience.

Effective Administration

The effective functioning of the administrative bodies and deaneries ensures smooth and efficient operations resulting in institutional growth.

Library Resources

The college library is a treasure trove of knowledge, housing rare manuscripts, manuals, and books. It is fully equipped with an Integrated Library Management System (ILMS), providing easy access to a wealth of information.

Technological Integration

The college has developed in-house software and implemented external ERP systems, enhancing our operational efficiency and administrative capabilities.

Quality Assurance and Collaboration

Our Internal Quality Assurance Cell (IQAC) drives continuous quality improvement initiatives. Through MoUs and linkages with esteemed institutions, IQAC engages in collaborative activities that enrich academic environment.

Capacity Development

The college focuses on capacity development and skills enhancement activities, providing students with opportunities to develop their competencies and leadership skills.

Sports and Cultural Activities

Sports facilities and cultural activities in campus augment holistic student development and promote physical fitness, team work and cultural awareness, resulting in well grounded educational experience.

Institutional Weakness

Online Learning

Many students are first-generation learners from villages with limited English proficiency, who find attending online courses challenging. Poor internet facilities in villages hinder students' ability to access MOOC and SWAYAM courses, resulting in low interest in online learning.

Field Projects and Internships

Limited number of industries in Kanniyakumari District, coupled with an abundance of educational institutions, makes it difficult to form networks for field projects and internships.

Student and Staff Exchange

Government rules are not flexible to implement student and staff exchange programs with institutions in neighboring states and countries.

International and interstate students

Inadequate rail, and air connectivity in Nagercoil leads to reduced attraction to the area, resulting in low interstate and no international student intake.

Research Projects and Publications

A significant challenge is the limited number of funded research projects, fewer publications in high-impact journals, and low citation counts or h-index, which hinder the overall research output and recognition.

Placements Opportunities and Industrial Collaborations

High literacy rates combined with a significant number of academic institutions but inadequate industries result in limited job placements for graduates.

Consultancy Services

Non-industrial geography limits consultancy demands.

Institutional Opportunity

Reputation and Heritage

Scott Christian College, being one of the oldest colleges in the country, holds a prestigious reputation that can be leveraged to attract students and faculty from diverse backgrounds. This historical significance positions the college as a beacon of quality education and tradition, offering a unique appeal to prospective students and educators alike.

Experienced Faculty

The college has a great asset of highly qualified and experienced faculty. This strong teacher profile can be utilized to develop and offer advanced courses and specialized programmes, enhancing the academic rigor and appeal of the institution.

Infrastructure Development

Scott Christian College has robust infrastructure, providing a solid foundation for expanding academic and

extracurricular programmes. State-of-the-art facilities support the introduction of new courses, modern teaching methods, and advanced research initiatives. By continuously upgrading and expanding infrastructure, the college meets the evolving needs of students and faculty.

Introduction of New Courses and Programmes

The college has the liberty to introduce new courses and programmes, in accordance with the rapidly changing educational landscape. By offering innovative and in-demand courses, the college can attract a broader student base and meet the needs of the job market. This flexibility ensures that the college can adapt to emerging trends and provide cutting-edge education.

Community Research and Natural Resources

Located near a vast coastal area, the Western Ghats, and forests, the college has unique opportunities for community-based research and environmental studies. These natural resources can be used for field studies, conservation projects, and ecological research, providing hands-on learning experiences for students. Such initiatives can foster a deeper understanding of environmental issues and promote sustainability.

Alumni Networking

The college's extensive alumni network is a valuable resource for mentorship, networking, and career opportunities for current students. Engaging alumni in institutional activities enhances the college's reputation, provides funding opportunities, and creates a strong support system for students and faculty. Alumni can play a crucial role in expanding the college's influence and connections globally.

Scott Christian College can continue to enhance its educational offerings, and solidify its position as a leading institution in the country.

Institutional Challenge

Basic Sciences

A significant challenge is the recent trend of declining interest in basic sciences. Many students perceive these fields as difficult and fraught with uncertain career paths, leading to lower enrollment in these crucial disciplines.

Job-Oriented Programmes

There is a growing demand for job-oriented programmes. Students and parents prioritize courses that promise immediate employment, further decreasing interest in fundamental sciences and arts.

Proliferation of Technical and Paramedical Institutions

The district is witnessing a rapid increase in technical and paramedical institutions. This proliferation diverts students away from traditional arts and science courses, creating a competitive and challenging environment for

enrollment.

High Operational Expenditures

The college struggles with high operational expenditures, including staff salaries and utility costs. Government-controlled fee structures limit the institution's ability to balance these expenses, leading to financial strain.

Government-Aided Posts and Financial Difficulties

With a minimal number of government-aided posts, the college must finance a significant portion of its staff. This, combined with government-regulated fee structures, creates substantial financial difficulties. The sizable salary packages required for self-funded teachers exacerbate this issue.

Funding for Research Projects

The institution receives poor funding for research projects from both government and non-government organizations (NGOs). This lack of financial support hampers the college's ability to pursue advanced research and contribute to academic advancements.

Administrative Regulations for PhD Guidance

Stringent administrative regulations make it difficult for faculty to undertake PhD guidance. These bureaucratic hurdles limit the college's capacity to offer doctoral programmes and mentor emerging scholars effectively.

Predatory Journals

The rise of ghost and predatory journals poses a challenge, attracting scholars for pecuniary interests. These journals undermine academic integrity and mislead researchers into publishing their work in non-reputable sources.

Implementation of NEP-2020

The implementation of the National Education Policy (NEP) 2020 without state and university acceptance adds another layer of complexity. This lack of coordinated acceptance creates confusion and hinders the smooth adoption of new educational reforms.

Scott Christian College recognises these challenges but aims to develop strategic initiatives to address these issues and enhance its educational environment and opportunities for students and staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Design and Revision

Scott Christian College has embraced Outcome Based Education (OBE) since 2017, following a meticulous bottom-up approach, commencing with the formulation of Programme Learning Outcomes (PLOs) and Course

Learning Outcomes (CLOs). This methodical approach allows for continuous improvement, with minor revisions conducted every semester and major revisions implemented triennially. College adopted the credit framework recommended by the National Credit Framework (NCrF), aligned with the National Higher Education Qualifications Framework (NHEQF).

New Courses and Specializations

College offers a comprehensive array of 1002 courses, which are strategically tailored to meet diverse developmental needs: 20 courses cater to local requirements, 70 to regional needs, 302 to national demands, and 610 to global contexts.

Focus on Employability and Skills Development

Approximately 43% of the courses integrate content specifically aimed at enhancing employability, while 17% directly focus on entrepreneurship. Additionally, 40% of the courses prioritize the development of essential life skills, e-skills, soft skills, professional skills, corporate skills, and interpersonal skills, ensuring that graduates are well-equipped for success in diverse professional environments.

Introduction of New Courses

College has introduced 215 new courses in five years encompassing critical areas such as professional ethics, gender issues, human values, environmental science, sustainability, and the Sustainable Development Goals (SDGs), reinforcing commitment to holistic education.

Implementation of NEP-2020 Initiatives

Aligned with the National Education Policy (NEP) 2020, our curriculum integrates a holistic and multidisciplinary approach. This includes the introduction of Skill Development, Indian Knowledge Systems (IKS), and the Academic Bank of Credits (ABC), fostering a robust educational framework that prepares students for the challenges of the 21st century.

Experiential Learning Opportunities

All undergraduate and postgraduate programmes at Scott Christian College incorporate components such as field projects, research projects, and internships. These experiential learning opportunities not only enrich the academic experience but also cultivate practical skills and industry exposure among the students.

Continuous Improvement and Feedback Mechanism

Feedback on the curriculum is systematically collected, analyzed, and actioned upon, ensuring responsiveness to student and industry needs. This process of continuous improvement is transparently communicated to relevant stakeholders and hosted on the institutional website, promoting accountability and ongoing enhancement.

Teaching-learning and Evaluation

The Institution is committed to quality education and aims at excellence in all fields.

The rate of enrollment of students is 82.23% percentage which is highly encouraging in the last five years. Substantial number of students are from socially weaker sections of the society. Admissions are made purely on merit basis following the reservation policy of the government.

The college has 20:1 student teacher ratio which enables strong interaction between students and accomplishes the teaching learning activity.

The institution follows a unique perspective of documenting the ways of assessing the learning levels and satisfaction of students in the teacher's hand-book. It adopts a mentor-mentee system with a team of dedicated faculty to resolve the academic, personal and social stress related issues of the student.

In connection with teaching learning process the Institution adopts student centric methods as holistic approach for providing necessary knowledge and skills to the students. The Institution follows outcome-based Teaching-Learning in accordance with the New Educational policy. Several Add-on and certificate courses provide a variety of experiential opportunities to the students.

The Institution has appointed 97% of the sanctioned posts with full-time teachers having an average experience of fifteen years. 72% of teachers are Ph.D. degree holders.

Remedial classes are being organized for students who have problems in coping with the class work, while advanced learners are encouraged to take up courses offered on SWAYAM/NEPTEL/MOOCS. Student centric teaching methodology through seminars, group discussions, brain storming, one-to-one and project work ensures the holistic development of the learners.

With IT reforms in the examination procedure, the Institution declars the results for the even semester in the previous year with in fifteen days from the date of the last examination. Question bank is an excellent addition for the Institution. The institution has an average pass percentage of 83% during the last year which justifies effective teaching-learning and evaluation process.

In connection with the student satisfaction survey, the Institution organized awareness programmes to get response from the students on curriculum deliverance management and also institutional infrastructural facilities as per NAAC guidelines

Research, Innovations and Extension

Scott Christian College has made significant strides in research, innovation, and extension activities. Consistently updating its research facilities and implementing a robust Research Policy, the college aims to create a conducive research environment that fosters cutting-edge research and instills research ethics in both staff and students.

Research Facilities and Recognition

The college has 11 departments recognized by Manonmaniam Sundaranar University, highlighting its academic excellence. The research libraries are well-equipped, housing 20,763 books and subscribing to 254 journals. Seven teachers have received financial assistance from various funding agencies such as MoEF & CC,

TNSTC, UGC, Lumina Prowess Ltd., and ICSSR, amounting to Rs. 86.34 lakhs. This funding has supported 11 research projects funded by both government and non-government agencies. The college has 98 research guides supervising 406 scholars, with 284 full-time and 122 part-time scholars.

Innovation and Intellectual Property

The Institution's Innovation Council (IIC) remains highly active, guiding students in innovative endeavors. The college has conducted seven IPR awareness programs, including those sponsored by the state government. This focus on intellectual property has led to the awarding of three patents, the filing of one patent, and two product designs. Furthermore, the college has created six start-ups and organized numerous webinars and seminars to raise awareness of contemporary societal issues.

Publications and Academic Contributions

The faculty at Scott Christian College have made substantial contributions to academic literature. They have published 641 papers in UGC CARE journals and 152 papers in Scopus-indexed journals with 800 citations and h-index of 15. Additionally, 75 papers have been published in WoS-indexed journals with 628 citations and h-index of 13; published 803 books/chapters in edited volumes. Rs. 51.94 lakhs generated from consultancy and corporate training.

Extension Activities and Collaborations

The college has organized over 39 extension activities aim in creating a positive impact on the neighborhood and sensitizing students to social issues. These activities ensure that students develop a well-rounded perspective on societal challenges. The college has established 39 functional MoUs and linkages with institutions and industries both in India and abroad. These partnerships facilitate internships, on-the-job training, project work, student and faculty exchanges, and collaborative research.

Infrastructure and Learning Resources

Campus Infrastructure

College's eco-friendly campus spans 43 acres, with an average built-up area of over 3.1 sq.m. per student. It includes 81 classrooms, 22 seminar halls, 19 laboratories, 6 computer labs, a library, and administrative offices. Two blocks have been added to the main building. There are 239 computers, and 22 halls with ICT facilities and over 80% Wi-Fi coverage.

The campus features an auditorium with 1000 seats, an open auditorium for 2000, and a 5.1 viewing theatre cum studio for e-content development.

Sports and Fitness

A 4-acre playground supports athletics, basketball, football, hockey, cricket, volleyball, tennis, badminton, tennikoit, kabaddi, and kho-kho. A multi-station gym with 24 stations, including a treadmill and weight training sets, is available for students and teachers.

Investment in Infrastructure

College invested Rs. 11.03 crore in infrastructural facilities. The expenditure distribution includes 36.85 % on infrastructure development, 30.15% on maintainance of physical and academic facilities , 8.19% on library resources, and 24.81% on other facilities.

Library Resources

Central library, fully automated with ILMS software, houses over 82,680 books, 1,594 rare books, 75 periodicals, 25 magazines, audio books, CDs, videos, and palm leaf manuscripts, using barcode technology and OPAC. The library is a member of INFLIBNET, DELNET, and the Digital Library of India.

IT Infrastructure

College is connected with DAX-certified Ethernet CAT6 cabling and a 300mbps ATP XStream fibre network with 21 access points, each supporting over 100 concurrent users with 2.4/5.0 GHz bandwidth. Gigabyte switches support 10 ports to segregate the network. The overall student-computer ratio is 1:13.

Multimedia Studio

The 1440 sq. ft. multipurpose studio features a 5.1 viewing theatre with a perforated screen, imported QSC 5.1 speakers, and QSC amplifiers. It includes an audio booth with a Rode NT1 microphone, Focusrite soundcard, Mac with Logic Pro software, Sennheiser headphones, a shooting floor, and an editing lab with software such as Adobe Photoshop, Adobe Premiere Pro, Adobe After Effects, Adobe Sound Booth, Adobe Resolve, and Adobe Flash.

The college adheres to a maintenance policy to ensure the upkeep and enhancement of its academic support and infrastructural facilities, creating a conducive learning environment for students and faculty.

Student Support and Progression

College's institutional brand equity is driven by the quality, progression, and success of our students. To support their academic and personal endeavors, college takes proactive steps to ensure their holistic development and success.

Scholarships and Financial Support

On an average, 61% of the students benefit from scholarships under various schemes funded by the government, NGOs, philanthropists, and the college management.

Career Guidance and Skill Development

College conducted 47 career guidance programmes, 14 soft skill programs, 5 language and communication programmes, 16 entrepreneurial skill development sessions, and 45 awareness programmes on new technology.

Student Welfare Committees and Cells

Our institution has established several committees and cells which include the Internal Complaint Committee, Anti-Ragging Committee, Anti-Addiction Committee, Mentor-Mentee Cell, Women Empowerment Cell, SC/ST Cell, Minority Cell, and OBC Cell. These bodies work tirelessly to create a safe, inclusive, and supportive environment for all students.

Placement and Higher Education

90% of our students secure placements or pursue higher studies in various countries around the globe. 31 students have cleared competitive exams like NET, SET, and GATE, achieving prestigious positions at the global level. This high rate of success underscores the quality of education and support provided by the college.

Student Council and Extracurricular Activities

The elected college union leads the organization of various cultural and sports events on campus and conducts activities such as awareness programs, competitions, career guidance etc. They also play a vital role in celebrating local and national days, fostering a spirit of patriotism. Several students have gained national and international recognition in arts and sports.

College records 114 awards/medals for outstanding performance in sports/cultural activities at University state/national/international Level events.

Alumni Engagement

Our alumni are actively engaged with the institution through seven and five chapters in India and overseas respectively. They have generously contributed 20 lakhs and 19.55 lakhs as endowments for lectures, quizzes, paper presentations, and scholarships. Additionally, they have sponsored 91 programmes to motivate the younger generation.

Scott Christian College remains committed to supporting and advancing the academic and personal growth of its students, ensuring their success and well-being throughout their educational journey

Governance, Leadership and Management

Scott Christian College demonstrates effective leadership and governance aligned with its Vision and Mission, focusing on transformation and holistic development. Our goals include achieving academic excellence through an innovative curriculum, skill education, and quality research.

Institutional Practices

College implements the NEP-2020, fostering sustained institutional growth, encouraging inclusive and equitable participation, promoting social and environmental consciousness and linkage and collaboration to enhance educational outcomes and opportunities.

Institutional Perspective Plan

Our perspective plan is divided into short-term and long-term goals.

Short-Term

- Introduce new courses and programs
- Develop an e-library with journals and databases
- Increase student placement and progression

Long-Term

- Foster international research collaborations
- Upgrade the institution to a University
- Achieve self-sufficiency in clean energy

The institutional perspective plan is effectively deployed, including OBE curriculum, examination reforms, IT integration, ethics and quality in research, progression and placement, automation of academic and administrative processes, and promoting a green campus.

Functional Bodies

College has several effective functional bodies, such as the Governing Body, Academic Council, Staff Council, all statutory committees, Board of Studies, ten deaneries, and the students' council.

E-Governance

College has implemented e-governance across all operations, including:

- Administration
- Finance and accounts
- Examinations

Performance-Based Appraisal and Welfare Measures

The college employs a well-defined performance-based appraisal system to ensure career advancement for both teaching and administrative staff. Welfare measures include:

- Pension schemes
- Provident fund
- Career progression opportunities
- Leave facilities
- Admission and fee concessions
- Personal loans
- Festival advances and gifts
- Medical insurance and ESI claims

Career Progression

College provides financial assistance to attend conferences and workshops (11.54% of teachers) and encouraging participation in Faculty Development Programmes (12.34% of teachers).

Fund Mobilization

The college has various strategies for fund mobilization, including:

- Rentals from commercial buildings
- Hiring plain land for meetings
- Renting auditorium and seminar halls
- Donations from philanthropists

Audit System

An internal and external audit system ensures regular audits to maintain financial integrity and transparency. This system upholds the college's commitment to accountability and effective financial management.

IQAC

IQAC institutionalised practices like, students centric teaching learning methods, OBE curriculum design and continuously reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Institutional Values and Best Practices

Gender Equity and Empowerment

Scott Christian College promotes gender equity through comprehensive Gender Audits assessing current practices, student participation, safety, curriculum content, support services, and facilities. The curriculum integrates gender studies, feminism, and women empowerment in various undergraduate and postgraduate programs. Campus supports women with Women's Student Centre, adequate restrooms, counseling, and yoga sessions.

Sustainability and Eco-Friendly Initiatives

The college prioritizes sustainability with measures like solar energy, a biogas plant, sensor-based systems, and LED bulbs. It maintains a green campus through composting, recycling, reusing materials, and responsible waste disposal. Water conservation efforts include rainwater harvesting, borewell recharge, tank construction, and sensor-based distribution. Green campus initiatives restrict automobile access, promote bicycles and battery-powered vehicles, and create pedestrian-friendly pathways. The arboretum features rare, endemic, and endangered plants, with neem and bamboo trees enhancing carbon neutralization. These efforts are validated through Green, Environmental, and Energy Audits, earning clean and green campus recognitions.

Inclusive Environment and Cultural Harmony

The college ensures accessibility for people with disabilities through ramps, Divyangjan-friendly washrooms, tactile signage, and mobility assistance. It celebrates cultural diversity with inter-cultural activities, such as folk dances and cultural programmes, fostering unity beyond caste, creed, and religion. Free meals are provided to economically disadvantaged students, promoting inclusivity.

Constitutional Values and Ethical Conduct

Scott Christian College educates students and staff on constitutional values and duties through a dedicated UG course, weekly readings, pledges during national celebrations, and regular oath-taking ceremonies. The institution's code of conduct for all members is displayed on the website and monitored by the Dean of Student Affairs and the disciplinary committee.

Best Practices and Distinctiveness

The college's best practices include the "Climate Resilience by Carbon Neutralization on Campus" initiative, enhancing cognitive strength through reduced carbon emissions and green spaces. The "Learning by Serving" initiative integrates service-learning into disciplines, allowing students to teach and enhance their social conscience and learning power.

The examination system features automated question paper generation, individualized question papers, a student-centered timetable, digital hall tickets, a digital question bank, and competency-based assessments. This robust, fool-proof system ensures fair and effective assessments, aligning with the college's commitment to educational excellence.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SCOTT CHRISTIAN COLLEGE
Address	K.P. Road, Vetturnimadam Post, Nagercoil
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(in-charge)	D. Henry Raja	04652-235240	9443605698	04652-235240	sccprincipal@yahoo.com
IQAC / CIQA coordinator	C. James	04652-231807	9443746555	04652-235240	cjamesha@gmail.com

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 Minority main certificate.pdf
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 Sundaranar University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	17-04-2018	View Document
12B of UGC	17-04-2018	View Document

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
AICTE	View Document	15-05-2023	12	

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	K.P. Road, Vetturnimadam Post, Nagercoil	Urban	42.93	34762

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,Tamil	36	Higher Secondary	Tamil	192	117
UG	BA,English, English	36	Higher Secondary	English	202	202
UG	BA,Economics,Economics	36	Higher Secondary	English	192	139
UG	BA,History, History	36	Higher Secondary	Tamil	192	159
UG	BSc,Mathematics,Mathematics	36	Higher Secondary	English	144	109
UG	BSc,Physics, Physics	36	Higher Secondary	English	144	93
UG	BSc,Chemistry,Chemistry	36	Higher Secondary	English	144	123
UG	BSc,Botany,	36	Higher	English	144	92

	Botany		Secondary			
UG	BSc,Zoology,Zoology	36	Higher Secondary	English	144	103
UG	BSc,Computer Science,Computer Science	36	Higher Secondary	English	151	151
UG	BCA,Computer Application,	36	Higher Secondary	English	153	153
UG	BSc,Physical Education,Physical Education	36	Higher Secondary	English	153	153
UG	BBA,Business Administration,	36	Higher Secondary	English	201	201
UG	BSc,Microbiology,Microbiology	36	Higher Secondary	English	144	110
UG	BSc,Visual Communication,Visual Communication	36	Higher Secondary	English	144	91
UG	BCom,Commerce,Commerce SF	36	Higher Secondary	English	200	200
UG	BCom,Commerce,Commerce	36	Higher Secondary	English	220	220
PG	MA,Tamil,Tamil SF	24	Under Graduate	Tamil	60	26
PG	MA,English,English	24	Under Graduate	English	69	69
PG	MA,English,English SF	24	Under Graduate	English	60	56
PG	MA,Economics,Economics	24	Under Graduate	English	60	31

PG	MA,History, History SF	24	Under Graduate	English	60	53
PG	MSc,Mathematics,Mathematics	24	Under Graduate	English	57	57
PG	MSc,Physics, Physics	24	Under Graduate	English	58	58
PG	MSc,Chemistry,Chemistry	24	Under Graduate	English	58	58
PG	MSc,Botany, Botany	24	Under Graduate	English	51	51
PG	MSc,Zoology,Zoology	24	Under Graduate	English	55	55
PG	MSc,Computer Science,Computer Science	24	Under Graduate	English	50	28
PG	MCA,Computer Application,	24	Under Graduate	English	60	60
PG	MBA,Business Administration,	24	Under Graduate	English	120	120
PG	MSc,Microbiology,Microbiology	24	Under Graduate	English	50	43
PG	MCom,Commerce,Commerce	24	Under Graduate	English	64	64
Doctoral (Ph.D)	PhD or DPhil ,Tamil,Tamil	36	Post Graduate	Tamil	58	2
Doctoral (Ph.D)	PhD or DPhil ,English,English	36	Post Graduate	English	56	15
Doctoral (Ph.D)	PhD or DPhil ,Economics, Economics	36	Post Graduate	English	38	1
Doctoral	PhD or DPhil	36	Post	English	26	0

(Ph.D)	,History,History		Graduate			
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,Mathematics	36	Post Graduate	English	30	3
Doctoral (Ph.D)	PhD or DPhil ,Physics,Physics	36	Post Graduate	English	28	1
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	36	Post Graduate	English	46	1
Doctoral (Ph.D)	PhD or DPhil ,Botany,Botany	36	Post Graduate	English	38	5
Doctoral (Ph.D)	PhD or DPhil ,Zoology,Zoology	36	Post Graduate	English	50	3
Doctoral (Ph.D)	PhD or DPhil ,Business Administration, Business Administration	36	Post Graduate	English	18	1
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	36	Post Graduate	English	44	3

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				47				64			
Recruited	0	0	0	0	25	22	0	47	17	47	0	64
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				7				58			
Recruited	0	0	0	0	4	3	0	7	16	42	0	58
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				57
Recruited	44	13	0	57
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	10	8	0	18
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	29	25	0	27	70	0	151
M.Phil.	0	0	0	0	0	0	6	19	0	25
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	14	0	18

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	464	3	0	0	467
	Female	232	0	0	0	232
	Others	0	0	0	0	0
PG	Male	120	0	0	0	120
	Female	308	4	0	0	312
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	10	1	0	0	11
	Female	22	2	0	0	24
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	30	39	40	22
	Female	24	21	27	25
	Others	0	0	0	0
ST	Male	4	0	2	4
	Female	2	0	2	1
	Others	0	0	0	0
OBC	Male	221	209	234	248
	Female	252	254	271	212
	Others	0	0	0	0
General	Male	54	81	55	63
	Female	96	84	84	75
	Others	0	0	0	0
Others	Male	289	373	359	255
	Female	333	370	353	397
	Others	0	0	0	0
Total		1305	1431	1427	1302

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	[View Document](#)
Business Administration	[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](#)
Visual Communication	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	College implemented multidisciplinary and interdisciplinary approach by offering 48 multidisciplinary courses for UG and 15 Discipline Specific Electives for PG students in the recent curriculum to produce well-rounded individuals. Students are free to choose courses from other disciplines of their choice to develop mastery of curricula across fields besides engagement and enjoyment of learning.
2. Academic bank of credits (ABC):	Scott Christian College is a member of National Digital Depository and created 936 Academic Bank of Credits (ABC) accounts. 166 students records were uploaded and the process are going on. Resolved in the Academic Council to implement ABC for credit accumulation, transfer and redemption.

3. Skill development:	Skill Development courses are mandatory for all UG and PG programs: There are 68 skill enhancement courses offered for UG students and 15 skill enhancement courses for PG students apart form mandatory internships, and field projects for all UG and PG programs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge System (IKS): Courses in Indian culture, tradition, language, and history, such as Indian Art & Architecture, Intellectual History of India, and Economic History of India since 1857.
5. Focus on Outcome based education (OBE):	Scott Christian College has embraced Outcome Based Education (OBE) since 2017, following a meticulous bottom-up approach, commencing with the formulation of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). College adopted the credit framework recommended by the National Credit Framework (NCrF), aligned with the National Higher Education Qualifications Framework (NHEQF).
6. Distance education/online education:	State regulation is not flexible to conduct distance and online education. However, we conduct hybrid and blended mode of online education through Google workspace and Moodle. No of google classrooms per Semester: 50 No of Active classes: 2001 Posts created by teachers: 674 Active Accounts: 2023 Google Meet Active Users: 1467 Files shared externally: 10.4 K E-contents shared : 1.39 TB

Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, the Electoral Literacy Club (ELC) has been set up in the College. The following members are appointed as the coordinators of the Electoral Literacy Club (ELC), Dr. V. Anslin Ferby - Convener Dr. J.V. Bynaja - Co convener Dr. Jebitta M. Shirlin - Staff coordinator Ms. Aarsha - Student Coordinator Ms. Preksha Vincent - Student Coordinator Ms. Jessica - Student Coordinator Ms. Dharshini - Student Coordinator Mr. Ebi Joe - Student Coordinator Mr. Midun - Student Coordinator |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs | Yes, the students' coordinators and coordinating faculty members are appointed by the College. Students' coordinators Ms. Aarsha - Student |

are representative in character?	Coordinator Ms. Preksha Vincent - Student Coordinator Ms. Jessica - Student Coordinator Ms. Dharshini - Student Coordinator Mr. Ebi Joe - Student Coordinator Mr. Midun - Student Coordinator Coordinating faculty members Dr. V. Anslin Ferby - Convener Dr. J.V. Bynaja - Co convener Dr. Jebitta M. Shirlin - Staff coordinator Yes, the ELCs are functional. Conducted ELC awareness programs Yes, Scott Christian College ELC is representative in character. ELC consists of Faculty members, male students and women students
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	ELC has taken several initiatives including, 1) Voter Awareness Rally in the village (Thadikarankonam) on 16th March 2024 2) Voter Awareness Program on March 14, 2024 3) "IVote4Sure" promotional activities 4) Desh Ka Garv initiative 5) Voter's Awareness Program on March 20, 2024
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	ELC volunteers have been diligently working to achieve 100% voter awareness among the public. They distribute informational pamphlets and organize community meetings to educate citizens about the importance of voting. Through these initiatives, the volunteers ensure that every eligible voter understands their rights and the voting process, aiming for maximum voter turnout and an informed electorate. To promote full participation in the Tamil Nadu assembly election, an awareness pamphlet was issued by the volunteers on March 25, 2021.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	100% enrolled in the college through: 1) special drive by district electoral officer. 2) training and enrolment camp organized

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3519	3554	3348	3065	3140
File Description			Document	
Institutional data in the prescribed format (data			View Document	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
903	1038	990	822	666
File Description			Document	
Institutional data in the prescribed format (data			View Document	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
168	168	160	163	157
File Description			Document	
Institutional data in the prescribed format			View Document	
Certified list of full time teachers			View Document	

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 186

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
268.6	149.4	155.3	159.8	216.8

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

Curriculum Design and Development

Scott Christian College offers a comprehensive educational framework through 17 undergraduate (UG), 15 postgraduate (PG), and 11 research programs across Arts, Science, Humanities, and Management disciplines. The institution provides a total of **1002 courses**, with 702 at the UG level and 300 at the PG level. Embracing the National Educational Policy 2020, the college is committed to multi-disciplinary, transdisciplinary, and holistic education. Since 2017, Scott Christian College has implemented Outcome Based Education (OBE), ensuring that the curriculum is aligned with the institution's mission and the graduate attributes of each degree program.

The curriculum design process at Scott Christian College follows a bottom-up approach, beginning with the formulation of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), which are derived from the college's mission and the desired graduate attributes. This approach ensures a coherent and comprehensive educational experience. The curriculum is periodically revised, with minor revisions occurring every semester and major revisions every three years, to stay current with academic and industry trends.

Feedback from various stakeholders, including alumni and employers, is meticulously obtained and analyzed to incorporate contemporary requirements and ensure that the curriculum remains relevant. The curriculum is designed to address local, regional, national, and global developmental needs, which are vividly reflected in the PLOs and CLOs.

There are 20 courses tailored to local developmental needs, 70 to regional, 302 to national, and 610 to global developmental needs. Some of these courses are listed below.

Local Relevance

1. History of Kanyakumari District (23GHED), BA History

2. Rural Economics (23PFEA), BA Economics

3. Malayala Kavitha (23LM21), UG Common Course Malayalam

4. Basics of Cost Accounting (23GKN2), BCom

5. Auditing and Corporate Governance (23GK61), BCom

and 15 other courses are locally relevant.

Regional Relevance

1. Indian Writing in English (23GE12), BA English

2. Tamil Nadu Economy (23GFED), BA Economics

3. History of Travancore 1929 to 1956 (23PHS8), MA History

4. Organic Farming (23PBN1), MSc Botany

5. Cultivation of Algae (23GBEA), BSc Botany

6. Drisyakalaasaahithyam (23LM31), UG Common Course Malayalam

and 64 other courses hold regional significance.

National Relevance

1. Indian Economy (23GF41), BA Economics

2. History of Economic Thought (23AF01), BA Economics

3. Contemporary India Since 1947 (23GH51), BA History

4. Modern Banking and Insurance (23GFS5), BA Economics

5. Health Through Asanas (23GSN3), BSc Physical Education

6. Management Accounting (23GK62), BCom

and 296 other courses hold regional significance.

Global Relevance

1. Python Programming (23GD11), BSc Computer Science

2. Cloud Computing (23PDEI), MSc Computer Science

3. Advanced Machine Learning Using R (23PR23), MCA

4. Block Chain Technologies (23PREI), MCA

5. Quantum Mechanics (23PP31), MSc Physics

6. Plant Anatomy & Embryology (23GB52), BSc Botany

7. Nano materials and Nano Technology (23PCEA), MSc Chemistry

8. Cyber Security (23GR22), BCA

and 602 other courses are globally relevant.

In the 2023 revision, the college has implemented the credit framework proposed by the National Credit Framework (NCrF), aligned with the National Higher Education Qualifications Framework (NHEQF). This includes facilitating multiple entry and exit options, as well as credit accumulation, transfer, and redemption through the APAAR/ABC ID via the National Academic Depository. This framework ensures flexibility and mobility for students, enhancing their educational and professional prospects.

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Programs Focusing Employability/Entrepreneurship/Skill Development

The institution offers all programs that prioritize employability, entrepreneurship, and skill development, ensuring students are industry-ready. Course syllabi are regularly reviewed and updated to reflect contemporary needs, providing students with the latest knowledge and skills in their field. This approach enables graduates to excel in their careers, innovate, and drive economic growth.

Employability

The curriculum is incorporated with knowledge and skills, into its course thereby enhancing the employability to its graduates.

101 courses (43%) in the curriculum incorporate contents for strengthening their employability

skills, such as:

- Income Tax Law and Practices (23GD32) BCom
- Auditing and Corporate Governance (23GK61) BCom
- Accounting too Managers (23GA12) BBA
- Tally (23PAS1) BBA
- Web Programming (23GD32) BCA
- Computer Graphics (23GD11) BCA
- Pharmaceutical Chemistry (23PCEL) BSc Chemistry
- Rubber Technology (23GCN3) MSc Chemistry
- Fintech and Investment (23PAE0) MBA

Entrepreneurship

39 courses (17%) in the curriculum directly deals with entrepreneurship. Courses like

- Logistics and Supply Chain Management (23PKEC) BCom
- International Trade (23PKEA) MCom
- Event Management (23 PK21) BBA
- Managing Start-ups (23PA43) BBA
- Film Production Design (23GV21) BSc Vis.Com.
- E-Commerce (23PREJ) MBA
- Web Application (23AR01) MCA

are offered to generate awareness and promote innovation and entrepreneurship among students.

Skill Development

College offers 68 (40%) courses under skill development as an integral part with 4 compulsory courses for all UG programs. College is focussing on developing Life skills, e-skill, soft skill, professional skill, corporate skill, interpersonal and continuously reskilling and upskilling to enhance students' proficiency in specific areas, including:

- Digital skills: data analysis, cloud computing, cybersecurity, and artificial intelligence
- Creative skills: graphic design, video production, writing, and visual communication
- Business skills: marketing, finance, project management, and entrepreneurship
- Soft skills: communication, teamwork, leadership, and time management
- Emerging technologies: blockchain, Internet of Things, and virtual reality

These skills are designed to prepare students for the modern workforce, enabling them to adapt to changing industry needs and stay ahead in their careers.

- Executive Skill Development (23GKEB) MCom
- Communicative English BBA
- SPSS: Statistical Package for the Social Science MBA
- Computers too Digital Era BCom
- Job and Interview Skills (23GF43) BBA
- Business Etiquettes and Social Graces (23PAEA) MBA

Revision of Syllabi

Course syllabi are regularly reviewed and updated to reflect contemporary needs, with a focus on:

- Industry-specific skills
- Emerging technologies
- Soft skills and communication
- Entrepreneurial mindset and innovation

This revision aims to produce graduates who are job-ready, entrepreneurial, and equipped with the skills to excel in their chosen fields.

Revision of syllabi is made every semester and major revision is made once in three years to incorporate contemporary requirements. It is a crucial process that ensures academic programs remain relevant, up-to-date, and aligned with industry needs. The institution regularly reviews and revises its syllabi to:

- Incorporate emerging trends and technologies
- Reflect changes in industry requirements and standards
- Enhance student learning outcomes and skills
- Foster interdisciplinary approaches and collaborations
- Address societal and environmental needs

This rigorous process involves feedback from:

- Industry experts and partners
- Faculty members and researchers
- Students and alumni
- Professional bodies and accreditation agencies

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 19.76

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 198

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 1002

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Integration of Cross-Cutting Issues in the Curriculum

A. Professional Ethics

The curriculum includes 40 courses that specifically address professional ethics. Key courses are:

- Principles of Management (23GK12)
- Management Information System (23GKEC)
- Legal Aspects of Business (23GA61)
- Quantitative Techniques and Research Methods in Business (23PA12)

Additionally, 2 common courses for all UG programs partially address professional ethics.

B. Gender

The curriculum offers 19 courses that address gender issues, including 7 specifically focused on gender:

- Gender Studies (23GEEA)
- Women's Studies (23PHEF)
- Women's Writing (23PE42)
- Gender Economics (23PFEC)
- Tharkala Penpadaipalargalin Ilakkiyankal (23PTEC)

The remaining 12 courses partially cover gender topics, such as:

- Victorian Literature (23GE41)
- Pre-Elizabethan & Elizabethan Literature (23GE21)
- Entrepreneurial Development (23PKEG)
- Aadhunika Kavitha, Khandakaavya, Chand, Alankaar (23LH41)

Courses promoting gender equanimity and addressing gender anxieties teach students justice, empathy, and respect for societal advancement.

C. Human Values

The curriculum includes 42 courses that promote human values, including 8 common courses:

- Social Value Education (23LE11)
- Malayalam (23LM11), Malayala Kavitha (23LM21)
- Drisyakalasaahithyam (23LM31)
- Journalism and Composition (23LM41)
- Pracheen, Samakaaleen, Aadhunik Kavithayem, Letter writing (23LH31)

Three value-added courses help students engage with the community, develop civic consciousness, social responsibility, and shape their values, beliefs, attitudes, and behaviors.

D. Environment and Sustainability

The curriculum offers 30 courses integrated with environmental science and sustainability, including 6 common courses:

- Environmental Studies (23LE11)
- Communicative English (23LE11)
- Malayalam (23LM11)
- Malayala Kavitha (23LM21)
- Journalism and Composition (23LM41)

Discipline-specific courses include:

- Green Literature (23GEED)
- Agricultural Economics (23PF22)
- Organic Farming (23PBN0)
- Soil Agri and Environmental Microbiology (23PY30)

- Agricultural Chemistry (23GCEH)

These courses promote awareness, conservation, and sustainable development.

E. Sustainable Development Goals (SDGs)

The curriculum addresses multiple SDGs through various courses:

- **No Poverty:** Rural Economics (23PFEA), Commonwealth Literature (23GE62), American Literature (23GEEB)
- **Zero Hunger:** Agricultural Economics (23PF22)
- **Good Health and Wellbeing:** Health, Nutrition & Diet Therapy, Clinical Microbiology (23GY31), Medical Microbiology (23PY21)
- **Gender Equality:** Gender Studies (23GEEA)
- **Clean Water and Sanitation:** Health and Hygiene, Nutrition Health and Hygiene (23GYN3)
- **Affordable and Clean Energy:** Energy Physics (23PPEA)
- **Decent Work and Economic Growth:** Indian Economy (23GF41)
- **Industry, Innovation, and Infrastructure:** Economics for Development of Infrastructure (23GF62)
- **Reduced Inequalities:** Business Economics, History of Economic Thought (23AF01)
- **Sustainable Cities and Communities:** Business Environment (23GK22)
- **Responsible Consumption and Production:** Export and Import Procedures & Documentation (23PKEB)
- **Climate Action:** Environmental Science (23SE41)
- **Life Below Water:** Ornamental Fish Culture (23GZN2), Aquaculture (23PZEE)
- **Life on Land:** Organic Farming (23PBN1), Microbial Metabolism (23GY21)
- **Peace, Justice, and Strong Institutions:** Corporate Social Responsibility (23PA41), Indian Knowledge System and Human Rights (23SE51)
- **Partnership for Goals:** Indian Economic Development

F. National Education Policy NEP-2020

- **Holistic and Multidisciplinary Education:** 48 multidisciplinary courses for UG and 15 Discipline Specific Electives for PG students.
- **Academic Bank of Credits (ABC):** Digital storage of academic credits, with 936 ABC created.
- **Skill Development:** 68 skill enhancement courses for UG students, mandatory internships, and field projects for all UG and PG programs.
- **Indian Knowledge System (IKS):** Courses in Indian culture, tradition, language, and history, such as Indian Art & Architecture, Intellectual History of India, and Economic History of India since 1857.

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

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 56

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 42

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 42

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 82.23

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
1305	1431	1427	1302	1162

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

2022-23	2021-22	2020-21	2019-20	2018-19
1687	1686	1686	1500	1500

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 83.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
483	482	493	427	433

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

2022-23	2021-22	2020-21	2019-20	2018-19
583	581	581	519	519

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Scott Christian College assesses the learning levels of the students and organises special Programmes to

cater to the differential learning needs of the students.

Assessing the learning levels:

The institution admits students from diverse backgrounds and promotes equitable learning opportunities in accordance with their learning capacities.

Initial Assessments of Learning levels:

Learning levels of the learners are analysed based on their performance in the following assessment tasks:

- **Quizzes**
- **Class Tests**
- **Projects**

These initial assessment tasks help the Course Instructors observe the students' level of engagement, participation and comprehension to gauge their learning pace.

Considering the students' learning styles and pace, teachers adopt appropriate teaching methods catering to their individual needs. To stratify the different learning levels of students, the core course instructor provides 5 special learning activities for both advanced and slow learners. The institution implements the following learning activities to enhance the learning levels of the Advanced and Slow Learners.

Special Programmes for Slow Learners:

- **Peer Learning**

- **One to One Peer Learning**

- **Peer Group Learning:** Peer group learning fosters their engagement in collaborative learning and do away with their inhibitions. Group Learning is encouraged to prepare them for examinations.

- **ICT enabled Learning**:This learning method provides additional learning opportunities like listening to recorded video lectures, simplified learning materials through online platforms like Google Classroom, MOODLE, YouTube, etc.

- **Bilingual Teaching:** This method fosters the comprehension of the students.

- **Academic and personal counselling are given to the slow learners by the mentors:** Class Teachers and mentors play a pivotal role in motivating them towards achievement.

Special Activities for Advanced Learners:

- Motivated to strive for higher goals

- Providing home assignments

- Encouraged to make research contributions by presenting their thoughts/ ideologies at National and International Conferences / Symposiums/ Seminars etc.

- Extended library use and e- Resources

- Engaged to help slow learners through peer learning, one to one teaching and tutoring

- Appreciated and honoured with awards and endowments during Annual Day celebrations.

- Engaged in expressions of creative skills - review writing, critique writing, report writing and article writing.

- Encouraged to Publish critical works or creative works in College Magazines/Journals.

- Provided opportunities to lead Group Discussins.

- Involve in Class Seminar presentations/ Poster presentations.

The Role of Teacher Handbook: The Course instructor has to record the mode of delivery of content/ module, the strategies employed to identify the learning levels of the learners and the activities given to both the advanced learners and slow learners. The mentors also monitor the performance of the mentees and direct them to undergo remedial coaching or participate in peer group learning activities.

By organising and executing the special programmes, the faculty effectively provide targeted support to students' progression and ensure success.The progress of the students is closely monitored through class tests, internal assessments, assignments and seminars. Thus the institution caters to the differential learning needs of the students, provides appropriate instruction and support to each student in guiding him/her to reach the pinnacles of educational excellence.

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

2.2.2

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

Response: 20.95

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

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

Lectureless Methods:

Facilitators of Scott Christian College use Student Centric Learning Methods promoted through **Group Discussions, Quiz Programmes, Projects, Reader's Forums, Problem-Solving Techniques, Presentations, Competitions, Hands-on Workshops, Seminars, Webinars, Field Trips, Industrial Visits, Model Making and Poster Presentations**. The faculty use different teaching methodologies based on the needs of the learners and the subjects taught. **Interactive, collaborative, ICT-enabled methods Blended Learning** are profusely used in teaching.

*Experiential Learning***: To engage the learners in the real-world activities, experiments, and simulations following methods are used by course instructors:**

- **Field Work**

- **Industrial Visits/ Educational Tours**

- **Model Making**

- **Role Play**

- **Poster Presentations**

- **Practicum**

- **Interactive Science Experiments**

- **Seminars**

- **Guest Lectures**

- **Internships:** incorporated in the syllabi of MCA and BCA Programmes as Mandatory learning activities.

- **Service Learning:** a student-centric teaching method integrated into the **English Language Teaching** course. It enables learners to apply language learning methods and approaches in real classroom situations with school children, enhancing their practical skills and understanding through direct service.

Participative Learning: **To increase critical thinking, and peer interaction following methods are used:**

    Group Discussion

    One-to One Learning

    Rapid Fire

    Think-Pair-Share

    Debates

    Peer Learning/ Peer (Group) Teaching

    Chunk-Chew-Check

    Game-based Learning/ Activity Based Learning

LEARN-TEST-CLASSROOM ACTIVITY-TEST (LTCAT):

Course teacher shares the material well in advance- Students Learn the Material-Perform the online test-Participate in the Classroom activity and again do their test. This process continues till all the learners attain success.

Problem-solving Methodology: **To generate potential solutions applying logical reasoning following Methods are used:**

- **Book Reviews**

- **Film Reviews**

- **Case Studies**

Project-Based Learning: **To find real time solutions to specific problems, learners explore topics in-depth and demonstrate their understanding through field projects, group projects for UG and Individual Projects for PG students.**

- **Individual Projects**

- **Field projects**

- **Group Projects**

- **group projects (under DBT-Star College Scheme) for the undergraduates of science stream**

Learning Methods Embedded Syllabus:

Syllabi of both UG and PG programmes are embedded with working Student- Centric Learning methods for every Module/ Submodule and subsequently, approved by the Board of Studies and Academic Council.

Teaching Plan integrated Teacher Handbook:

Course Instructors have the autonomy to modify or change the suggested methods on demand of the learning environment, the nature of the content and need of the learners.

Faculty Development Programmes (FDPs) and Training Programmes:

Inhouse FDPs and Hands-on Training programmes on Student Centric Teaching Learning Methods, ICT enabled Teaching- Learning Methods and the Effective Use of Teacher Handbook organized by IQAC and the FDPs/ Orientation Programmes/ Refresher Courses and Short-term Courses attended by the faculty organized by PMMMNMTT of MHRDs/ ASCs upskilled and encouraged the course instructors to implement Student Centric Learning methods.

ICT Enabled Teaching:

- **Google Classroom**

- **MOODLE**

- **ICT tools: Google Meet/ Zoom**

- **Online Assignment/ Quiz**

- **Smart class**

- **Webinars**

- **Flipped classrooms**

- **E-content**

These student- Centric methods ensure active learning and prepare students for future careers as well as foster curiosity, creativity and continuous life long -learning spirit.

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

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Mentor-Mentee Schemes to address academics and student-psychological issues

The Institution Adopts Effective Mentor-Mentee Schemes to Address Academic and Psychological Issues.

Mentor-Mentee Cell of Scott Christian College

Centre for Life Care Counselling

Mentor Record:

- Establishes one-to-one relationships between mentees and mentors.

- Each mentor is allotted 15-20 mentees.

- Mentors maintain records on an online portal.

- Continuous monitoring of students' academic performance, physical and mental health, and socio-economic parameters.

Organising Various Awareness Programmes

Life Care Counselling:

- Special programs for students.

- Invited talks by eminent resource persons to address physical and psychological problems.

- Initiatives to vitalize values and nurture student well-being.

Programmes Catering to Academic Needs

Induction Program:

- Conducted annually for first-year students.

- Familiarizes students with the college system and amenities.

- Sharing information on mid-day meal schemes, financial aid, and medical aid for otherwise challenged children.

Remedial Coaching:

- Mentors identify slow learners based on their performance in the classroom learning assessments and the formative assessments.

- Provides recurrent training with simplified learning materials.

- Repeated exams increase the pass percentage.

- Learner feedback shows the success of the process.

Programmes Addressing Physical Needs

Having realised the symptoms of eating disorders, obesity, or weight loss and symptoms of metabolic malfunction, especially among girl students, the following programmes were arranged to address the physical needs of the Mentees.

1. **Stay Fit:**

- Special program on 2nd August 2023 to create health awareness.

- The need for physical fittness was highlighted

. 2. **Physical Fitness Programme:**

- Conducted on 12th December 2019

- Resource person interacted with mentees about physical fitness.

3. **Tobacco Awareness Programs:**

- Having identified the signs of intoxication, social isolation, and violent outbursts these programmes were arranged.

- Conducted on 6th March 2023, 2nd October 2021, and 20th September 2022 to make them aware of the evil impacts of addiction.

Addressing Psychological Needs:

Counselling Program: Having identified signs and symptoms of distress in students, this programme was organised on the 3rd of March 2020.

Gender Harmony and Personality Enrichment Programme:

- Conducted for outgoing 2nd PG students on 6th March 2023.

Life Skill Management Programme: Mentors's identification of issues like emotional disturbances and traumatic familial environments prompted to conduct this programme in collaboration with the Department of BCA on 24th August 2023.

Creating Social Awareness and Creative Skills

Women's Day Celebration:

- Conducted on 9th March 2022.

- Celebrated social, economic, cultural, and political achievements of women.

Gandhi Jayanthi:

- Online vlog competition was conducted to commemorate Gandhi Jayanthi.

- Winners awarded certificates and cash prizes.

Programmes to Enrich the Mentors

Reconnecting Mentor-Mentee:

- Online workshop was conducted on 24th May 2021.

- Strengthened mentor-mentee relationships during the COVID-19 pandemic.

- Encouraged participants with practical evidences to maintain healthy relationships.

Art of Mentoring Workshop:

- Conducted on 14th September 2021 in collaboration with IQAC to enrich and encourage the mentors and to strengthen the mentor-mentee relationship.

- Focused on enhancing mentoring skills.

Mentor- Mentee Cell of Scott Christian College ensures a secured and propitious lerning environment fot the holistic development of the mentees.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The institution ensures meticulous preparation and adherence to the Academic Calendar and teaching plans to maintain high educational standards.

Academic Calendar Preparation

- **Initiation and Planning:**

- The Planning and Evaluation Committee begins preparations in January.

- The calendar is finalised by April after 5-6 review meetings.

- Department heads contribute detailed plans, discussed in staff meetings.

- Minutes from these meetings are presented to the Planning and Evaluation Committee.

- **Approval Process:**

  - The Principal leads the review meetings to finalise the programs.

  - The academic council gives the final approval.

- **Content of Academic Calendar:**

  - Examination dates, outreach programs, extension activities, seminars, and conferences.

  - Details of total working days available in a given semester.

  - Ensures timely conduct of internal and external examinations with minimal changes.

Monitoring and Implementation

Scheduled Programs:

- 89.5% of seminars and conferences conducted as per the schedule.

- Outreach programs and extension activities were executed with 6 to 10 days of variation.

Teaching Plan

- **Serves as a dynamic tool for time management, content structuring, and activity planning.**

- Includes teaching methods, planned learning activities, assessment tasks, and learning materials.

- Ensures high-quality teaching and learning experiences.

Components:

- Classroom Teaching: Total hours distributed per subject requirements.

- Case Studies, Workshops, and Lab Sessions: Allocated based on subject needs.

- Online Learning: Materials offered through Google Classroom and other platforms.

Course Creation:

- **Learning activities and assessment tasks are embedded in the syllabi** for each course module or submodule.

- Prepared by course creators and vetted by subject experts

Teacher Handbook

- The Teacher Handbook assures flexibility and effective teaching learning process.

- It contains the **Academic Calendar and space for recording teaching plans** and guides the course instructor to meticulously plan for class**.**

Course Teachers' Autonomy:

Planning and Modification:

- Course Teachers can modify the teaching plans based on current situations.

- Adjustments are made in consonance with the nature of the content and learning levels of the students to foster student involvement.

Incorporation:

- Teaching plans include appropriate methods, planned learning activities, assessment strategies, and learning materials.

Monitoring:

- Heads of Departments (HODs) check the progress of each course.

- Ensures timely and effective completion with a blend of practical and theoretical inputs.

Student Evaluation and Support

Continuous Evaluation:

- Regular monitoring through seminars, project work, internal tests, and final examinations.

- Personalized mentorship and value-added courses cater to diverse learner needs.

The preparation and adherence to the academic calendar and teaching plans provides an exceptional educational experience. This holistic approach ensures fostering continuous improvement and high standards in education.

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 100

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
168	168	160	163	157

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 72.04

2.4.2.1 **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 134

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 14.89

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2502

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 105.73

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five**

years:

Response: 166

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 last date of declaration of results during the last five years

Response: 10.2

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*

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	12	9	5

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

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

Response: 2.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	60	3	0	34

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1084	1223	1127	964	872

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

IT Integration and Reforms in Examination Procedures and Processes

Examination Procedures

The Examination Management System (EMS) has been operational since the institution gained

Autonomous Status in 2005. Utilizing the in-house SCOTTLINK software on a local server, EMS ensures a progressive, automated internal assessment system, prioritizing flexibility and stress-free examination procedures to reduce anxiety and promote a positive learning environment.

- **Student-Centered Timetable:**

  - Automatic examination registration and online fee payment.
  - Semester examination timetables are prepared with ample study time between exams (Undergraduate – 3 days, Postgraduate – 4 days).
  - Customized software ensures no student has two exams on the same day, allowing students to choose exam dates according to their convenience.
  - Option for on-demand tests for students with genuine reasons for absence, upon payment of a nominal fee.

- **Digital Hall-Ticket:**

  - Seating arrangements are managed similarly to IRCTC reservations, with barrier-free facilities for differently-abled students.
  - Hall-tickets are available on the student portal, displaying the entire examination schedule, eliminating the need for printouts.
  - Random selection of hall superintendents with automatic SMS alerts for assignments.

- **Moderation and Publication of Results:**

  - Static moderation is conducted automatically via computer software following University guidelines.
  - Students receive results via a missed call system to their registered mobile numbers, reducing anxiety.
  - Semester-wise score sheets are uploaded to the NAD portal, allowing students to view and download mark sheets from DigiLocker.

- **Grievance Redressal:**

  - Regular meetings with student representatives to address general issues.
  - A personalized grievance redressal system functions through the student portal.

Processes Integrating IT

EMS provides a secure Student Portal accessible only through OTP verification on registered mobile numbers, offering the following facilities:

- **Portal Features:**

  - View Continuous Internal Assessment (CIA) and Term-End Examination (TEE) marks, and fee payments.

- Grievance and redressal submission and tracking.
- Online hall tickets.
- Online exams during the COVID-19 pandemic.
- TEE results.

- **Integrated Processes:**

  - **Student-Centered Timetable & Digital Hall-Ticket (as descibed earlier):**
  - **Moderation and Publication of Results:**
    - Automated static moderation following University guidelines.
    - Immediate result delivery through missed call notifications.
  - **Score Sheet Upload:**
    - Semester-wise score sheets available on the NAD portal, viewable and downloadable via DigiLocker.
  - **Grievance Redressal (as descibed earlier)**

Continuous Internal Assessment System

EMS includes a staff portal where teachers can upload syllabi, CLOs, and PLOs. Assessment questions are also uploaded through this portal, supporting various assessment types:

- **Assessment Types:**

  - **Time-Constrained Online Quizzes:** To assess objectivity and reflection.
  - **Open Book Exams:** To prevent rote learning.
  - **Take-Home Exams:** To enhance learner integrity.
  - **On-Demand Examinations:** For students who have completed required learning hours.
  - **Supplementary Examinations:** For final-year students failing in fewer than three courses.
  - **Special Internal Examinations:** For students missing exams on genuine cases.

- **Online Question Bank:**

  - Implemented since 2014, the question bank system is error-free, non-repetitive, and qualitative.
  - Questions collected from course teachers, students, and subject experts are vetted and digitally stored against syllabus modules, classified into various competency levels.
  - A computer software generates print-ready question papers with CLO mapping within a minute, ensuring diverse and balanced question papers.
  - The question bank supports future implementation of paperless examinations, anytime examinations, and student-centered exam timetables.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Learning Outcomes Integration and Evaluation

A. Stated Learning Outcomes and Graduate Attributes

The institution has implemented the Outcome-Based Education (OBE) system since 2017, adopting the Learning Outcome-based Curriculum Framework (LOCF) mandated by the UGC. Faculty members receive orientation through 36 workshops and hands-on training sessions provided by the Deanery of IQAC.

Graduate Attributes (GAs): In consonance with National Higher Education Qualifications Framework (NHEQF), the Graduate Attributes have been derived from the Mission of the College, encompassing essential skills, knowledge, and competencies expected of graduates. These 10 attributes ensure a holistic development and preparation for professional and societal contributions.

Programme Learning Outcomes (PLOs): Each academic program includes 10 PLOs, designed based on GAs to provide specific, measurable goals for students to achieve by the end of their programs. This alignment ensures comprehensive educational objectives are met, fostering essential skills and competencies.

Course Learning Outcomes (CLOs): Every course includes 5 to 10 CLOs, derived from and aligned with PLOs, ensuring a cohesive learning experience. These CLOs guide both teaching and assessment, providing specific, measurable objectives.

The institution has clearly stated learning outcomes for Programs and Courses. The list of GAs, PLOs, and CLOs are available on the institution's website.

B. Integrated Assessment Process

Each syllabus module includes:

* Learning hours

- CLOs
- Associated PLOs

Question Bank software generates questions mapped with CLOs. Each question's score is linked to CLOs, which are mapped with PLOs and GAs, ensuring a cohesive assessment process.

C. Publicizing Learning Outcomes

Syllabus contents, embedded with GAs, PLOs, and CLOs, are displayed on the institution's website for communication to teachers and students. This ensures all stakeholders are informed and aligned with program goals, facilitating feedback from students and employers to enhance the courses. Additionally, a copy of the OBE syllabus for all programs is available within the department for reference.

D. Evaluation of Learning Outcomes Attainment

The institution uses computer software to evaluate the attainment of Graduate Attributes for both the institution and individual students. This enables assessment of institutional effectiveness in fostering these attributes and allows students to gauge their progress in acquiring essential skills.

MAD Mill Method: The IQAC has developed the MAD Mill method to evaluate attainment of Learning Outcomes (LOs) objectively, incorporating learning hours, unlike the subjective Six-Sigma Method. The MAD Mill method emphasizes a continuous, iterative assessment approach, providing diverse opportunities for students to demonstrate their attainment of course learning outcomes.

Summary

Category	Details
Implementation	OBE system since 2017, LOCF mandated by UGC
Orientation	36 workshops and hands-on training sessions for faculty
Graduate Attributes	Derived from Mission in consonance with NHEQF, 10 attributes for holistic development
Programme Learning Outcomes	10 PLOs per program, aligned with GAs
Course Learning Outcomes	5-10 CLOs per course, aligned with PLOs
Assessment Process	Syllabus modules include learning hours, CLOs, and associated PLOs; Question Bank software used
Publicizing LOs	Syllabus contents displayed on the website, curriculum reviewed and refined each semester
Evaluation Method	Computer software, MAD Mill method for objective evaluation, contrast with Six-Sigma Method

Details provided on the institution's website.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 100

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 903

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.83

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Institutional Research Facilities

The institution consistently updates its research facilities and implements strategic policies to promote research. These efforts include securing adequate funding, enhancing infrastructure, adhering to research ethics, and establishing a research committee to oversee and guide research activities.

Recognized Research Centers

- **Permanent Research Centers:** 11 departments recognized by Manonmaniam Sundaranar University, Tirunelveli

Research Infrastructure

Facility	Space (sq. ft.)
Research Department Libraries	9,650
Science Research Laboratories	7,980
Rooms for Research Scholars	6,830

The institution boasts advanced laboratories and libraries equipped with the latest technology and equipment. Additionally, digital resources and access to online databases such as Delnet and Inflibnet are available.

Library Resources:

- **Books Available:** 20,763
- **Journals Subscribed:** 254
- **Computer Systems with Internet:** 45

Department	Books	Journals	Computers
Botany	1400	74	4
Business Administration	681	16	2
Chemistry	1265	3	3
Commerce	1378	15	4
Economics	1539	7	2
English	1898	21	4
History	1232	7	2
Mathematics	1600	5	8

Physics	1348	9	7
Tamil	6010	19	3
Zoology	2412	78	6
Total	**20,763**	**254**	**45**

Books Purchased for Research Library (2018-2023):

Year	Books	Amount (INR)
2018-19	636	61,041
2019-20	768	1,09,255
2020-21	382	94,647
2021-22	187	73,182
2022-23	530	1,53,504

Specialized Research Laboratories

Department	Library (sq. ft.)	Scholar's Room (sq. ft.)	ResearchLabs(sq. ft.)	Specialized Labs
Botany	300	900	2200	Bryology, Tissue Culture, Micro-Algal, Microbiology, Taxonomy, Ethnobotany
Business Administration	450	600	-	-
Chemistry	600	1380	1380	Lab I, Lab II
Commerce	1000	400	-	-
Economics	900	150	-	-
English	1100	600	-	-
History	800	300	-	-
Mathematics	800	800	-	-
Physics	900	400	1900	Crystallography, Nano Materials Synthesis, Thin Film, Computer
Tamil	1000	400	-	-
Zoology	1800	900	2500	Museum, Animal Room, Chemical Store, Vermicompost Unit, Sericulture Mulberry Garden
Total	**9650**	**6830**	**7980**	

Research Equipments:

- Light Microscope
- Microtome
- Incubator
- Refrigerated Centrifuge

- Soxhlet Apparatus
- Alpha Counter
- Heavy Rotary Shaker
- UV Visible Double Beam Spectrophotometer-2203
- pH Meter
- Flash & Fire Point Apparatus
- Penetrometer Apparatus
- Digital Picoammeter
- Colorimeter
- Multi Voltmeter
- Digital Nephelo/Turbidity Meter
- DO Analyzer
- Ultrasonic Bath Sonicator
- Muffle Furnace
- Two Block Furnace
- Hydraulic Pelletizer
- Incubator
- Bacteriological Incubator
- Cooling Microfuge
- Water Bath
- Polymerized Chain Reaction
- UV-VIS Trans Illuminator
- Gel Documentation Unit
- Scanning Mini Spectrophotometer

Research Funding and Purchases:

Year	Equipment & Chemicals (INR)
2018-19	4,33,384
2019-20	4,13,048
2020-21	2,47,228
2021-22	-
2022-23	5,72,966

External Research Funding (2018-2023):

Funding Agency	Department	Year of Award	Funds Provided (INR in lakhs)	Duration
Ministry of Environment and Forests	Botany	2013	28.95	3 years (extended)
Lumia Prowess Ltd.	Commerce	2021	3.6	3 years
UGC-South Eastern Regional Office	Chemistry	2017	2.308	2 years
Tamil Nadu State Council for Science	Chemistry	2020	0.314	3 months

Ministry of Education	Commerce	2023	5	1 year
Department of Atomic Energy, IGCAR	Zoology	2020	2.2176	2 years
McMaster University, Canada	Zoology	2011	24	10 years

Policy Implementation

College has well defined research policy, which includes research promotion, financial assistance, seed money for budding researchers, travel assistance for attending conferences and awards for publications. Best teacher award is given to the best researcher.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 0

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 4.84

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 9

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 89.34

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.06

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

Response: 11

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	**View Document**
Institutional data in the prescribed format (data template merged with 3.2.1)	**View Document**
Copies of the grant award letters for research projects sponsored by government agencies	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 57.74

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 97

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	**View Document**
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	**View Document**

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Institutional Ecosystem for Innovation, Indian Knowledge System (IKS), and Intellectual Property Rights (IPR)

Our institution fosters a robust ecosystem for innovation and entrepreneurship through various initiatives and committees, ensuring the creation and transfer of knowledge and technology. Key components include:

Innovation Ecosystem

Institution's Innovation Council (IIC)

- **Established:** October 2019
- **Objectives:** Create a platform for start-ups, work, learn, and network.

Components of the Innovation Ecosystem

- **Ideation Cell:**

    - Lead by a senior faculty from Physics.
    - Supports problem identification and idea creation.
    - Activities: Four idea competitions and an annual interschool science spectacle.

- **Validation Committee:**

    - Includes high-potential faculty from the Engineering College.
    - Validates student ideas; one meeting conducted, three ideas validated.

- **Scientific and Technology Advisory Committee:**

    - Senior faculty from Physical and Life Sciences.
    - Assists students in converting validated ideas into business models.

- **Business Model & Marketing Cell:**

    - Senior staff from Commerce and Business Administration.
    - Facilitates networking and start-up initiatives.

- **Financial & Feasibility Cell:**

    - Staff from Commerce and Indian Overseas Bank.
    - Manages infrastructure, investors, and feasibility.

Programs and Outcomes

- **Council Meetings:** 15
- **Beneficiaries:** Students and staff through 42 programs.
- **Government Initiatives:** Impact lecture series on IPR, entrepreneurship, and skill development.
- **Hackathons:** Students reached semifinals in Toycathon.
- **MoU Signed:** Mar Ephraem College of Engineering and Technology.

Indian Knowledge System (IKS)

Curriculum

- **Courses Included:**
    - Indian Knowledge System & Human Rights
    - Health and Fitness through Yogasanas
- **Languages:** Tamil, Malayalam, Hindi.

Seminars and Symposiums

- **Topic:** Folklore and ancient South Indian languages.

Museum

- **Contents:** Traditional tools and palm leaf manuscripts.

Geographical Marking

- **Feature:** Herbal medicinal garden with plants from "Marunthuvazh Malai" hill.

Yoga and Martial Arts

- **Practices:** Yoga and traditional martial arts for physical and mental well-being.

Intellectual Property Rights (IPR) Cell

Functions

- **IPR Awareness Programs:** 7 conducted, including state government-sponsored programs.
- **Patent Guidance:** Coordination for high-end research activities leading to patents.
- **Patents and Designs:**
    - Awarded: 3 patents (2022-2023), 2 product designs.
    - Filed: 1 patent (06.04.2024).

Research Promotions and Ethics Committee (RPEC)

- **Role:** Facilitates incubation, creation, and transfer of knowledge.
- **Facilities:** 11 research laboratories.

Incubation Center Activities

Hands-on Training

- **Program:** "Start Earning while Learning" - exhibition cum sale of handmade products.

Teacher Training

- **Collaborator:** Tamil Nadu Science Forum.
- **Outcome:** Students won fifth place in the state level.

Training for Women in Self-Help Groups

- **Program:** Integrated waste reuse technologies.
- **Focus Areas:** Mushroom cultivation, bee keeping, ornamental fish keeping, vermiculture, sericulture, and millicomposting.

Startups

List of startups created in the last 5 years:

- **Worm-Weed Composting Unit:** Converts aquatic weed into compost.
- **Waste Segregation Model:** Uses sensors for easy segregation of dry, wet, and metallic wastes.
- **Heat Pads and Slippers:** Treat arthritis pain using calotropis plant.
- **Organic Mehendi Cone & Hennazz Naturalz:** Startups by MBA students in organic henna products.
- **New Plant Species:** Bryology Laboratory identified 9 new species, with one named after the college.
- **Spray Pyrolysis Setup:** For preparation of thin films, providing technical support to other institutes.

Through these initiatives, our institution ensures a vibrant ecosystem for innovation, the integration of Indian Knowledge Systems, and robust support for intellectual property and start-ups.

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

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 3.76

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 406

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 1.84

3.4.3.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 342

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Links to the paper published in journals listed in UGC CARE list	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.27

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 50

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 4

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.6

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

Response: 12.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 54.68

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
16.55818	6.44566	0.42250	10.31634	20.93597

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	[View Document](#)
Letter from the beneficiary of the consultancy along with details of the consultancy fee	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
CA certified copy of statement of accounts as attested by head of the institution	[View Document](#)
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Scott Christian College organised over 83 extension activities to create an impact on the neighbourhood and sensitise the students towards social issues ensuring holistic development. 26% of students in NSS, 7% in NCC and 67% in other Clubs and Cells actively participated in various events.

- **Elimination of Plastics**
- **Air pollution Awareness**
- **Dengue Awareness**
- **Health Awareness**
- **Gender Discrimination**
- **Legal Awareness**
- **Tree Plantation**

are some of the prominent activities organised.

- Also the Volunteers spelt the need to address **gender discrimination, women abuse, malnutrition, exploitation of natural resources, pollution, drug abuse, child trafficking, etc.**
- **4 of the following Case studies addressing pertinent social issues made an impact on the neighboring communities and sensitized the students to have a sense of responsibility to face real-life situations with a transformed mind set.**

Girl Child Protection and Safety Rally:

Context: 21% increase of crime rate against women in Tamil Nadu in 2022 over 2021 promted the students to think about the protection of Women children and to organise this Rally.

- **To increase the awareness on the safety of girl children, to create a sense of responsibility, to provide equal space and regard both the genders equally, this Rally in collaboration with the District Walkathon Initiative was organized on 25th January, 2024 from the Collector Office to Kaliyakkavilai.**
- **35 volunteers holding slogans actively participated in the Rally to sensitise their fellow learners and the public.**
- **Witnessing public also got sensitized and this fostered a sense community responsibility among the participants.**
- **They expressed the interference of strangers and lack of parenting skill as causes for the child abuse.**
- **The analysis of the feedback proclaims the success of this sensitising programme that ensures mind transformation, mutual respect and community engagement.**

Drug Awareness Programme:

Having felt the evil impacts of **Drug Addiction like lack of motivation, concentration and violent behaviour among the youth, NSS volunteers enacted a play for all the UG Freshers on the 28th of July, 2023.**

- **To make them aware of the destructions caused by drug addiction, the students were exposed to the play dramatising the evil impacts of Addiction- strained family relationships, guilt, loss and despair. The participants learned the value of resilience and assured to positively affect their society with their learned experience.**
- **Analysis of the feedback evidences the success of the play suggesting the incorporation of multimedia effect and conduct more such real life stories.**

Thrive & Nurish: A Holistic Wellness and Nutrition Programme:

The inhouse pilot survey conducted by NSS volunteers identified 45% of poor dietry habits, 64% high level stress and 70% fast food consumption resulting in low level academic performance prompted them to organise this programme for the holistic development of the learners.

- Subsequently, a "Welness Awarenes Camp" was organised for health check-up.
- Health Professionals gave practicable solutions for maintaning holistic wellbeing.

Pollution Awareness Programme:

Environmental exploitation causing climate change and health issues, encouraged the Volunteers to create awaereness among school children.

- to make the children stewarts of environment, this addressed the challenges and threats.
- Participants look forward collaborative ventures.

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

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

Response: 24

3.6.2.1 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	2	8	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 40

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

Scott Christian College offers a robust infrastructure to support academic, cultural, and physical development. The campus spans 173,838 sq.m. with a built-up area of 10,787 sq.m., accommodating approximately 3,519 students. The college adheres to UGC norms, ensuring adequate facilities for various activities.

Teaching and Learning Facilities

Classrooms

- **81 classrooms**: Suitable for 17 UG and 15 PG courses, with an average space of 1.3 sq.m. per student.
- **14 multipurpose seminar halls**: 3 air-conditioned and 12 with ICT facilities for seminars, conferences, and workshops.
- **Viewing Theatre cum Production Studio**: Equipped with 5.1 screening resolution in the Department of Visual Communication.
- **Auditorium**: 1,000 seating capacity with built-in audio-visual system.
- **Tutorial Rooms**: 2 rooms for small group sessions.

Laboratories

- **19 Laboratories**: Well-equipped for UG and PG science courses.
- **11 Research Labs/Centers**: Dedicated to research purposes.
- **6 Computer Labs**: 207 advanced computers available, supplemented by government-provided laptops.

Libraries

- **Central Library**: 9,000 sq.ft. with 200 seating capacity, 2 stack rooms, reference section, digital library, and reading room.
  - **Resources**: 82,680 books, 1,594 rare books, 75 periodicals, 25 magazines, audiobooks, CDs, videos, and palm leaf manuscripts.

- **Technology**: Integrated Library Management System, OPAC, Barcode, Urkund Software for plagiarism check, INFLIBNET, DELNET, and National Digital Library of India membership.
- **Department Libraries**: 14 libraries with updated resources.

ICT-Enabled Facilities

- **22 Halls with LCD Projectors**: 14 are Smart Rooms with interactive projectors.
- **Viewing Theatre cum Production Studio**: Equipped with 5.1 screening resolution.
- **LMS**: Google Classroom and Moodle for managing course content and student progress.
- **Video Conferencing**: Google Meet.
- **Web-based Administrative Software**: Manages administrative tasks.
- **Library Management System**: Supports digital libraries and databases.
- **Computing Equipment**: 207 academic and 32 administrative computers, 2 engineered servers, and a campus-wide Wi-Fi network with 26 routers.
- **Surveillance**: 44 CCTV cameras across campus.

Cultural and Sports Facilities

Cultural Facilities

- **Centenary Auditorium**: 1,000 seating capacity with an audio-visual system.
- **Open Auditorium**: 2,000 seating capacity in the college quadrangle.
- **Viewing Theatre**: For screening films.

Sports Facilities

- **400m Athletic Track**
- **Basketball Court**: 1
- **Volleyball Courts**: 3
- **Football Ground**: 1
- **Hockey Ground**: 1
- **Cricket Field and Nets**: 1 each
- **Jumping Pit**: 1
- **Ball Badminton Courts**: 2
- **Kabaddi Courts and Mat**: 2 courts, 1 mat
- **Kho-Kho Court**: 1
- **Tennis Court**: 1
- **Tennikoit Court**: 1
- **Badminton Courts**: 2
- **Table Tennis Table**: 1
- **Hurdles**: 30
- **Barbell Bar**: 1
- **High Jump/Pole-vault Mat**: 1
- **Multi-station Gym**: 24 stations with treadmill, weight training sets, and other equipment for students and teachers.
- **Playgrounds**: 2 covering 4 acres, open to the public for physical activities like walking and

jogging.

Summary Table

Facility Type	Details
Classrooms	81 classrooms, 14 seminar halls, viewing theatre, auditorium, tutorial rooms
Laboratories	19 labs, 11 research labs, 6 computer labs
Libraries	Central library (9,000 sq.ft.), 14 department libraries
ICT Facilities	22 halls with projectors, LMS, video conferencing, web-based software
Cultural Facilities	Centenary auditorium, open auditorium, viewing theatre
Sports Facilities	Athletic track, courts (basketball, volleyball, etc.), gym, playgrounds

Scott Christian College ensures that students have access to state-of-the-art facilities for a well-rounded education.

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

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 11.96

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
23.08	3.04	66.07	14.68	6.75

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Library Automation with Digital Facilities

Central Library is fully automated, providing comprehensive digital facilities using an Integrated Library Management System (ILMS) to support optimal use by faculty and students.

Integrated Library Management System (ILMS)

- **Name of Software**: Scottlib
- **Nature of Automation**: Fully Automated
- **Year of Automation**: 2002
- **Updated Version**: 2023

Modules of Scottlib ILMS:

- **Acquisition**: Ordering, receiving, and invoicing books.
- **Cataloguing**: Classifying and indexing books.
- **Circulation**: Lending books and managing returns.
- **Serializing**: Tracking books, magazines, journals, and newspapers.
- **OPAC (Online Public Access Catalogue)**: Facilitates easy search and access.
- **Barcode Technology**: Enhances efficiency in member entry, exit, book issue, and return.

E-Resources and Subscriptions

- **Digital Library Subscription**: i-LIBRA Digital Library providing access to e-books, e-journals, research papers, and theses from publishers like Springer, i-manager, and Arxiv.
- **Memberships**:
    - Delnet
    - INFLIBNET
    - National Digital Library of India
- **Plagiarism Screening**: Drillbit software for Ph.D./M.Phil. theses, PG dissertations, and research articles.

Library Usage Statistics

- **Average Daily Walk-ins**: 9.03% of the total student and staff population.
- **Books for Reference**: 27,842 (36% of total books).
- **Books for Lending**: 47,880 (64% of total books).
- **Average Lending Rate**: 3.1% of visitors lend books; 60.9% use in-house facilities.

Book Procurement and Collection

- **Departmental Purchases**: 80% books aligned with syllabus and trends.
- **Central Library Purchases**: 20% competitive exam and general knowledge books.
- **Total Books**: 75,722
- **E-Books**: Approximately 1,000
- **Rare Books**: 1,594

Library Facilities

- **Central Library**:
    - **Area**: 9,000 sq.ft.
    - **Sections**: Stack Room, Reference Section, Reading Hall with journals/magazines, Internet Hub, Question Paper Section, Research/Thesis Section, Back Volume Section, Circulation/Enquiry Section, Librarian Room.
    - **Computers**: 20 with internet connectivity for OPAC and e-resources access.
- **Department Libraries**: 16 well-stocked libraries with current additions and research journals.

Additional Library Services

- **Library Assistance Program**: Conducted for UG students.
- **Best User Award**: Given by T.K. Narayana Iyer to the best library user.
- **Orientation and Awareness Programs**: For new users.
- **Competitive Examination Books**: Easily accessible in the reading room.
- **New Arrivals Section**: Displays recent additions.
- **Special Collections**: London Missionary Society reports, Travancore District Committee reports, palm-leaf manuscripts.
- **Braille Books**: Available for visually impaired students.
- **Book Exhibitions**: Conducted regularly.
- **Career/Employment Information Services**: Provided.
- **Newspaper Clippings**: Maintained for Scott College matters.

- **Library Information**: Included in the college calendar.

Conference and Events

- **National Conference on Etiquettes in Literature**: Organized by James Duthie Central Library and Scott Language Club in collaboration with UGC-HRDC University of Kerala. Aimed at providing a national platform for academicians, students, and researchers.

Summary

Aspect	Details
ILMS Software	Scottlib, fully automated, updated in 2023
Digital Resources	i-LIBRA, Delnet, INFLIBNET, National Digital Library
Plagiarism Software	Drillbit
Walk-ins	9.03% daily average
Books for Reference	27,842 (36%)
Books for Lending	47,880 (64%)
Total Books	75,722
E-Books	~1,000
Rare Books	1,594
Central Library Area	9,000 sq.ft.
Computer Access	20 computers with internet
Department Libraries	16
Special Collections	London Missionary Society reports, palm-leaf manuscripts
Braille Books	Available
Conference	National Conference on Etiquettes in Literature

Scott Christian College Central Library is a well-equipped and highly functional facility that effectively supports the academic and research needs of its users through its comprehensive digital and physical resources.

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

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 3.84

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year**

wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2.25	7.03	7.18	17.78	2.19

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

IT Infrastructure: Updates and Internet Bandwidth

Scott Christian College maintains a robust and up-to-date IT infrastructure that is dynamic, adaptive to recent advances, and secure for academic and administrative activities. We allocate an annual budget to create and maintain IT resources, ensuring they remain abreast of technological advancements.

IT Resources and Infrastructure

Components:

- **Computing**: Advanced PCs and servers.
- **Networking**: Structured Network Cabling and Ethernet connections.
- **Communications**: VoIP, email systems.

- **Applications**: Software for academics and administration.
- **Telecommunications**: Mobile and fixed telephony.
- **Hardware and Software**: Latest configurations and licenses.
- **Data and Databases**: Secure storage and access systems.
- **Personnel and Procedures**: Skilled IT staff and standardized protocols.
- **Physical Facilities**: Computer labs, data centers.
- **Cloud-Based Vendors**: For storage and applications.

Network Infrastructure

Component	Details
Network Cabling	Completely covered by Structured Network Cabling (SNC)
Ethernet Cabling	DAX certified Ethernet Cat 6 cabling at 200 points
Wi-Fi Coverage	Remaining areas covered by Wi-Fi
Access Points	21 access points from a centralized access controller
Wi-Fi Speed	1 to 100 Mbps throughput at each access point
Gigabyte Switches	Installed to support 10G ports for network segregation and resource distribution
Computer Lab Connectivity	All labs connected with 1 Gbps network switches

Internet Connectivity

Upgrade Date	Details
20th October 2022	Network upgraded from 80 Mbps to 300 Mbps Fiber backbone connectivity
Internet Bandwidth	Hi-speed internet connectivity, bandwidth upgraded to 300 Mbps ATB XStream Fiber
Alternate ISP	BSNL for redundancy

IT Facility Updates

- **Computer Laboratories**:
  - **Upgraded**: MCA Department, Common Lab in MCA & MBA
  - **Connectivity**: PCs connected to UPS backup and individual generator backup
- **Biometric Systems**:
  - **Attendance**: Biometric-based Attendance System for staff

Additional Features

- **Structured Network Cabling**: Ensures comprehensive and efficient networking.
- **Access Points**: Support more than 100 concurrent users with dual-band (2.4/5.0 GHz) capability.
- **Fiber Backbone**: Ensures high-speed and reliable internet connectivity.
- **Gigabyte Switches**: Allow for efficient network management and resource allocation.

Summary Table

Feature	Details

Network Cabling	Structured Network Cabling, DAX certified Ethernet Cat 6
Wi-Fi Coverage	21 access points, 1-100 Mbps speed
Internet Bandwidth	Upgraded to 300 Mbps ATB XStream Fiber
Gigabyte Switches	Installed for efficient network segregation
Computer Labs	Upgraded in MCA Department and Common Lab in MCA & MBA, UPS and generator backup
Biometric System	Attendance system for staff
Alternate ISP	BSNL

Scott Christian College's IT infrastructure is designed to support the academic and administrative needs of the institution with state-of-the-art technology, ensuring efficient and secure operations. The comprehensive network and IT resources, combined with regular updates and maintenance, provide a robust environment for students and staff.

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

4.3.2

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

Response: 113.52

4.3.2.1 **Number of computers available for students' usage during the latest completed academic year:**

Response: 31

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio,

lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Facilities for e-content Development

Audio Visual Centre

Infrastructure:

- **Total Area:** 1440 SQ. Ft.
- **Components:**
    - 5.1 Viewing Theatre
    - Audio Booth
    - Shooting Floor
    - Editing Lab

Hardware & Software:

- **5.1 Viewing Theatre:**
    - **Perforated Screen:** Ensures superior sound transmission and visual quality.
    - **Imported QSC 5.1 Speakers:** Provide high-fidelity audio playback, creating an immersive viewing experience.
    - **QSC Amplifiers:** Deliver powerful and clear audio, enhancing the overall cinematic experience.

Usage:

- The 5.1 viewing theatre is designed to screen curriculum-organized movies, historical classics, and contemporary award-winning films.

Mixing Equipment

Audio Booth:

- **Mixer:** Provides master 5.1 audio quality and stereo quality for professional-grade audio mixing.
- **Equipment:**
    - **Focusrite Audio Interface:** Ensures high-quality audio input and output.
    - **Rode NT1 Microphone:** Known for its clarity and low noise, perfect for studio recordings.
    - **Sennheiser Headphones:** Deliver accurate sound reproduction, crucial for monitoring and mixing.

Usage:

- The audio booth is equipped to provide hands-on experience in audio production, allowing students to understand the nuances of audio mixing from scratch.

- With professional-grade equipment such as the Focusrite audio interface and Rode NT1 microphone, students gain practical skills in sound recording and mixing, essential for careers in audio engineering and music production.

Editing Facility

Hardware:

- **QSC Amplifiers:** Ensure high-quality audio during editing sessions.
- **QSC Speakers:** Provide accurate sound reproduction for precise audio editing.
- **Perforated Screen and Projector:** Enable high-definition video playback for detailed editing work.

Software:

- **Adobe Photoshop:** Tool for image manipulation and graphic design.
- **Adobe Premiere Pro:** Industry-standard software for video editing.
- **Adobe After Effects:** For creating stunning visual effects and motion graphics.
- **Adobe Sound Booth:** Essential for audio production and sound design.
- **Adobe Resolve:** Professional color grading software.
- **Adobe Flash:** For creating animations and interactive content.

Usage:

- The editing lab is a hub for creative post-production activities, offering advanced software tools for video editing, graphic design, and animation.

Media Studio

Hardware:

- **HP Desktop Systems with High Configuration:** Provide the computational power needed for demanding media production tasks.

Audio Booth:

- **Equipment:**
  - **Rode NT1 Microphone:** Ensures high-quality audio capture.
  - **Focusrite Soundcard:** Provides reliable and clear audio signal processing.
- **Software:**
  - **Mac with Logic Pro:** A comprehensive digital audio workstation for music production and audio editing.

Usage:

- The media studio is equipped with high-performance HP desktop systems and an advanced audio booth.
- The audio booth, featuring the Rode NT1 microphone and Focusrite soundcard, is used for high-

quality audio recording and production.

Lecture Capturing System

Shooting Floor:

- Used for shooting television production shows, digital content, green mat production, news reporting, and photoshoots.

Usage:

- The shooting floor is a versatile space designed for producing a variety of digital content, including television shows, green screen projects, news segments, and photoshoots.

Summary

Facility	Hardware	Software
Audio Visual Centre	QSC 5.1 Speakers, QSC Amplifiers, Perforated Screen	Freeware
Mixing Equipment	Focusrite Audio Interface, Rode NT1 Microphone, Sennheiser Headphones	Freeware
Editing Facility	QSC Amplifiers, QSC Speakers, Projector	Adobe Photoshop, Premiere Pro, After Effects, Sound Booth, Resolve, Flash
Media Studio	HP Desktop Systems	Logic Pro
Lecture Capturing System	All the above	Freeware

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

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 13.4

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
75.12	15.10	8.89	12.69	15.53

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Scott Christian College adheres to a comprehensive policy for the maintenance and utilization of its physical, academic, and support facilities, ensuring effective management of laboratories, libraries, sports complexes, computer labs, and classrooms.

Policy Framework

- **Annual Budget Allocation:** Sufficient funds are allocated annually for the maintenance and proper utilization of campus facilities.
- **Monitoring and Evaluation:** The planning body, comprising the purchase committee, library advisory committee, green audit committee, and internal energy audit committee, regularly monitors and evaluates college facilities.
- **Maintenance Requests:** Requests for maintenance and upgrades are forwarded to the Principal through the department HoD and Dean of Studies.

Laboratories

- **Facilities:** 36 laboratories across departments.

- **Management:** Monitored by HoDs with support from faculty-in-charges and trained lab technicians.
- **Maintenance:** Stock registers, equipment condition registers, and utilization registers are maintained and verified annually.

Library

- **Management:** Overseen by the librarian, who handles acquisition, cataloging, and classification of resources.
- **Resources:** New books and materials are added based on departmental recommendations and budget allocations.
- **Access:** Students use the OPAC system for material searches and access e-books, online journals, and magazines through INFLIBNET, DELNET, i-Libra, and NDLI. Photocopying and printing facilities are available..

Sports Complex

- **Facilities:** Includes playgrounds, athletic track, courts for various sports, a gymnasium, and other indoor games.
- **Management:** Overseen by the Physical Education department, which handles procurement and maintenance of sports facilities.
- **Utilization:** Used for regular sports activities, annual sports meets, and various competitions.

Computers

- **Facilities:** 207 computers for academic use, 32 for administrative purposes, engineered servers, Dax-certified networking, wireless routers, internet hub, and more.
- **Maintenance:** Managed through Annual Maintenance Contracts (AMC) with local service providers.
- **Security:** Anti-virus/anti-malware software is installed and updated regularly. In-house technicians oversee server functionality and provide technical support.

Classrooms

- **Facilities:** 81 classrooms, 14 seminar halls, 2 tutorial rooms, and a Viewing Theatre cum Production Studio.
- **Management:** Monitored by HoDs and faculty members.
- **Utilization:** Used for teaching, examinations, and reserved for academic activities by other universities and government agencies.

Cleaning and Maintenance

- **Campus Maintenance Team:** Responsible for overall cleanliness, supported by housekeeping staff and outsourced cleaning workers. Washrooms are cleaned twice daily.
- **Green Campus Maintenance:** Maintained through policies on green, environmental, energy, waste, and water management. Includes a lawn, botanical garden, butterfly vivarium, and

> medicinal garden.

- **Environmental Initiatives:** Policies ensure eco-friendliness, proper waste disposal, recycling, vermicomposting, and biogas plant operations. Rainwater harvesting pits and pollution monitoring systems are in place.

Summary

Facility	Management and Maintenance	Utilization
Laboratories	HoDs, faculty-in-charges, lab technicians; stock and maintenance registers	Academic and research activities
Library	Librarian; acquisition, cataloging, OPAC system, INFLIBNET, DELNET, i-Libra.	Student and faculty research; free access for external users
Sports Complex	Physical Education Department; Maintenance of facilities	Sports activities, annual meets, public physical activities
Computers	In-house Technicians; AMCs	Academic and administrative purposes
Classrooms	Department heads, faculty members, contract carpenters	Teaching, examinations, and reserved academic activities
Cleaning	Campus Maintenance Team, Housekeeping staff	Overall cleanliness of classrooms, halls, labs, stadiums
Green Campus	Internal green audit committee; green, environmental, energy, waste, Water management policies	Maintaining green spaces, proper waste disposal, rainwater harvesting, pollution monitoring

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 45.97

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1029	1751	1595	1989	1279

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The college acknowledges the critical role of guiding students from academia to successful careers. Following UGC guidelines, we established a Deanery for Career Guidance and Placement, alongside the Youth Welfare Department, Human Resource Development Centre, and individual departments, to offer

career counselling and guidance by trained professionals.

Key Initiatives

- **Curriculum Development**

  - Introduced 101 employment-generating courses.
  - Added 39 entrepreneurship courses.
  - Implemented 68 skill enhancement courses.

- **Internship Programs**

  - Compulsory internships in the 4th semester of UG programs.
  - Internships in the 2nd semester of PG programs for hands-on training.

- **Field Projects**

  - Mandatory field projects in the 2nd semester of PG programs to gain industry-relevant experience.

- **Career Counselling Programs**

  - Organized 47 career counselling and guidance programs.
  - Provided information on various career options, skill development, and higher education opportunities.
  - Established collaborations with successful alumni, professionals, and industry experts for seminars, guest lectures, interactive sessions, and mentorship programs.

- **Institutional Innovation Cell (IIC)**

  - Focuses on generating start-ups through an innovation ecosystem, integrating employment and entrepreneurship.

- **Training Programs for Competitive Examinations**

  - Specialized guidance for exams like TNPSC, NET, SET, GATE, and others.
  - Coaching sessions and resources for exam preparation.
  - Monitoring and feedback sessions to assess and improve career counselling effectiveness.

Career Guidance Programs

No.	Program	Date	Participants
1	Group IV Coaching	18.07.2019	83

2		NET Inauguration	23.11.2019	36
3		Career Guidance	18.03.2021	84
4		Entrepreneurship and Professional Skill	10.03.2022	74
5		Entrepreneurship Training	10.03.2022	45
6		Placement Guidance	11.03.2022	44
7		NET Awareness	12.03.2022	35
8		Career Guidance	17.03.2022	39
9		Communication Etiquette	17.03.2022	43
10		HRM Initiatives	18.03.2022	72
11		Skill Development	18.03.2022	60
12		Mega Job Mela	26.03.2022	6855
13		NET Awareness Orientation	02.04.2022	34
14		Job Fair	03.04.2022	750
15		Career Guidance & Campus Drive	05.04.2022	25
16		Career Guidance Awareness	08.04.2022	172
17		Placement Training & Mock Interview	09.04.2022	35
18		Soft Skill Training	29.08.2022	37
19		Career Guidance	01.09.2022	37
20		Career Guidance	14.09.2022	39
21		Legal Awareness	07.10.2022	37
22		Competitive Exam Awareness	27.10.2022	53
23		Career Guidance	11.10.2022	25
24		Software Training	04.01.2023	25
25		Placement Preparation	19.01.2023	55
26		NET Awareness	16.03.2023	30
27		CSIR-NET Cracking Techniques	16.03.2023	58
28		CSIR-NET/JRF, SET, GATE, NBHM Awareness on Algebra	28.03.2023	49
29		CSIR-NET/JRF, SET, GATE, NBHM Awareness on Paper I	28.03.2023	49
30		Career in Physics	03.04.2023	60
31		Competitive Exam Training Program	14.07.2023	172
32		General Awareness Training Program	17.07.2023	24
33		Job Opportunities in IT Industry	29.07.2023	32

34	Job Oriented IT Job for Account Students	20.07.2023	34
35	Interview Etiquettes	18.08.2023	30
36	Importance of Competitive Exam	18.08.2023	30
37	Employment Opportunities and Challenges	18.08.2023	56
38	Education Based Guidance and Counselling	01.09.2023	70
39	Career Guidance	15.09.2023	50
40	Best Manager Contest	05.10.2023	52
41	Awareness on Competitive Exams	05.02.2024	58
42	Build a Career in UI/UX Design	08.02.2024	30
43	Opportunities in State and Central Government	19.02.2024	30
44	Unlock Your Potential	19.03.2024	29
45	Career Guidance	26.03.2024	43
46	NET Motivational Programme	02.04.2024	55
47	Career Opportunities	15.04.2024	48

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

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 90.11

5.2.1.1 **Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
826	887	1006	791	472

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 0.5

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	4	5	1

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	3	0

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Active Student Council and Student Representation in Academic & Administrative Bodies

Student Council

The Student Council is elected annually in July, following the guidelines of the Lyngdoh Committee. It consists of:

- **Chairperson**
- **Vice-Chairperson (Female)**
- **Secretary**
- **Joint Secretary (Female)**
- **Eight additional members** (nominated to the Student Council Executive Committee)

The Student Council provides a platform for students to develop interpersonal and leadership skills by organizing and managing various college activities.

Student Council Activities

Student Representatives Committee:

- Comprises representatives from all UG and PG programs.
- Meets with the Principal and administrative members to discuss student concerns on academic and non-academic matters.

Key Activities:

1. **Blood Donation:**

   - Conducted by Tamil Nadu State AIDS Control Society & Blood Transfusion Council on 21/03/2024.
   - Students participated and received appreciation certificates.

2. **Awareness Programs:**

   - Various programs such as Gender Issue Programme, NET awareness, Coronavirus Awareness, Tobacco Awareness, and more, organized between 2019 and 2024.
   - Participation in programs on anti-drug, cybercrime, and motivational sessions for UG and PG students.

3. **Competitions:**

   - Organized events including essay writing, drawing, and elocution competitions.

○ Celebrated Teachers' Day and conducted symposiums, cultural events, and special lectures.

4. **Career Guidance:**

○ Sessions on career opportunities in ISRO, Armed Forces, leadership programs, and motivational sessions.
○ Programs organized by the Department of Chemistry and Student Welfare Department between 2019 and 2024.

5. **Health & Nutrients:**

○ State-level webinars and awareness programs on health topics like phytochemicals in health promotion.

Summary Table:

Activity Type	Key Events
Blood Donation	Camp on 21/03/2024
Awareness Programs	Gender Issue (03/10/2019), Corona Virus (07/03/2020), etc.
Competitions	Essay writing, Drawing, Elocution competitions
Career Guidance	ISRO Opportunities (14/10/2019), Armed Forces (07/02/2020)
Health & Nutrients	Phytochemicals Webinar (24/07/2021)

Representation in Academic & Administrative Bodies

Academic Council:

- Student representation ensures accessibility, inclusiveness, and responsiveness to student needs.
- Meets twice annually to gather feedback and frame academic policies.

Library Committee:

- Students provide inputs and feedback on library services, collections, and resources.

Student Roles in Various Committees:

1. **Science Club:**

○ Students plan and execute social activities, creating awareness among peers.
○ Every department has an association with student members and office bearers.

2. **Grievance & Redressal Committee:**

   - Addresses student grievances and provides a platform to voice concerns.
   - Suggestion boxes for anonymous complaints.

3. **Anti-Ragging Cell:**

   - Prevents and addresses ragging incidents.
   - Creates awareness about the harmfulness of ragging.

4. **Women Empowerment Cell (WEC):**

   - Organizes programs for the well-being of girl students.
   - Awareness on domestic violence, women's role in society, and self-defense.

Summary Table:

Committee	Student Role & Activities
Academic Council	Provides feedback, meets twice a year
Library Committee	Inputs on library services and resources
Science Club	Plans social activities, raises awareness
Grievance Committee	Addresses student grievances
Anti-Ragging Cell	Prevents ragging, raises awareness
Women Empowerment Cell	Organizes awareness programs, promotes self-defense

The institution's active Student Council and representation in various committees ensure that students play a vital role in shaping their academic and extracurricular experiences, promoting a collaborative and inclusive environment.

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

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 0.33

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
0.00	0.00	0.00	0.17	0.16

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Alumni Contributions and Engagements

The Scott Alumni Association (SAA) is a registered body under the Tamil Nadu Societies Registration Act 1975. It has seven chapters in India (Bengaluru, Chennai, Coimbatore, Madurai, Mumbai, Thiruvananthapuram, and New Delhi) and five chapters abroad (Australia, Canada, UAE-Dubai, UK-London, and USA).

Objectives and Mission

The SAA aims to:

- Enable past students to maintain contact and fellowship.
- Encourage discussions on changing perceptions in higher education.
- Actively involve in programs to further the cause of the Alma Mater.
- Broaden thought and action.
- Provide avenues for alumni to express their gratitude to the institution.

Key Contributions

1. **Academic Empowerment:**

   - Organized quiz competitions, seminars, endowment lectures, conferences, and paper presentation contests.
   - Hosted international seminars and conferences with the help of overseas alumni working in reputed foreign universities and research centers.

2. **Resource Contributions:**

   - Alumni have served as members of the Board of Studies.
   - Notable alumni include IAS, IPS, IFS officers, scientists, and vice-chancellors who have served as resource persons for various events.

3. **Financial Contributions:**

   - Total financial contribution by alumni amounts to ?20,00,000.

- Alumni regularly gift journals and books to the college library through the "Book Philanthropy" initiative.
- Alumni Endowments Created :?19,85,000

4. **Networking and Communication:**

- SAA publishes a quarterly newsletter, Scott Alumni News (SAN), which covers the activities of the association and fosters global networking.

Events and Activities

In the last five years, 91 seminars, workshops, quizzes, and lectures have been organized for the benefit of students and alumni. Some notable events include:

- Tenth Kavimoni Endowment Lecture
- Dr. P. Banerjee Endowment Inter-School Quiz Competition
- Special Guest Lecture on "Role of Mathematical and Statistical Analysis in Climate Research"
- The 10th TV Ramasubbaiyer Endowment Lecture on "Medical Records Management and Ethics in History"
- Industry 4.0 and Career Readiness of Commerce Graduates
- Dr. P. Peter Paper Presentation Contest
- T.V. Ramasubbaiyer Paper Presentation Contest
- Prof. J. M. Arthur Endowment Inter-School Quiz Competition
- Dr. Banerjee Eight Endowment Inter-School Quiz Competition

Alumni Serving on Board of Studies: 61 members

Summary of Activities and Contributions

Category	Details
Financial Contribution	?20,00,000
Resource Contribution	Notable alumni serving as resource persons and Board of Studies members
Academic Events	91 seminars/workshops/quizzes/lectures including endowment lectures and paper presentation contests
Networking	Quarterly newsletter (Scott Alumni News)
Library Contributions	Regular gifting of journals and books through "Book Philanthropy" initiative
International Engagement	International seminars and conferences organized with the help of overseas alumni in reputed foreign universities and research centers
Endowments	?19,85,000

The Scott Alumni Association continues to play a pivotal role in the academic and infrastructural development of the institution, fostering a global interactive learning ambiance and maintaining strong alumni relations worldwide.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision

To be a world-renowned educational institution offering liberal and holistic education for socioeconomic upliftment and life transformation.

Mission

- Impart knowledge through innovative teaching-learning methods.
- Accelerate Outcome Based Education for all.
- Foster holistic development with a globally relevant curriculum.
- Enhance linkages with excellent institutions.
- Vocationalize learning through reskilling and upskilling.
- Instill smart, soft, life skills, and professional ethics.

Motto

"The truth shall make you free."

Institutional Governance and Leadership

1. Transformation & Holistic Development

We promote a culture of inquiry, encouraging students to question and seek truths. Our liberal education ethos integrates regional, national, and international perspectives, preparing students for global challenges.

2. Academic Excellence through Innovative Curriculum

Our curriculum includes value-added courses in Digital Technologies, Indian Knowledge System, Environment and Sustainable Development, and Human Rights and Constitutional values.

3. Outcome Based Education (OBE)

Practiced since 2017, OBE supports a student-centric approach, allowing students to choose their learning paths with faculty guidance, focusing on targeted learning outcomes.

4. Skill Education

Certificate and add-on courses offered for undergraduates and postgraduates, enhance employability through upskilling and reskilling, providing practical skills tailored to industry needs.

5. Ethics

Our institution emphasizes research integrity, community-based research, advocacy for intellectual property rights, and mentorship to enhance productivity and ethical practices.

Institutional Practices

1. NEP Implementation

We align our curriculum with the National Education Policy (NEP), integrating interdisciplinary and multidisciplinary perspectives, skill development, and global competencies to prepare students for an interconnected world.

2. Sustained Institutional Growth

We have made significant advancements in sustainable development:

- Established new departments: MCA, MBA, BSc Microbiology, and BSc Visual Communication.

- Constructed new facilities: classrooms, staff rooms, seminar halls, libraries, labs, and a CoE Block.
- Enhanced the General Library with diverse resources and updated the Integrated Library Management System.
- Organized over 90 activities on various developmental themes.
- Joined the National Academic Depository (NAD) with 2632 Academic Bank of Credits (ABC) IDs created.
- Achieved 40 MoUs for industry-academic linkages.
- Demonstrated strong academic performance and research output.
- Advanced environmental sustainability with a green campus initiative.
- Consistently ranked within the top 100 in NIRF.

3. Inclusive & Equitable Participation

We provide an inclusive environment with equal opportunities for all. Our campus demographics include:

- Women students: 49%
- Women teachers: 65%
- Interstate students: 1%
- Muslim and other minorities: 4.5%
- SC/ST and OBCs: 39%

4. Social and Environmental Conscience

We embrace solar power, tree planting, a plastic-free campus, vermicomposting, and sterilization for waste disposal. We have initiated 80 activities to raise student awareness of various socioeconomic issues.

5. Linkage and Collaboration

With over 40 MoUs, we have established collaborations with eminent institutions and industries for research, internships, and skill development, enhancing students' employability and promoting innovation.

Institutional Perspective Plan

Short Term

- Introduce new courses and programs.
- Develop an e-library with journals and databases.
- Implement a Learning Management System.
- Optimize teacher-student and student-computer ratios.
- Increase student placement and progression.
- Support career progression for teaching staff.

Long Term

- Foster international research collaborations.
- Enhance research quality and output.
- Upgrade to a University.
- Achieve self-sufficiency in clean energy.
- Maintain a carbon-zero campus.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Deployment of Institutional Perspective Plan

1. **OBE Curriculum:** Since 2017, our college has embraced Outcome-Based Education (OBE). The 2023 revision saw our Deaneries of Arts, Science, and IT meticulously integrating the National Higher Education Qualification Framework and National Credit Framework to ensure national uniformity.
2. **Reforms and IT Integration in Examination:** Our examination process has shifted from an authoritarian approach to a more progressive one, incorporating open-book exams, online quizzes, take-home tests, case studies, and projects for continuous internal assessments. This process is entirely automated using in-house software on local servers, providing teachers with seamless e-question bank generation and score uploading, while students have personal portals for profile and examination services.
3. **Ethics and Quality in Research:** We uphold academic honesty and research integrity through the use of Drillbit plagiarism detection software, managed by our library, to ensure scholarly originality. We also emphasize community-based research, intellectual property rights advocacy,

and mentorship to enhance productivity and ethical practices.

4. **Progression and Placement:** With a dedicated deanery for placements and career guidance, our institution has achieved a 75% progression and placement rate. We have conducted over 18 career guidance and technology awareness programs to support our students.

5. **Automation of Academic and Administrative Process:** Our institution employs the cloud-based ERP software 'vmedulife' to automate academic and administrative processes. This includes Admission, Attendance, Accounts, ILMS, IQAC, and more modules.

6. **Green Campus:** Installed solar panels in three departments, planted numerous neem trees to reduce heat islands and carbon emissions, and restricted motorized vehicles by creating parking areas 500 meters from campus. We maintain pedestrian-friendly pathways to encourage walking and cycling, enforce a 100% ban on single-use plastics, and conduct annual green and energy audits to monitor our green initiatives.

Functioning of Institutional Bodies

1. **Governing Body:** Meets twice a year to discuss, advice, and approve the Academic Council minutes, annual budget, audit reports, infrastructure development, scholarships, and welfare measures.

2. **Academic Council and Staff Council:** Meets biannually to oversee academic activities, including curriculum and examination matters. The Staff Council prepares the academic calendar, maintains discipline, and oversees academic and outreach activities.

3. **Statutory Committees**

- **Finance Committee:** Ensures financial stability, prepares budgets, recommends fee revisions, reviews bills and monitors budget adherence.
- **Examination Committee:** Oversees examination arrangements, proposes reforms, ensures vigilance, and investigates complaints.
- **Admission Committee:** Manages admissions, formulates criteria, addresses queries, conducts interviews, and ensures compliance with reservation policies.

4. Board of Studies: Meets twice a year, shapes the academic curriculum, develops and reviews syllabi, introduces new courses, refines assessment methods, and recommends innovative teaching techniques.

5. Deaneries: Ten deaneries focusing on various areas, including:

- **IQAC:** Internalizing and institutionalizing quality.
- **Research:** Promoting quality publications and research ethics.
- **Arts, Science, and IT:** Curriculum design and OBE implementation.
- **Students' Welfare:** Admissions, scholarships, grievance redressal.
- **Placement and Career Guidance:** Campus placements and career programs.
- **Extension Activities:** Coordinating NSS/NSS outreach programs.
- **International Affairs:** Establishing linkages with foreign institutions.
- **Inter-Institutional Relations:** Collaborating with eminent institutions and industries.

6. Students' Council: Provides leadership training, promotes cultural and intellectual cooperation, and fosters character, discipline, responsibility, integrity, and efficiency.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Performance Appraisal System

Scott Christian College has a well-defined performance-based appraisal system to ensure career advancement for both teaching and administrative staff.

Periodic Self-Appraisal Reports

Faculty and administrative staff periodically submit self-appraisal reports to assess their performance and contributions.

Selection and Screening Process

Experts provided by the University conduct a rigorous selection and screening process to ensure merit-based evaluations.

API Scores

As per UGC recommendations, Academic Performance Indicator (API) scores are assigned to faculty members.

Career Advancement

Teachers are promoted to positions such as Assistant Professors, Associate Professors, and Heads of Departments based on their API scores. Similarly, administrative staff promotions are based on performance and experience.

Welfare Measures

College offers an array of welfare measures to support both teaching and administrative staff:

Pension Schemes

Aided staff are covered under General Pension or Contributory Pension Schemes.

Provident Fund

All staff members contribute 10% of their salary to the Employees' PF Organization.

Career Progression Opportunities

Faculty members are encouraged to pursue PhD and other refresher and orientation courses.

Leave Facilities

Staff are entitled to Casual Leave, Earned Leave, Medical Leave, and Maternity Leave.

Admission and Fee Concession for Staff Wards

Special internal reservations and fee waivers or concessions are provided to the children of staff members based on their economic status.

Personal Loan

Staff can avail of personal loans in emergencies, repayable in equal monthly installments.

Festival Advance & Gifts

Christmas and Pongal gifts are provided, and festival advances are available during Diwali and Christmas.

Medical Insurance, ESI, and Claims

All aided staff receive free medical insurance, with the management contributing to the Employee State Insurance. Eligible staff can claim certain medical expenses.

Sports and Recreational Facilities

Special sports events are organized during Christmas and the annual sports day. Facilities such as Carom and Gym are available on campus.

Teacher's Day and Farewell Gifts

Teachers are honoured with special gifts on Teacher's Day, and staff receive farewell gifts upon retirement.

Travel Grant

Travel assistance is provided for attending seminars, conferences, and meetings.

Free Safety Kits

Comprehensive COVID-19 kits were provided during the pandemic, and safety kits are available for skilled staff.

Free Medical Check-Up

Regular eye and health check-ups are organized for staff members.

02-12-2024 02:10:37

Free Tours with Leave

Management organizes free all-India tours, granting special leave for participating staff.

Human Resource Development

Our Human Resource Development department organizes need-based training programs to enhance skills and promote professional growth:

Faculty Orientation Programs

Each semester begins with orientation programs for teaching staff.

Administrative Training Programs

Administrative staff are given training on office automation and office management.

Counselling, Leadership, and Team Building Skills

Leadership and team-building skills are fostered through counselling and workshops by external experts.

Staff Retreat

Staff are taken to various locations to refresh and rejuvenate with new ideas and goals.

Celebrations of Festivals

Staff celebrate all festivals with religious fervour, promoting unity and cultural awareness.

Scott Christian College's holistic approach to staff welfare, professional development, and career advancement ensures a supportive and progressive environment, fostering excellence in education and personal growth.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies during the last five years

Response: 11.89

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**

2022-23	2021-22	2020-21	2019-20	2018-19
43	1	0	53	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 13.24

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ *Management Development Programs (MDP)* during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	30	34	16	14

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Resource Mobilisation Policy and Procedures

Scott Christian College, governed by the Church of South India Trust Association (CSITA). CSITA's jurisdiction spreads over four States across South India and Sri Lanka, performing education service through 2000 Schools and 130 Colleges having assets of over 1 lakh crore.

This policy outlines the mechanisms and procedures for mobilising funds beyond salary and fees, aiming to enhance the financial stability and growth of the institution.

Strategies for Fund Mobilisation

Rentals from Commercial Buildings and Facilities

- **Commercial Buildings:** Generate rental income from the commercial buildings within the college premises, including banks and offices. Rent for the Bank Building amounts to ?24.42 lakhs.
- **Canteen and Other Facilities:** Lease out the college canteen and other facilities to private operators to generate additional revenue. Rent for canteen and building usage amounts to ?5.39

lakhs.

Agricultural Products

- **Plantation Income:** Leverage the coconut and plantain plantations on the campus to produce and sell agricultural products, thus generating a steady income stream.

Hiring Plain Land for Meetings

- **Event Space Rental:** Offer plain land within the college premises for meetings, events, and other gatherings to external establishments and individuals for a fee.

Renting Auditorium and Seminar Halls

- **Auditorium and Seminar Halls:** Rent out the college's auditorium and seminar halls for conferences, workshops, cultural events, and other programs to external parties. Rent collected from these resources totals ?12.53 lakhs.

Renting Women's Hostel Rooms

- **Special Program Accommodation:** Provide accommodation in the women's hostel for participants of special programs, seminars, and workshops, generating additional revenue.

Donations from Philanthropists

- **Philanthropic Donations:** Actively seek and collect donations from philanthropists and well-wishers to support various college initiatives and programs.

Creation of Endowments

- **Scholarships and Free Ships:** Establish endowments to fund scholarships and free ships for deserving and financially disadvantaged students.

Sponsorship for Meals

- **Meal Sponsorship Programs:** Solicit sponsorships for breakfast and midday meals for poor students from individuals, organizations, and corporate entities.

Optimal Utilization of Resources

- The Finance Committee at Scott Christian College is responsible for preparing the annual budget and financial planning. Strategic allocation of resources based on priority needs and regular review and reallocation to ensure efficiency.

- Investment in sustainable and cost-effective solutions.

- Internal Audit System ensures regular audits to maintain financial integrity and transparency.

- Central Monitoring System in CSITA oversees resource allocation and utilization. It facilitates centralized tracking and management of financial activities.

Procedures for Implementation

- **Contract Management:** Develop and manage rental agreements for commercial buildings, canteen, auditorium, seminar halls, and hostel rooms.

- **Agricultural Product Sales:** Identify and establish sales channels for the agricultural products from the college plantations.

- **Event Space Rentals Booking System:** Implement a transparent and efficient booking system for renting out plain land, auditorium, and seminar halls.

- **Donor Engagement:** Establish a donor engagement program to maintain and build relationships with philanthropists and potential donors.

- **Endowment Fund Management:** Set up a dedicated endowment fund and manage it with transparency and accountability to ensure sustainable funding for scholarships and free ships.

- **Sponsorship Campaigns:** Organize regular campaigns to attract sponsors for the meal programs.

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

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 145.82

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
18.43040	25.11576	78.54595	9.92707	13.80358

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Internal & External Audits Mechanism at the College

The college has a robust mechanism for conducting internal and external audits to ensure accurate and efficient financial transactions. Internal and external audits are conducted regularly, with oversight from the Governing Board and professional auditors. The process ensures transparency, accountability, and compliance with financial standards.

Appointment and Reporting

- **Governing Board:** Appoints Chartered Accountants and Auditors for external audits.
- **Internal Audit Committee:** Appointed by the Governing Board.
- **Audit Reports:** External audit reports, including any objections, are submitted to the Governing Board for approval. Internal audit objections are resolved with the concerned parties.
- **Statutory Auditor:** Conducts audits of all financial records annually.

Enumeration of Financial Audits

Department Level Audit

- **Scope:** Income and Expenditure for every financial year.
- **Process:** Departments provide details per the 'Administrative Audit Template' with necessary bills and vouchers.
- **Purpose:** Ensures accurate departmental financial records.

Government Audit

- **Frequency:** Annually by officers from the Joint Director of Collegiate Education; once every five years by the Auditor General.
- **Responsibility:** The Bursar maintains daily financial transactions and conducts regular administrative audits.
- **Objective:** Ensures transparency and accountability in government accounts.

Lab Audit

- **Scope:** Auditing accounts of Science Departments.
- **Authority:** Conducted externally by officers from the Joint Director's office.
- **Focus:** Reviews recurring and non-recurring expenditures of Science Laboratories.
- **Goal:** Ensures accurate financial records and effective utilization of funds.

Internal Purchase Audit

- **Oversight:** Managed by the Purchase Committee, led by the Bursar and the Purchase Officer.
- **Norms:** Policies for tender calls and purchases are strictly followed.
- **Purpose:** Prevents malpractice and ensures value for money in institutional purchases.

NSS Audit

- **Units:** 7 NSS units.
- **Process:** Accounts are audited regularly by a full-time Chartered Accountant.
- **Objective:** Maintains transparency and accuracy in NSS financial records.

Endowments Audit

- **Source:** Endowments and donations from philanthropists and alumni.
- **Audit:** Accounts are audited regularly by a full-time Chartered Accountant with necessary bills and vouchers.
- **Purpose:** Ensures proper utilization and documentation of endowment funds.

Alumni Audit

- **Scope:** Receipts and expenditures of the Alumni Association and its chapters.
- **Audit:** Conducted by external auditors appointed by the Alumni general body.
- **Reporting:** Audit reports, with any objections, are presented at the annual general body meeting for approval.

Summary Table

Audit Type	Conducted By	Frequency	Oversight	Objective/Purpose
Department Level Audit	Administrative Audit Team	Annually	Internal	Ensure accurate departmental financial records

Government Audit	Joint Director of Collegiate Education; Auditor General	Annually; Every five years	Government	Transparency and accountability
Lab Audit	Joint Director's Office	Regular intervals	External	Accurate records and effective fund utilization
Internal Purchase Audit	Purchase Committee	Regular intervals	Internal	Prevent malpractice; ensure value for money
NSS Audit	Chartered Accountant	Regularly	External	Transparency and accuracy in NSS financial records
Endowments Audit	Chartered Accountant	Regularly	External	Proper utilization and documentation of funds
Alumni Audit	External Auditors	Annually	Alumni General Body	Transparency in Alumni Association financial records

Through this comprehensive auditing mechanism, the college ensures that all financial transactions are transparent, accurate, and in compliance with required standards.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and**

post accreditation quality initiatives (second and subsequent cycles)

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has significantly contributed to institutionalising quality assurance strategies and processes by constantly reviewing the teaching-learning process, structures, methodologies of operations and learning outcomes at periodic intervals.

Ensuring Incremental Improvements:

- **Faculty Development Programs (FDPs) and Training Sessions:**

    - Conducted 39 programs over the past five years.

    - Topics include Research and Extension, Teaching Learning, and Evaluation, Administrative Training Programmes, Art of Mentoring, NAAC Awareness, Academic and Administrative Audit (AAA), Roles and Responsibilities of Deaneries and Heads, Colloquium on the National Education Policy (NEP), and the Effective Use of Teacher Handbook.

Of them, two practices institutionalised as a result of IQAC initiatives need special mention are, the adoption of Outcome-Based Education (OBE) and Student-Centric Teaching Learning methods.

1. Bolstering Outcome-Based Education (OBE):

College has implemented OBE since 2017 and IQAC has taken robust steps to institutionalise OBE by offering recurrent hands-on training for designing syllabi based on OBE principles. This includes the formation of Graduate Attributes (GA) in alignment with the institution's vision and mission, and structuring learning outcomes for all courses mapped with Program Learning Outcomes (PLOs). The courses, contents, and modules are meticulously aligned with Course Outcomes (COs), PLOs, GAs, and the institution's overarching goals.

Art of Questioning: A critical aspect of this initiative is the "Art of Questioning," where questions from each module are designed to align with the outcomes and address different levels of difficulty. The attainment of these outcomes is evaluated using the Mad Mill Method. Feedback on outcomes attainment is regularly collected and analysed. Based on the outcome analysis and feedback, efforts are made to revamp the syllabus, modify the teaching methods, and evaluation processes to ensure continuous improvement.

2. Student-Centric Teaching Learning:

The IQAC has placed a strong emphasis on student-centred learning methods, initiating Faculty

Development Programs (FDPs) and hands-on training sessions to reinforce this approach. At Scott Christian College, facilitators employ a variety of student-centric learning methods such as **group discussions, quiz programs, projects, reader's forums, problem-solving techniques, presentations, competitions, hands-on workshops, seminars, webinars, field trips, industrial visits, model making,** and **poster presentations.**

Course instructors use diverse teaching methodologies embeded in the syllabi, tailor them and depict them in their course Teaching plan in consonance with the needs of learners and the subjects being taught. **Interactive and collaborative methods**, along with **ICT-enabled** and **blended learning approaches**, are extensively utilised to enhance the learning experience. These methods increase the critical perception of the learners and enable them to construct their ideas. This focus ensures that teaching methods are dynamic and responsive to the evolving needs of students, thereby fostering a more engaging and effective learning environment and making both the teachers and learners involve in achieving the expected level of learning.

These initiatives demonstrate the IQAC's commitment to enhancing the quality of education and institutional processes. By continually reviewing, re-tailoring and updating the teaching-learning methodologies and integrating innovative practices, the IQAC ensures that the institution maintains high standards of educational quality and effectiveness.

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

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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

TEACHING LEARNING PROCESS

- IQAC conducted an FDP on **"Hands-on training in 'Moodle' – a Learning Management System"** on 24th February 2020.
- In-house training program on **"Syllabus writing with modules embedding teaching-learning methods"** was conducted by IQAC Co-ordinator Dr. C. James on 18-20 March 2020.
- A **"Virtual Workshop on Online Teaching in Collaboration with ICT"** was conducted by IQAC on 07th August 2020.
- Dr. Senthil Nathan, Director, UGC HRDC, Prof of Education Technology, Bharathidasan

University, Thiruchi was invited as a speaker to a PDP on **"ICT Enabled Teaching Learning"** on 10th April 2021.

- IQAC conducted a hands-on training programme for teachers to **"Familiarize Teacher Handbook"** from 01st to 04th February 2022
- IQAC conducted an FDP, Prof. John Varghese, Principal, St. Stephen's College, Delhi was invited to provide his expertise on **"Quality-enhanced teaching-learning"** on 11th March 2022.
- Assistant IQAC co-ordinator Dr. D. Hudson Oliver conducted a hands-on training programme on *"The Effective Use of the Handbook '23"* on 01st September 2023 to the IQAC liaison members.
- Dr. C. James IQAC Co-ordinator enabled the College staff with *"Hands-on training sessions on AI-Enabled Student Centric Teaching Learning Methods"* on 19 October 2023 to motivate the staff to transition to newer teaching and learning methods.

The teacher handbooks were assessed and the teaching methodologies used by the teachers were reviewed.

STRUCTURES AND METHODOLOGIES OF OPERATIONS

Deaneries were set up to assist in better governance. Initially, we had Deans for Arts, Science and Research over the years we have expanded to include IQAC, Foreign Affairs, Training and Placement, Students' welfare. The following are the Deaneries' planned to be added along with the existing Deans.

- **Dean of IT & Technical Education**
- **Dean of Student Affairs**
- **Dean of Extension Activities**
- **Dean of Inter-institutional Relations**
- **Dean of International Affairs**

Allocated roles and responsibilities of Academic Administrators were published by the Internal Quality Assurance Cell to guide the decentralised set-up in the right direction. The activities of the deaneries were reviewed.

LEARNING OUTCOMES

Outcome attainment analysis was done for Internal Assessments by the Departments in an Excel template provided by IQAC. The semester-end exam outcome attainment was analysed by the Controller of Examinations office.

- **"Outcome-Based Education and Innovative Teaching-Learning Methods"** conducted for all faculty on 25th October 2019.
- Dr Nivetha Martin, Arulanandar College, Karumathur was invited to provide her expertise on **"Outcome-based Education"** through a one-day workshop on 29th November 2019.
- In-house training program on **"Implementing Outcome-based Education Framework in the Curriculum Development"** conducted by IQAC.
- Hands-on Training on **"Evaluation of Outcome"** engaged by IQAC from 22nd to 26th March 2021.

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

6.5.3

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender Equity and Sensitization Initiatives at Scott Christian College

Scott Christian College has prioritized fair and equal treatment for all genders in education. Gender Audits were conducted for the years 2022-23 and 2023-24, and recommendations have been implemented.

Key Areas of Gender Equity:

1. Gender Audit for the promotion of gender equity and equality

Plan of Action:

- Review of Current Approaches
- Student Participation
- Safety and Security
- Curriculum and Teaching Materials
- Support Services
- Campus Facilities
- Anxiety and Harassment-Free Campus

2. Review of Current Approaches:

- Admission policies are gender-neutral.
- Enrollment processes are inclusive of diverse gender identities.

3. Student Participation:

- Girl students have reserved seats in student council elections and can contest in open positions to build leadership skills.

4. Safety and Security:

- Security measures include CCTV and security guards.

5. Curriculum and Teaching Materials:

- Gender sensitivity and equality are integral to the curriculum.
- Textbooks and materials are reviewed for gender bias.

6. Gender-Inclusive Curricular Activities:

- Gender studies, feminism, and women empowerment topics are included in UG and PG courses in English, Tamil, Malayalam, History, and Economics.

7. Gender-Inclusive Co-Curricular Activities:

- Women's Day programs and motivational events by the Scott Women Empowerment cell are organized.

8. Facilities for Women on Campus:

- Women's Student Centre for study, relaxation, and socializing.
- Adequate restrooms, Scott café, Health Care Unit with a nurse, sick room, water facilities, fire safety, and Women's Hostel are available.

9. Support Services:

- Counseling and Yoga for mental health.
- Anti-harassment and anti-ragging cells.
- Physical resources such as NSS, NCC, and sports facilities.
- Mentoring services to address physical health and psychological issues.

Facilities for Women on Campus:

Facility	Description	Images
Women's Student Centre	Study, relax, and socialize	Fig. 5,6,7
Restrooms	Adequate facilities for women	
Scott Café	Dining and social area	Fig. 8,9
Health Care Unit	Nurse and sick room	Fig. 10,11
Water Facilities	Safe drinking water	Fig. 12,13
Fire Safety	Fire safety equipments at Women Centre	Fig. 14
Women's Hostel	Accommodation for female students	Fig. 15,16
Counseling Services	Mental health support	Fig. 17
Yoga Sessions	Mental health and well-being	Fig. 18
NSS, NCC, Sports	Physical development and extracurricular activities	Fig. 19,20

Safety and Security Measures:

- Installation of CCTV cameras.
- Security guards appointed for student welfare.

- Internal Complaint Committee for women antiharrasment.

Support Services:

- Mentoring for addressing physiological and psychological issues.
- Counseling and Yoga sessions.
- Anti-harassment and anti-ragging cells.
- National Service Scheme (NSS) and National Cadet Corps (NCC) for physical activities.

Gender-Inclusive Curriculum and Activities:

- Courses on gender studies, feminism, and women empowerment.
- Women's Day programs and events by the Scott Women Empowerment cell.

By implementing these measures, Scott Christian College fosters a gender-equitable environment, ensuring all students feel safe, supported, and empowered.

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

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response:

Eco-Friendly Campus Initiatives

College prioritizes maintaining an eco-friendly campus through various initiatives aimed at retaining a green and pollution-free environment. Regular monitoring and assessment of the campus's green environment are conducted to ensure continuous improvement.

Solid Waste Management

Waste Categorization and Segregation:

- Waste is categorized into:
    - **Biodegradable:** food wastes, paper, etc.
    - **Non-biodegradable:** plastic, tins, glass bottles.
    - **Unsafe waste.**
- Waste segregation bins are placed at prominent locations:
    - **Green bins:** biodegradable waste.
    - **Yellow bins:** non-biodegradable waste.

Waste Collection and Processing:

- Internal waste bins are available in classrooms, laboratories, departments, and administrative offices.
- Housekeeping staff collect waste from external bins for processing.

Biodegradable Waste Management:

- Biodegradable waste is composted and used as nutrient-rich compost.
- A vermicomposting plant decomposes food and vegetable waste using worms, producing nutrient-rich worm manure.
- Garden waste is also vermicomposted to enrich the soil.

Recycling and Reuse:

- Plastic waste is minimized and regularly collected for recycling.
- Metal and wooden waste is stored and given to authorized scrap agents.

- Glass bottles are reused within laboratories.
- An incinerator in restrooms is used for burning sanitary napkins.

Key Practices:

- Composting and vermicomposting.
- Recycling of plastics, metal, and wood.
- Reuse of glass bottles.
- Use of incinerators for sanitary waste.

Figures:

- Waste segregation bins (Fig. 1 & 2).
- Plastic recycling (Fig. 3 & 4).
- Incinerator for sanitary napkins (Fig. 5).

E-Waste Management

E-Waste Sources:

- Generated from computer laboratories, academic, and administrative offices (Fig. 6, 7, 8 & 9).
- Includes lab instruments, circuits, desktops, laptops, printers, cables, Wi-Fi devices, printer cartridges, display units, UPS, and scientific instruments.

Management Practices:

- Unusable E-waste is handed over to the municipality as non-biodegradable waste.
- Measures to minimize E-waste include using quality power cables, stabilizers, inverters, and regulating power distribution.

Partnership:

- MoU with Integra E-waste Recycler Pvt Ltd for responsible E-waste management.

Key Practices:

- Categorization and responsible disposal.
- Minimizing E-waste production through maintenance.

Biomedical Waste Management

Sources and Management:

- Includes waste produced during diagnosis, treatment, or immunization in research activities.
- Emphasizes the 3Rs: reduce, recycle, and reuse.
- Regular autoclaving at 121°C for 15 minutes at 15 psi for all microbial waste.

Disposal Method:

- Autoclaved waste is disposed of via a separate waste collector pipe connected to a designated pit (4 feet x 4 feet x 4 feet).

Key Practices:

- Autoclaving microbial waste.
- Use of designated disposal pits.

Hazardous Chemicals and Radioactive Waste Management

Chemical Waste:

- Includes cleaning chemicals, acids, and laboratory chemicals.
- The semi-micro analysis method reduces hazardous chemical use.

Radioactive Waste:

- No radioactive elements are used on campus, hence no radioactive waste is generated.

Key Practices:

- Minimizing hazardous chemical use.
- No radioactive waste generation.

Figures:

- Semi-micro analysis method in laboratories (Fig. 10).

These comprehensive waste management practices highlight Scott Christian College's commitment to sustainability and environmental responsibility.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds

    4. Waste water recycling
    5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Green Campus Initiatives at Scott Christian College

Scott Christian College has embraced a comprehensive green campus initiative, focusing on sustainable practices and ecological conservation. These efforts include restricting automobile access, promoting bicycles and battery-powered vehicles, creating pedestrian-friendly pathways, enforcing a ban on plastic use, and landscaping with diverse trees and plants.

Key Initiatives:

1. Restricted Entry of Automobiles:

- Strict restrictions on automobile entry.
- Separate parking for student vehicles outside the campus.
- Green Thursday observed monthly, promoting shared transportation to reduce carbon emissions.

2. Use of Bicycles/Battery-Powered Vehicles:

- Encouragement for staff and students to use bicycles and electric vehicles.
- Recognition of students opting for bicycles during college day programs by the 'Go Green Club'.
- Awareness campaigns on environmental benefits.
- Incentives like preferred parking for electric vehicles and bicycles.

3. Pedestrian-Friendly Pathways:

- Vehicle-free campus with some exceptions.
- Comfort and safety for walking through pedestrian-friendly pathways.
- Internal roads lined with trees, maintained by the campus maintenance committee.
- Covered, tiled pathways for students and faculty.

4. Ban on Use of Plastic:

- Ban on single-use and <60-micron plastic within the campus.
- Circular issued to raise awareness among staff and students.
- Replacement of paper and plastic cups in the canteen with reusable glasses.
- Awareness campaigns and signage against single-use plastics.

5. Landscaping with Trees and Plants:

- Beautifully landscaped campus with tall trees and colorful plants.
- Programs to promote environmental responsibility, involving tree planting by students and faculty.
- Native tropical vegetation, coconut groves, and plantations enhancing biodiversity.
- Arboretum with rare, endemic, and endangered plants of the Western Ghats.
- Medicinal garden with numerous plants used in traditional medicine.
- Diverse plant collection with approximately 670 plant species.

Green Campus Facilities:

Initiative	Description
Restricted Automobile Entry	Separate parking, Green Thursday
Bicycle/Battery Vehicle Use	Recognition programs, incentives, awareness campaigns
Pedestrian Pathways	Tree-lined, covered, tiled, pedestrian-friendly pathways
Plastic Ban	Ban on single-use plastic, awareness campaigns, reusable items
Landscaping	Tall trees, colorful plants, native vegetation, arboretum
Carbon Neutralization	Planting neem and bamboo trees to absorb CO2 and promote biodiversity

Additional Green Initiatives:

Green Spaces for Carbon Neutralization:

- Planting hundreds of neem and bamboo trees to increase green spaces on campus.
- Enhancing biodiversity and promoting carbon neutralization.

Scott Christian College's green campus initiatives foster a sustainable environment, enhance campus aesthetics, and support ecological conservation. Through restricting automobile access, promoting eco-friendly transportation, creating pedestrian-friendly pathways, banning plastic, and landscaping with

diverse flora, the institution leads by example in promoting environmental stewardship and sustainability.

File Description	Document
Policy document on the green campus/plastic free campus	[View Document](#)
Geo-tagged photographs/videos of the facilities	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

Barrier-Free Environment at Scott Christian College

Scott Christian College is dedicated to creating a barrier-free environment that ensures people with disabilities can move about safely and freely, using the facilities independently. This environment supports individuals to participate without assistance in everyday activities on campus. The college has implemented several components to achieve this:

Built Environment with Ramps/Lifts

- **Ramps**:
    - Ramps are provided for easy access to various places on campus, including the entrance of the main block and near the James Duthie Central Library.
    - The ramps are designed with reduced inclination for easier and safer wheelchair movement.
    - Ramp-rails are built alongside staircases.

Divyangjan-Friendly Washrooms

- **Accessible Washrooms**:
    - Separate washrooms are available for differently-abled students in the waiting room.
    - These washrooms have non-slip floors, grab bars, and fixtures designed for comfort and convenience.
    - The washrooms are maintained with extra care to ensure cleanliness.
    - Signboards are placed outside the washrooms for easy access.

Signage Including Tactile Path, Lights, Display Boards, and Signposts

- **Signage**:
    - Signboards are placed throughout the campus to help visually impaired individuals navigate easily.

- These signboards include directions to departments and other amenities, reducing confusion and aiding movement.
- Pedestrian-friendly pathways are designed considering the needs of disabled individuals, allowing easy movement by foot or wheelchair.

Assistive Technology and Facilities

- **Mobility Devices**:

  - Wheelchairs are available, providing adequate space and the ability to be operated independently or with assistance.
  - Stretcher facilities are also available for disabled individuals.
  - Handrails are fitted in all staircases for easy access.

- **Examination Assistance**:

  - Scribes and readers are provided for students who need assistance during exams.
  - Extra time is granted to disabled candidates during university examinations upon recommendation by the Principal.

Provision for Enquiry and Information

- **Human Assistance**:
  - The Reception Counter provides necessary information and human assistance to differently-abled individuals.
  - Visitors with disabilities are assisted by staff members throughout their stay.
  - Human assistance is provided for reading and writing paperwork, ensuring that all admission and information needs are met satisfactorily.

Summary Table

Component	Features
Ramps/Lifts	- Ramps with reduced inclination for wheelchair access
	- Ramp-rails alongside staircases
Divyangjan-Friendly Washrooms	- Non-slip floors, grab bars, accessible fixtures
	- Regular maintenance for cleanliness
Signage	- Directional signboards throughout campus
	- Pedestrian-friendly pathways
Assistive Technology	- Wheelchairs and stretcher facilities
	- Handrails on staircases
	- Scribes and readers for exams
Provision for Enquiry	- Human assistance at Reception Counter
	- Staff assistance for visitors with disabilities
	- Support for reading and writing paperwork

Scott Christian College's barrier-free environment exemplifies its commitment to inclusivity, ensuring that differently-abled individuals can participate fully in campus life with ease and independence

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

7.1.8

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

Response:

College fosters an inclusive environment that embraces cultural, regional, linguistic, communal, and socioeconomic diversities. The following initiatives highlight our commitment to tolerance and harmony across various diversities.

1. Activities for Cultural Diversities

1.1 Inter-Cultural Activities:

- **Folk Dance:**

    - Competitions in Karakattam, Nadodi Nruththam, Silambam, and Thiruvatira.
    - 15 events conducted to recognize cultural diversities.

- **Music:**

    - Carol song, Onappattu, and Vanchippattu competitions.
    - 15 events conducted.

- **Craft Works:**

    - Competitions in pot painting, vegetable carving, flower arrangement, paper crafts, keychain making, photo frame making, crib making from waste materials, and wall decoration.
    - 50 events conducted.

- **Food:**

    - Cooking competitions where students showcase and sell their culinary talents.
    - 8 competitions conducted.

- **General Competitions:**

  - Mime, drawing, pot painting, vegetable carving, bridal dressing, songs, tableau, solo and group dance, instrumental music, debate, ad mad, quiz, and elocution.
  - 45 competitions at the college and departmental levels.

1.2 Cross-Cultural Exploration:

- **Programs and Seminars:**
  - Seminar on National Education Policy 2020.
  - 5 programs including Kanniyakumari-Kashmir cultural and social harmomony, conducted .

2. Activities for Regional Diversities

- **Onam Celebration:**
  - Celebrations include games, songs, and dances, emphasizing unity beyond caste and creed.
  - Events include Onasadya, Payasam, Uriyadi, Athappukkalam, Chenda Melam, Vadamvali, Musical Chair, and Lemon Spoon.
  - Multiple events conducted for each activity .

Activity	Description	Events Conducted
Onam Celebration	Cultural events and traditional games	85+ events
Uriyadi	Beating the pot competition	15 events
Athappukkalam	Floral design competition	35 events
Chenda Melam	Traditional orchestra	7 performances
Vadamvali	Tug of war	25 events
Musical Chair	Competition to get a chair	5 events
Lemon Spoon	Balancing lemon on a spoon race	-

3. Activities for Linguistic Harmony Diversities

- **Seminars and Literary Activities:**
  - 19 seminars, literary discussions, competitions, and library visits to promote language and literature awareness.
  - Tamil, Hindi, Malayalam, and French taught as first languages.

4. Activities for Communal Diversities

- **Christmas Celebration:**

  - Celebrations include carols, speeches, star-making, cake distribution, and outreach to farmers and mentally challenged students.

○ Pulkkudu (Crib) Competition and gift exchanges among students and teachers.

- **Pongal Celebration:**

  ○ Emphasizes harmony beyond caste and religion with decorations, traditional attire, toranas, rangoli, and cultural games like Uriyadi and Pongal Payasam.

Activity	Description	Events Conducted
Christmas Celebration	Inclusive celebration with various activities	27 events
Pongal Celebration	Traditional celebration with cultural activities	10 events
Pulkkudu Competition	Crib making competition	-
Rangoli and Toranas	Decorations for Pongal	-

5. Activities for Socio-Economic Diversities

- **Outreach Programs:**

  ○ 9 programs aimed at empowering marginalized communities through vocational training, entrepreneurship development, financial literacy, and digital literacy.

- **Workshops and Training:**

  ○ Sessions to equip students with practical skills relevant to socio-economic development.
  ○ Encouragement for research projects on local socio-economic issues.

- **Support Initiatives:**

  ○ Free breakfast and midday meals for economically weaker sections.
  ○ Scottsprigs assistance providing Christmas gifts and tuition fee waivers for economically backward students.

Initiative	Description
Outreach Programs	Vocational training and literacy programs
Workshops and Training	Practical skills development
Research Projects	Focused on local socio-economic issues
Free Meals	For socially and economically weaker sections
Scottsprigs Assistance	Gifts and fee waivers for economically backward

File Description	Document
Any other relevant information	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Sensitization of Students and Employees to Constitutional Obligations at Scott Christian College

Scott Christian College is committed to nurturing responsible citizens by sensitizing students and employees to the constitutional obligations, including values, rights, duties, and responsibilities. Here are the various activities and initiatives undertaken by the institution to inculcate these values:

1. Constitutional Values in Curriculum

- **Course on Social and Constitutional Values:**
    - UG level course providing insights into constitutional values, fundamental rights, duties, and voting importance.
    - Strengthens democratic and human values.

2. Public Announcement System (PAS)

- **Weekly and Special Announcements:**
    - Reading constitutional values, rights, duties, and responsibilities through PAS every Monday morning.
    - Special announcements on Republic Day, Independence Day, and Voters Day.

3. Celebrations and Competitions

- **Republic Day (26th January):**

    - Activities highlighting the importance of the Indian Constitution.
    - Pledges taken to uphold constitutional values.

- **Independence Day (15th August):**

  ○ Celebrations include competitions like quizzes to emphasize the struggle for freedom and the importance of the Indian Constitution.

4. Student Council and Leadership

- **Student Council Elections:**
  ○ Annual elections to raise successful leaders among students.
  ○ Elected representatives receive leadership training and organize college programs with support from student volunteers.

Activity	Description
Republic Day Celebrations	Importance of the Constitution, pledges taken
Independence Day	Competitions and activities emphasizing freedom struggle
Student Council Elections	Leadership training and organization of college programs

5. Staff Participation and National Celebrations

- **Staff Participation:**

  ○ Staff members participate in national celebrations and Flag Day.
  ○ Oaths taken for the cause of the nation.

- **National Festivals:**

  ○ Organized by the institution with invitations to eminent persons.
  ○ Eminent speakers highlight the sacrifices of freedom fighters and the duties and responsibilities of citizens.

6. Institutional Policies and Code of Conduct

- **Core Constitutional Values:**
  ○ Policies reflecting constitutional values are established.
  ○ Code of conduct prepared for students and staff, ensuring adherence to conduct rules.

Initiative	Description
Staff Participation	Participation in national celebrations and Flag Day
National Festivals	Eminent speakers on sacrifices of freedom fighters
Institutional Policies	Policies and code of conduct reflecting constitutional values

Additional Activities

- **Flag Day Observance:**

    - Staff and students participate in Flag Day ceremonies, reinforcing national pride and constitutional values.

- **Oath-Taking Ceremonies:**

    - Regular oath-taking ceremonies for staff and students to reaffirm their commitment to the nation and its values.

- **Workshops and Seminars:**

    - Regular workshops and seminars on constitutional rights, duties, and responsibilities.
    - Encouraging active participation in democratic processes and civic duties.

By integrating these activities into the academic and co-curricular framework, Scott Christian College ensures that students and staff are well-informed and committed to their roles as responsible citizens of India. The institution's efforts in promoting constitutional values foster a culture of respect, duty, and active participation in the democratic process.

File Description	Document
Any other relevant information	[View Document](#)
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title of the Practice

"Green Horizon – Climate Resilience by Carbon Neutralization on Campus**"**

Objectives of the Practice

The "Green Horizon – Climate Resilience by Carbon Neutralization on Campus" initiative is an ambitious project aimed at transforming our institution into a sustainable, environmentally friendly space. The objectives are:

- **Reduce Carbon Emissions:** Minimize or eliminate the campus's carbon emissions.
- **Mitigate Island Heating Effect:** Reduce the heating effect of buildings.

- **Enhance Biodiversity:** Create green spaces using native and drought-resistant plants.
- **Promote Sustainability Awareness:** Educate the campus community about sustainability practices.
- **Adopt Green Building Standards:** Utilize sustainable materials and practices in construction.
- **Monitor Carbon Levels:** Establish systems to measure and report carbon dioxide concentrations.

The Context

In Nagercoil, construction regulations limit buildings to a single floor, resulting in large terrace areas that contribute to the island heating effect. This heat, combined with high CO2 emissions from human activity, negatively impacts students' cognitive functions. Studies show that elevated CO2 levels impair decision-making, attention, and memory, directly affecting academic performance. Flora plays a crucial role in mitigating these effects by shading surfaces, deflecting solar radiation, and releasing moisture into the atmosphere.

The Practice

- **CO2 Monitoring:** Implemented a CO2 monitoring system using Arduino UNO with CO2 sensor MG-811.
- **Green Spaces:** Developed lawns and a botanical garden to generate oxygen (Fig. 4.1).
- **Tree Planting:** Planted trees to absorb CO2 through photosynthesis (Fig. 4.2).
- **Promoting Sustainable Transport:** Encouraged use of public transportation, walking, and cycling (Fig. 4.3).
- **Tree Varieties:** Planted trees like Neem, Teak, Coconut Palm, Bottle Palm, Bamboo for carbon absorption (Fig. 4.4 to Fig. 4.8).
- **Oxygen-Producing Trees:** Planted Java Plum, Ceylon Oak, Weeping Fig, Wild Jack, Baheda, and Indian Mast tree (Fig. 4.9 to Fig. 4.14).
- **Energy Efficiency:** Implemented energy-efficient building designs and optimized HVAC systems.
- **Solar Panels:** Invested in solar panels for clean energy (Fig. 2.1).
- **Green Spaces and Biodiversity:** Increased green spaces to absorb CO2 and promote biodiversity (Fig. 3.2).

Evidence of Success

This practice has shown significant success through:

- **Tree Plantations:** Periodic tree plantations have enriched campus flora, reducing carbon emissions (Fig. 5.1).
- **Eco-Friendly Campus:** Transformation into an eco-friendly campus.
- **Audits:** Regular green and energy audits (Given in weblink).
- **Students Performance**: Reduction of heat improved cognitive stregth of students.

Problems Encountered and Resources Required

- **Expense:** Green campus initiatives are expensive.
- **Manpower:** Requires sufficient manpower for maintenance.

- **Stakeholder Commitment:** Needs determination and long-term assurance from all stakeholders.
- **Awareness and Engagement:** Essential to foster awareness and engagement among students and staff.
- **CO2 Impact:** High CO2 levels mainly affect the brain, emphasizing the importance of reduction efforts.

Reducing CO2 emissions is critical for the sustainability of our planet and the well-being of future generations. Implementing renewable energy, enhancing energy efficiency, and adopting sustainable practices can significantly lower emissions. Individual actions, such as reducing energy consumption and supporting green initiatives, collectively contribute to this global effort.

Best Practice 2

Title of the Practice

"Circle of Empowerment: Learning by Serving"

The core aspects of this practice are:

- Students are empowered through service.

- Teaching and learning are cyclical processes.

- More Learning while teaching.

Objectives

- **Applied Learning**: Students directly use learned concepts to benefit the community.

- **Practical Knowledge:** Theoretical knowledge is solidified through real-world application.

- **Community Engagement**: Students connect with and contribute to the local community.

- **Social Responsibility:** Students develop a sense of commitment to social issues.

- **Experiential Learning:** Learning goes beyond the classroom through hands-on experiences.

Context

Rooted in the spirit of Christian mission, our college views education not merely as the acquisition of knowledge, but as a transformative torch to illuminate and empower our society. We actively seek to identify areas where the community yearns for progress, where a helping hand can bridge a gap, and where the college's strengths can contribute to a brighter tomorrow.

Unlike a traditional funding agency or social service organisation, our college's power lies not in vast resources, but in the fertile minds and eager hearts of our students. We believe that education, when woven with real-world experiences, becomes a potent force for positive change. By sending our students into the heart of the community, we foster a reciprocal exchange. They learn firsthand the needs and aspirations of those around them, while simultaneously applying the theoretical knowledge gleaned from the classroom to tangible challenges.

In this dynamic process, our students emerge not only as bearers of knowledge, but also as committed members of the social fabric. They serve, they learn, and they grow, becoming empowered agents of positive change within the very communities they call home.

The Practice

- **Faculty Training:** Faculty are equipped with service-learning principles through robust partnerships with the United Board for Christian Higher Education in Asia (UBCHEA) and Participatory Research in Asia (PRIA). This training empowers educators to integrate service-learning seamlessly into their courses.
- **Curriculum Integration:** Service-learning opportunities are embedded into various disciplines, encouraging students to apply their knowledge in practical settings.
- **Project Development:** Students identify community needs aligned with their coursework, developing solutions collaboratively with peers and faculty.
- **Field Practice**: Students directly go the village, enumerate the needs, plan and perform the teaching.

Evidence of Success:

- Enhanced student learning through practical application.
- Ownership of learning demonstrated by students taking initiative in their educational journey.
- Successful adaptation during challenging times like the COVID-19 lockdown through effective online engagement.
- Tangible benefits observed by local communities.
- Projects submitted by students showcasing their application of learning beyond traditional assignments.
- Positive feedback and recognition from the public, motivating continued project success.

Problems Encountered and Resources Required

- **Transportation:** Addressing mobility challenges in semi-urban areas where student mobility is restricted.
- **Resources:** Seeking local partnerships to facilitate easier student access and accommodation.
- **Funding:** Securing financial support for transportation and local hospitality.
- **Training:** Continuous faculty development and support for sustained integration of service-learning.
- **Awareness:** Promoting student and staff engagement to ensure long-term commitment and success.

This practice underscores our commitment to holistic education, blending academic rigor with compassionate service to foster responsible citizenship and sustainable community impact.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Examination System at Scott Christian College

Scott Christian College examination system stands as a hallmark of excellence, showcasing our commitment to integrity, innovation, and student-centric approaches. The robust and fool-proof system we have implemented is distinctive in its comprehensive, technology-driven, and secure framework. This system ensures fair evaluation and upholds the highest standards of academic integrity.

Fool-proof Examination System

1. **Automated Question Paper Generation**

   - Question papers are generated using advanced computer software through a random sampling method.
   - The computer selects questions ensuring:
     - No repetition of questions.
     - Desired cognitive levels.
     - Desired difficulty levels.
   - Multiple sets of questions are generated instantly and encrypted before printing.
   - The selection of the question paper is randomized by the computer at the last minute to prevent leakage.

2. **Individualized Question Papers**

   - Each question paper is printed with the student's name, register number, hall number, and seat number.
   - Questions are printed room-wise automatically to eliminate human intervention in segregation.
   - Bundled and sealed question papers are opened in the presence of examinees just five minutes before the examination begins to ensure zero-leakage.

3. **Secured Answer Scripts**

   - Answer scripts are bundled and sealed immediately in the presence of the Chief Examiner.
   - Scripts are opened at the valuation center in the presence of external examiners.
   - Question-wise scores are entered into the computer instantly for quick processing and to

prevent tampering.

4. **Database Security**

   ○ The computer database is secured with an indigenously evolved technique called 'Cross-Product'.
   ○ A separate log monitors changes in the cross-product of two randomly paired scores, tracked by computer software.

5. **Contactless Exams During COVID-19**

   ○ Human contactless exams were successfully conducted with four sets of questions to prevent mass copying.
   ○ Students' GPRS data and IP addresses were automatically stored.
   ○ Distance between examinees, face movements, and background sounds were recorded to prevent malpractices.

Students Centric Approach

1. **Student-Centered Timetable**

   ○ Examination registration is automated, and fee payment is online.
   ○ The semester examination timetable is designed to provide ample study time between successive exams:
       ▪ Undergraduate students: 3 days.
       ▪ Postgraduate students: 4 days.
   ○ A dedicated software ensures that no student has two exams on the same day.
   ○ Students can choose their exam dates according to their convenience.
   ○ Absent students with genuine reasons can opt for on-demand tests during exam dates by paying a nominal fee.

2. **Digital Hall-Ticket**

   ○ Seating arrangements are made similar to the IRCTC reservation system.
   ○ Differently-abled students are allotted easily accessible rooms with barrier-free facilities.
   ○ Digital hall-tickets include the entire exam schedule (date, time, hall, and seat number) and are made available on the students' portal.
   ○ Students can directly enter the examination hall without printouts.
   ○ Hall superintendents are randomly chosen by the computer, with SMS alerts sent automatically.

3. **Moderation and Publication of Results**

   ○ Static moderation is adopted automatically with computer software, following University

guidelines.
- Results are delivered to the registered mobile number through a missed call to reduce student anxiety.
- Semester-wise score sheets are uploaded on the NAD portal, allowing students to view and download mark sheets from DigiLocker.
- The college facilitates credit accumulation, transfer, and redemption through the NAD portal.

4. **Student Grievances and Support**

- Periodic meetings with student representatives address general issues.
- A personalized grievance and redressal system functions through the students' portal.
- Flexible and stress-free assessment methods are prioritized to allow students to showcase their knowledge and skills in varied formats.
- These methods reduce anxiety and promote a positive learning environment.

Digital Question Bank

1. **Implementation and Acceptance**

- The question bank system, implemented since 2014, is error-free, non-repetitive, and qualitative.
- Questions are collected from course teachers, students, and subject experts along with answer keys, CLO, PLO, and GA mapping.
- Vetted by professors from various universities, questions are stored digitally against each module in the syllabus with different cognitive and difficulty levels.
- Questions are classified into Easy, Standard, and Challenging competency levels.
- The question bank contains a minimum of five times the number of questions required for a question paper.
- A computer software develops print-ready question papers within a minute using a random selection method, ensuring no repetition.

2. **Futuristic Approach**

- The question bank is designed to implement paperless examinations, anytime examinations, and student-centered exam timetables.

MAD Mill Method of Evaluation of Learning Outcomes

1. **Objective and Holistic Evaluation**

- The MAD Mill Method (Multiplication Addition Division) offers an objective and holistic approach to evaluating learning outcomes based on the allocation of learning hours.
- It provides a transparent and accurate assessment of both institutional and individual student attainment of Graduate Attributes (GAs).

2. **Continuous Internal Assessment (CIA)**

- Incorporates CIA through the Mill process, emphasizing diverse opportunities until success is achieved for all learners.
- Promotes student success through varied learning opportunities and delivers a transparent and competency-based evaluation report (Statement of Competencies, SoC).

3. **Competency-Based Assessment**

- Moves from pass-fail dichotomy to a model where all students strive for mastery of outcomes.
- Provides expanded opportunities for learning to ensure no learner is left behind.
- Prioritizes attainment of competencies and skills over mere scores or grades, fostering a more inclusive and equitable education system.

Statement of Competencies (SoC)

1. **Mastery of Competencies**

- Focuses on mastery of competencies and skills rather than numerical scores or grades.
- A mastery score of 80% is established as the threshold for competency attainment.

2. **Transparent Assessment Process**

- Provides a clear benchmark for evaluating student achievement.
- Ensures transparency and consistency in the assessment process.
- Converts data from the MAD Mill Method into the SoC, offering a clear picture of a student's overall skillset.

3. **Support for Advanced Learners**

- Provides fast-track opportunities for advanced learners to progress rapidly through the curriculum.
- Fosters a supportive learning environment that encourages academic excellence.

4. **Promotes Collaboration and Inclusivity**

- Shifts focus from unhealthy competition driven by marks and scores to competency attainment.
- Encourages collaboration, cooperation, and mutual support among students.

Scott Christian College's examination system exemplifies our dedication to maintaining the highest

standards of academic integrity. By implementing a fool-proof system, adopting a student-centric approach, and incorporating advanced methods like the MAD Mill Method, we ensure that our students are assessed fairly and effectively, promoting their overall growth and success. This distinctive examination system aligns with our priority and thrust, demonstrating our commitment to excellence in education.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Scott Christian College operates as a charitable institution dedicated to serving the deprived sections of society without discrimination based on caste or creed. This commitment to inclusivity and social justice underpins all institutional activities, ensuring that education is accessible to all, regardless of background.

Illustrious Alumni

The college boasts several illustrious alumni who have made significant contributions in various fields. Notable alumni include Ministers of both Central and State Governments, the Chief of Naval Staff, and distinguished bureaucrats.

Pioneering Women's Education

Scott Christian College holds the distinction of being the first institution in the erstwhile Travancore Princely State to permit women to study, starting in 1929. This pioneering step marked a significant milestone in promoting gender equality in higher education, a legacy that continues to inspire the college's current gender equity initiatives.

Autonomous Status

The college was the first in Kanniyakumari district to obtain autonomous status, highlighting its leadership in academic innovation and self-governance. This autonomy allows Scott Christian College to design its curriculum, implement effective teaching methodologies, and conduct examinations independently, ensuring a high standard of education.

Historical Affiliation and Leadership

Before affiliating with University of Madras in 1893, Scott Christian College operated under the guidance of Oxford University, reflecting its long-standing tradition of academic excellence. Until 1965, the college was led by Principals of British origin, who contributed to shaping its educational ethos and standards.

NIRF Rankings

In recent years, Scott Christian College has consistently ranked within the top 100 institutions in the National Institutional Ranking Framework (NIRF). In 2020, the college achieved an impressive rank of #27, demonstrating its commitment to maintaining high academic standards and continuous improvement.

By building on this rich history and heritage, Scott Christian College continues to strive for excellence in education. The institution's charitable mission, notable alumni, pioneering efforts in women's education, and sustained high performance in national rankings underscore its role as a leader in higher education. These elements contribute to a dynamic and inclusive learning environment, preparing students to excel in their chosen fields and contribute positively to society.

Concluding Remarks :

As we reflect on our journey towards excellence, we are reminded of the relentless pursuit of knowledge and the unwavering dedication of our faculty and students. Our commitment to research excellence is evident through our concerted efforts to secure additional funded projects and our encouragement of publications in high-impact journals. These initiatives not only enhance our academic reputation but also contribute to the global body of knowledge.

Recognizing the importance of a supportive research environment, we have streamlined administrative processes for PhD guidance, making it more efficient for scholars to navigate their academic journeys. Additionally, by providing incentives for faculty research, we ensure that our educators remain at the forefront of their fields, continuously contributing innovative ideas and solutions.

We also acknowledge the significance of sensitizing our scholars and guides towards research bibliometrics. Understanding the impact and reach of their work fosters a culture of quality and relevance in research output. Moreover, by focusing on situatedness and addressing local and regional issues, we attract funding and scholarly attention, making our research both impactful and meaningful to the communities we serve.

This holistic approach to research not only enriches the academic experience but also strengthens our institution's role as a beacon of knowledge and innovation. Our dedication to these principles ensures that we remain steadfast in our mission to provide quality education and foster an environment of intellectual growth.

As we present this Self-Study Report for NAAC accreditation, we are filled with pride for the milestones we have achieved and the progress we continue to make. Our journey is a testament to the collective efforts of our faculty, students, and administrative staff, whose contributions are the bedrock of our institution's success.

We are confident that with continued focus on research excellence, streamlined processes, and community-oriented projects, we will further our mission and uphold the values that define our institution. Together, we strive for a future where knowledge, innovation, and community impact go hand in hand, guiding us towards new horizons of academic and societal contributions.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**
	
	    1.2.1.1. **Number of new courses introduced during the last five years:**
	    Answer before DVV Verification : 217
	    Answer after DVV Verification: 198
	    1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**
	    Answer before DVV Verification : 1002
	    Answer after DVV Verification: 1002
	
	    Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to repetitive names

1.3.2	**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :56
	    Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have excluded courses under regular curriculum and NSS/NCC activities too

2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**
	
	    2.1.2.1. **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**
	    Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1155	1266	1288	1164	1040

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
483	482	493	427	433

    2.1.2.2. **Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years**
    Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

| 1427 | 1423 | 1423 | 1271 | 1271 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
583	581	581	519	519

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to excess of seats in reserve category

2.4.1	**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

2.4.1.1. **Number of sanctioned posts year wise during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
176	177	175	177	170

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
168	168	160	163	157

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded librarian, physical education and faculty less than 10 months

3.2.3	**Percentage of teachers recognised as research guides as in the latest completed academic year**

3.2.3.1. **Number of teachers recognised as research guides as in the latest completed academic year:**
Answer before DVV Verification : 108
Answer after DVV Verification: 97

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded based on e-copies of letters shared

3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**
Answer before DVV Verification : 641
Answer after DVV Verification: 342

Remark : DVV has made changes as per prescribed format shared by HEI and values have been

	downgraded as we have considered Publication in the current UGC CARE with ISSN Number and has followed the calendar year (JAN-DEC).
3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years** 3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years** Answer before DVV Verification : 1013 Answer after DVV Verification: 50 Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have considered Books with ISBN number only and has followed the calendar year (JAN-DEC)
3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years** 3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	10	14	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	2	8	1

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded days celebration like Yoga Day, Independence Day, World Environmental Day, International Yoga Day, Tree Plantation Programme etc

4.1.2	**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years** 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
93.7	51.9	92.1	53.4	58.9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

23.08	3.04	66.07	14.68	6.75

Remark : DVV has made changes as per audit report shared by HEI and had considered Expenditure on construction of building/ purchase of Lab equipments/ academic equipments/ furniture & fixtures/vehicle during the year

4.2.2	**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years** 4.2.2.1. **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>12.01</td><td>7.6</td><td>9.4</td><td>35.7</td><td>13.1</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2.25</td><td>7.03</td><td>7.18</td><td>17.78</td><td>2.19</td></tr></table> Remark : DVV has made changes as per audit report shared by HEI and have considered expenditure for purchase of books and journals
4.3.2	**Student - Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students' usage during the latest completed academic year:** Answer before DVV Verification : 223 Answer after DVV Verification: 31 Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded bills which doesn't have GST invoice copy
4.4.1	**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years** 4.4.1.1. *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)* Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>92.17</td><td>50.92</td><td>29.39</td><td>35.97</td><td>77.96</td></tr></table> Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
75.12	15.10	8.89	12.69	15.53

Remark : DVV has made changes as per audit report shared by HEI and value have been downgraded as we considered Repairs and maintenance of physical facilities and academic facilities

5.1.1	**Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**
	5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2048	2180	1812	2468	2659

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1029	1751	1595	1989	1279

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as there is no transaction details for non- government scholarship

5.2.2	**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**
	(eg: NET/SLET/ Civil Services/State government examinations etc.)
	5.2.2.1. **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	5	10	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	4	5	1

Remark : DVV has made necessary changes as per supporting document shared by HEI and value

	have been downgraded based on qualifying certificates shared by HEI and however we can't upgrade beyond this as few certificates seems to be unclear
5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years** Answer before DVV Verification: Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded intercollege and participation awards
5.4.1	**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:** 5.4.1.1. **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:** Answer before DVV Verification: Remark : DVV has made changes as per audit report shared by HEI and has considered Alumni Expenses
6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 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** Answer before DVV Verification:

5.3.1 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	22	1	28	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	3	0

5.4.1 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.9	0.95	7.2	0.5	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.00	0.00	0.00	0.17	0.16

2022-23	2021-22	2020-21	2019-20	2018-19
46	1	0	54	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
43	1	0	53	0

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded due to repetitive names

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of final year outgoing students year wise during last five years** Answer before DVV Verification: {{TABLE_1}} Answer After DVV Verification: {{TABLE_2}}
2.1	**Number of full time teachers year wise during the last five years** Answer before DVV Verification: {{TABLE_3}} Answer After DVV Verification: {{TABLE_4}}

1.2 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
903	1042	924	822	666

1.2 — Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
903	1038	990	822	666

2.1 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
176	177	175	177	170

2.1 — Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
168	168	160	163	157