

**COLLEGE DEVELOPMENT PLAN****1. COLLEGE BASIC INFORMATION****1.1 College Identity**

- Name of the college : Sri Ramakrishna Mission Vidyalaya  
College of Arts and Science
- Is the college approved by  
Regulatory body? : Yes.
- Approval No. : RC.No.1740/K4/63.dt.29.09.1964
- Type of College : Govt. aided - Autonomous
- Status of College : Autonomous Institute as declared by  
University
- Name of the Principal of College and Project Nodal Officers

<b>Head and Nodal Officer</b>	<b>Name</b>	<b>Phone Number</b>	<b>Mobile number</b>	<b>Fax. number</b>	<b>E-mail Address</b>
Head of the College	Dr. V. Ponnuswamy	O: 0422-2692461 R: 0422-2695267	+91 9443912277	0422-2693812	ponns007@yahoo.com
Nodal officer	Dr. R. Thangavel	O: 0422-2692461	+91 9894464259	0422-2693812	rtvelsrkv@gmail.com

## 1.2. Academic Information:

- UG/PG /Ph.D programmes offered in Academic Year

Past 3 years

Academic Year 2014- 2015

S. No.	Title of programmes	Level (UG,PG & Ph.D)	Duration (Years)	Year of starting	Sanctioned annual intake	Total student Strength
<b>Aided wing</b>						
1	Tamil	M. Phil.	2	1988	40	00
		Ph.D.	3-5	1998	25	05
2	English	UG	3	1982	48	41
		M. Phil.	1-2	2014	15	00
		Ph.D.	2-5	2014	08	02
3	Cooperation	UG	3	1973	60	54
		PG	2	1977	25	15
		M.Phil.	1-2	1983	20	00
		Ph.D.	2-5	1983	32	01
4	Social work	PG	2	1972	25	22
		M.Phil.	1-2	1996	40	01
		Ph.D.	2-5	2001	25	00
5	Mathematics	UG	3	1968	48	42
		PG	2	1971	20	18
		M.Phil.	1-2	1988	40	12
		Ph.D.	2-5	1988	24	01
6	Physics	UG	3	1968	48	39
		PG	2	1971	20	20
		M.Phil.	1-2	2000	15	11
		Ph.D.	2-5	2000	28	05
7	Chemistry	UG	3	1968	48	37
		PG	2	1979	20	16
		M.Phil.	1-2	1987	26	04
		Ph.D.	2-5	1999	26	07
8	Electronics and Communication Systems	UG	3	1987	36	24
		M.Phil.	1-2	2012	16	01
		Ph.D.	2-5	2012	08	00
9	Computer Science	UG	3	1988	60	48
		M.Phil.	1-2	2002	30	11
		Ph.D.	2-5	2010	08	00
<b>Un-aided wing</b>						
10	Commerce	UG	3	2006	100	76
11	Commerce CA	UG	3	2002	100	88

12	Computer Science	UG	3	1998	50	39
13	Computer Applications	UG	3	2006	50	40
		PG	2	1998	50	46
14	Information Technology	UG	3	2007	50	46

#### Academic Year 2015- 2016

S. No.	Title of programmes	Level (UG,PG & Ph.D)	Duration (Years)	Year of starting	Sanctioned annual intake	Total student Strength
<b>Aided wing</b>						
1	Tamil	M.Phil.	2	1988	40	00
		Ph.D.	3-5	1998	25	00
2	English	UG	3	1982	48	33
		M.Phil.	1-2	2014	15	06
		Ph.D.	2-5	2014	08	00
3	Cooperation	UG	3	1973	60	49
		PG	2	1977	25	15
		M.Phil.	1-2	1983	20	00
		Ph.D.	2-5	1983	32	04
4	Social work	PG	2	1972	25	22
		M.Phil.	1-2	1996	40	00
		Ph.D.	2-5	2001	25	00
5	Mathematics	UG	3	1968	48	43
		PG	2	1971	20	19
		M.Phil.	1-2	1988	40	10
		Ph.D.	2-5	1988	24	11
6	Physics	UG	3	1968	48	45
		PG	2	1971	20	17
		M.Phil.	1-2	2000	15	04
		Ph.D.	2-5	2000	28	02
7	Chemistry	UG	3	1968	48	39
		PG	2	1979	20	19
		M.Phil.	1-2	1987	26	00
		Ph.D.	2-5	1999	26	01
8	Electronic and Communication systems	UG	3	1987	30	15
		M.Phil.	1-2	2012	16	00
		Ph.D.	2-5	2012	08	00
9	Computer	UG	3	1988	60	47

	Science	M.Phil.	1-2	2002	30	10
		Ph.D.	2-5	2010	08	01
<b>Un-aided wing</b>						
10	Commerce	UG	3	2006	100	57
11	Commerce CA	UG	3	2002	100	81
12	Computer Science	UG	3	1998	50	37
13	Computer Applications	UG	3	2006	50	36
		PG	2	1998	50	35
14	Information Technology	UG	3	2007	50	28

### Academic Year 2016- 2017

S. No.	Title of programmes	Level (UG,PG & Ph.D)	Duration (Years)	Year of starting	Sanctioned annual intake	Total student Strength
<b>Aided wing</b>						
1	Tamil	M.Phil.	2	1988	40	01
		Ph.D.	3-5	1998	25	08
2	English	UG	3	1982	48	38
		M.Phil.	1-2	2014	15	07
		Ph.D.	2-5	2014	08	02
3	Cooperation	UG	3	1973	60	48
		PG	2	1977	25	15
		M.Phil.	1-2	1983	20	00
		Ph.D.	2-5	1983	32	01
4	Social work	PG	2	1972	25	22
		M.Phil.	1-2	1996	17	00
		Ph.D.	2-5	2001	08	00
5	Mathematics	UG	3	1968	48	40
		PG	2	1971	20	18
		M.Phil.	1-2	1988	40	08
		Ph.D.	2-5	1988	24	04
6	Physics	UG	3	1968	48	47
		PG	2	1971	20	18
		M.Phil.	1-2	2000	15	07
		Ph.D.	2-5	2000	28	03
7	Chemistry	UG	3	1968	48	44
		PG	2	1979	20	20
		M.Phil.	1-2	1987	26	02
		Ph.D.	2-5	1999	26	02

8	Electronic and Communication systems	UG	3	1987	30	21
		M.Phil.	1-2	2012	16	00
		Ph.D.	2-5	2012	08	07
9	Computer Science	UG	3	1988	60	45
		M.Phil.	1-2	2002	30	05
		Ph.D.	2-5	2010	08	00
10	Library and Information Science	M.Phil.	2	2016	04	00
		Ph.D.	3-5	2016	08	04
11	Physical Education	M.Phil.	2	2016	04	00
		Ph.D.	3-5	2016	08	00
12	Automobiles	UG	3	2015	50	50
13	Production Technology (Tool and Die)	UG	3	2015	50	47
14	Technology in Electrical and Electronic Devices	UG	3	2015	50	46
<b>Un-aided wing</b>						
10	Commerce	UG	3	2006	100	89
11	Commerce CA	UG	3	2002	100	96
12	Computer Science	UG	3	1998	50	37
13	Computer Applications	UG	3	2006	50	37
		PG	2	1998	50	33
14	Information Technology	UG	3	2007	50	31

### Plan for next 3 years

#### Academic Year 2017- 2018

S. No.	Title of programmes	Level (UG,PG & Ph.D)	Duration (Years)	Year of starting	Sanctioned annual intake	Total student Strength
<b>Aided wing</b>						
1	Tamil	M.Phil.	2	1988	40	01
		Ph.D.	3-5	1998	25	08
2	English	UG	3	1982	48	38
		M.Phil.	1-2	2014	15	07

		Ph.D.	2-5	2014	08	02
3	Cooperation	UG	3	1973	60	48
		PG	2	1977	25	15
		M.Phil.	1-2	1983	20	00
		Ph.D.	2-5	1983	32	01
4	Social work	PG	2	1972	25	22
		M.Phil.	1-2	1996	17	00
		Ph.D.	2-5	2001	08	00
5	Mathematics	UG	3	1968	48	40
		PG	2	1971	20	18
		M.Phil.	1-2	1988	40	08
		Ph.D.	2-5	1988	24	04
6	Physics	UG	3	1968	48	47
		PG	2	1971	20	18
		M.Phil.	1-2	2000	15	07
		Ph.D.	2-5	2000	28	03
7	Chemistry	UG	3	1968	48	44
		PG	2	1979	20	20
		M.Phil.	1-2	1987	26	02
		Ph.D.	2-5	1999	26	02
8	Electronic and Communication Systems	UG	3	1987	30	21
		M.Phil.	1-2	2012	16	00
		Ph.D.	2-5	2012	08	07
9	Computer Science	UG	3	1988	60	45
		M.Phil.	1-2	2002	30	05
		Ph.D.	2-5	2010	08	00
10	Library and Information Science	M.Phil.	2	2016	04	00
		Ph.D.	3-5	2016	08	05
11	Physical Education	M.Phil.	2	2016	04	00
		Ph.D.	3-5	2016	08	00
12	Automobiles	UG	3	2015	50	50
13	Production Technology (Tool and Die)	UG	3	2015	50	47
14	Technology in Electrical and Electronic Devices	UG	3	2015	50	46
<b>Un-aided wing</b>						
10	Commerce	UG	3	2006	100	89

11	Commerce CA	UG	3	2002	100	96
12	Computer Science	UG	3	1998	50	37
13	Computer Applications	UG	3	2006	50	37
		PG	2	1998	50	33
14	Information Technology	UG	3	2007	50	31
15	Commerce PA	UG	3	2017	50	41

#### Academic Year 2018- 2019

S. No.	Title of programmes	Level (UG,PG & Ph.D)	Duration (Years)	Year of starting	Sanctioned annual intake	Total student Strength
<b>Aided wing</b>						
1	Tamil	M.Phil.	2	1988	40	01
		Ph.D.	3-5	1998	25	08
2	English	UG	3	1982	48	38
		M.Phil.	1-2	2014	15	07
		Ph.D.	2-5	2014	08	02
3	Cooperation	UG	3	1973	60	48
		PG	2	1977	25	15
		M.Phil.	1-2	1983	20	00
		Ph.D.	2-5	1983	32	01
4	Social work	PG	2	1972	25	22
		M.Phil.	1-2	1996	17	00
		Ph.D.	2-5	2001	08	00
5	Mathematics	UG	3	1968	48	40
		PG	2	1971	20	18
		M.Phil.	1-2	1988	40	08
		Ph.D.	2-5	1988	24	04
6	Physics	UG	3	1968	48	47
		PG	2	1971	20	18
		M.Phil.	1-2	2000	15	07
		Ph.D.	2-5	2000	28	03
7	Chemistry	UG	3	1968	48	44
		PG	2	1979	20	20
		M.Phil.	1-2	1987	26	02
		Ph.D.	2-5	1999	26	02
8	Electronic and Communication systems	UG	3	1987	30	21
		M.Phil.	1-2	2012	16	00
		Ph.D.	2-5	2012	08	07
9	Computer	UG	3	1988	60	45

	Science	M.Phil.	1-2	2002	30	05
		Ph.D.	2-5	2010	08	00
10	Library and Information Science	M.Phil.	2	2016	04	00
		Ph.D.	3-5	2016	08	05
11	Physical Education	M.Phil.	2	2016	04	00
		Ph.D.	3-5	2016	08	00
12	Automobiles	UG	3	2015	50	50
13	Production Technology (Tool and Die)	UG	3	2015	50	47
14	Technology in Electrical and Electronic Devices	UG	3	2015	50	46
<b>Un-aided wing</b>						
10	Commerce	UG	3	2006	100	89
11	Commerce CA	UG	3	2002	100	96
12	Computer Science	UG	3	1998	50	37
13	Computer Applications	UG	3	2006	50	37
		PG	2	1998	50	33
14	Information Technology	UG	3	2007	50	31
15	Commerce PA	UG	3	2017	50	45
16	Mathematics	UG	3	2018	50	50
17	Physics	UG	3	2018	50	50

#### Academic Year 2019- 2020

S. No.	Title of programmes	Level (UG,PG & Ph.D)	Duration (Years)	Year of starting	Sanctioned annual intake	Total student Strength
<b>Aided wing</b>						
1	Tamil	M.Phil.	2	1988	40	01
		Ph.D.	3-5	1998	25	08
2	English	UG	3	1982	48	38
		M.Phil.	1-2	2014	15	07
		Ph.D.	2-5	2014	08	02
3	Cooperation	UG	3	1973	60	48
		PG	2	1977	25	15



		M.Phil.	1-2	1983	20	00
		Ph.D.	2-5	1983	32	01
4	Social work	PG	2	1972	25	22
		M.Phil.	1-2	1996	17	00
		Ph.D.	2-5	2001	08	00
5	Mathematics	UG	3	1968	48	40
		PG	2	1971	20	18
		M.Phil.	1-2	1988	40	08
		Ph.D.	2-5	1988	24	04
6	Physics	UG	3	1968	48	47
		PG	2	1971	20	18
		M.Phil.	1-2	2000	15	07
		Ph.D.	2-5	2000	28	03
7	Chemistry	UG	3	1968	48	44
		PG	2	1979	20	20
		M.Phil.	1-2	1987	26	02
		Ph.D.	2-5	1999	26	02
8	Electronic and Communication Systems	UG	3	1987	30	21
		M.Phil.	1-2	2012	16	00
		Ph.D.	2-5	2012	08	07
9	Computer Science	UG	3	1988	60	45
		M.Phil.	1-2	2002	30	05
		Ph.D.	2-5	2010	08	00
10	Library and Information Science	M.Phil.	2	2016	04	00
		Ph.D.	3-5	2016	08	05
11	Physical Education	M.Phil.	2	2016	04	00
		Ph.D.	3-5	2016	08	00
12	Automobiles	UG	3	2015	50	50
13	Production Technology (Tool and Die)	UG	3	2015	50	47
14	Technology in Electrical and Electronic Devices	UG	3	2015	50	46
<b>Un-aided wing</b>						
10	Commerce	UG	3	2006	100	89
11	Commerce CA	UG	3	2002	100	96
12	Computer Science	UG	3	1998	50	37

13	Computer Applications	UG	3	2006	50	40
		PG	2	1998	50	33
14	Commerce PA	UG	3	2017	50	50
15	Information Technology	UG	3	2007	50	31
16	Mathematics	UG	3	2018	50	50
17	Physics	UG	3	2018	50	50

Whether College is accredited? : Yes

Grade : 'A' Grade (Score 3.25)

When : February 2016

Accreditation Status of UG/PG programmes : Not applicable

**1.3 Faculty Status (Regular/On-Contract Faculty as on March 31<sup>st</sup> , 2017) ( Details of past 3 years and plan for next 3 years)**

**Academic Year 2014- 2015**

Faculty Rank	No. of Sanctioned Regular posts		Doctoral Degree		M.Phil., Degree		Master Degree		Total No. of Regular faculty in position	Total vacancies	Total No. of Contract faculty in position
	R	C	R	C	R	C	R	C			
									-	-	-
Associate Professor	-	-	25	-	06	-	-	-	31	-	-
Assistant Professor	109	-	19	-	52	-	07	-	78	20*	-
Total	109	-	44	-	58	-	07	-	109	20*	-

*\* All the unfilled vacancies of the sanctioned strength by the Government are filled with the financial support of the management.*

**Academic Year 2015- 2016**

Faculty Rank	No. of Sanctioned Regular posts		Doctoral Degree		M.Phil., Degree		Master Degree		Total No. of Regular faculty in position	Total vacancies	Total No. of Contract faculty in position
	R	C	R	C	R	C	R	C			
	-	-	22	-	06	-	-	-	-	-	-
Associate Professor	-	-	22	-	06	-	-	-	28	-	-
Assistant Professor	107	04	22	01	50	-	07	03	79	23*	04**
Total	107	04	44	01	56	-	07	03	107	23*	04**

*\* All the unfilled vacancies of the sanctioned strength by the Government are filled with the financial support of the management.*

*\*\* DDU-KAUSHAL Kendra scheme*

**Academic Year 2016- 2017**

Faculty Rank	No. of Sanctioned Regular posts		Doctoral Degree		M.Phil., Degree		Master Degree		Total No. of Regular faculty in position	Total vacancies	Total No. of Contract faculty in position
	R	C	R	C	R	C	R	C			
	-	-	25	-	04	-	-	-	-	-	-
Associate Professor	-	-	25	-	04	-	-	-	29	-	-
Assistant Professor	111	05	26	02	50	-	06	03	82	23*	05**
Total	111	05	51	02	54	-	06	03	111	23*	05**

*\* All the unfilled vacancies sanctioned by the Government will be filled with the financial support of the management.*

*\*\* DDU-KAUSHAL Kendra scheme & DST-INSPIRE faculty*

## Plan for next 3 years

### Academic Year 2017- 2018

Faculty Rank	No. of Sanctioned Regular posts		Doctoral Degree		M.Phil., Degree		Master Degree		Total No. of Regular faculty in position	Total vacancies	Total No. of Contract faculty in position
	R	C	R	C	R	C	R	C			
	-	-	25	-	04	-	-	-	-	-	-
Associate Professor	-	-	25	-	04	-	-	-	29	-	-
Assistant Professor	111	05	26	02	50	-	06	03	82	27*	05**
Total	111	05	51	02	54	-	06	03	111	27*	05**

\* All the unfilled vacancies sanctioned by the Government are filled with the financial support of the management (Permission obtained from the government to fill up the vacancies)

\*\* DDU-KAUSHAL Kendra scheme & DST-INSPIRE faculty

### Academic Year 2018- 2019

Faculty Rank	No. of Sanctioned Regular posts		Doctoral Degree		M.Phil., Degree		Master Degree		Total No. of Regular faculty in position	Total vacancies	Total No. of Contract faculty in position
	R	C	R	C	R	C	R	C			
	-	-	27	-	04	-	-	-	-	-	-
Associate Professor	-	-	27	-	04	-	-	-	31	-	-
Assistant Professor	115	05	28	02	50	-	06	03	84	28*	05**
Total	115	05	55	02	54	-	06	03	115	28*	05**

\* Sanctioned posts by the government will likely to be filled and the remaining unfilled vacancies will maintain its status-quo

\*\* DDU-KAUSHAL Kendra scheme & DST-INSPIRE faculty

**Academic Year 2019- 2020**

Faculty Rank	No.of. Sanctioned Regular posts		Doctoral Degree		M.Phil., Degree		Master Degree		Total No.of. Regular faculty in position	Total vacancies	Total No.of. Contract faculty in position
	R	C	R	C	R	C	R	C			
	-	-	27	-	04	-	-	-	-	-	-
Associate Professor	-	-	27	-	04	-	-	-	31	-	-
Assistant Professor	119	05	28	02	54	-	06	03	88	28*	05**
Total	119	05	55	02	58	-	06	03	119	28*	05**

*\* Sanctioned posts by the government will likely to be filled and the remaining unfilled vacancies will maintain its status-quo*

*\*\* DDU-KAUSHAL Kendra scheme & DST-INSPIRE faculty*

**1.4 Baseline Data (all data given for the following parameters to all disciplines) (Past 3 years and projections for next 3 years)**

S. No.	Parameters	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
1.	Total strength of students(UG/PG/PhD) in all programmes and all years of study in the year	1935	1885	2043	2223	2400	2600
2.	Total women students in all programs and all years of study in the year	18	26	24	32	40	40
3.	Total SC students in all programs and all years of study in the year	376	341	343	333	432	468
4.	Total ST students in all programs and all years of study in the year	26	26	26	24	24	26
5.	Total OBC students in all programs and all years of study in the year	1519	1455	1606	1700	1900	2050
6.	Number of fully functional P-4 and above level computers available for students in the year	266	342	374	389	405	420
7.	Total number of text books and reference books available in library for UG and PG students in the year	89627	90485	91309	91920	92540	93170
8.	Student-teacher ratio	1:16	1:16	1:16	1:16	1:16	1:16
9.	% of UG students placed through campus interviews in the year	08	22	14	20	23	26
10.	% of PG students placed through campus interviews in the year	29	41	42	44	46	48
11.	% of high quality undergraduates (>75% marks) passed out in the year	23	42	44	36	40	42
12.	% of high quality postgraduates (>75% marks) passed out in the year	26	36	13	21	25	26
13.	Number of research publications in Indian refereed journals in the year	04	3	5	6	6	6

14.	Number of research publications in International refereed journals in the year	58	59	61	65	68	72	
15.	Number of patents obtained in the year	-	-	-	-	-	-	
16.	Number of patents filed in the year	-	-	-	-	1	2	
17.	Number of sponsored research projects completed in the year	03	04	09	-	06	03	
18.	The transition rate of students in percentage from 1 <sup>st</sup> year to 2 <sup>nd</sup> year in the year	i) all students	94%	90%	94%	95%	95%	95%
		ii) SC	87%	86%	91%	95%	95%	95%
		iii) ST	89%	83%	100%	95%	95%	95%
		iv) OBC	95%	91%	94%	95%	95%	95%
19.	IRG from students' fee and other charges in the year (Rs. In lakh)	-	-	-	-	-	-	
20.	IRG from externally funded R&D projects, consultancies in the year(Rs. in lakh)	2161259.00	1147867.00	871411.00	100000.00	120000.00	150000.00	
21.	Total IRG in the year (Rs. in lakh)	2011599.00	1005287.00	279951.00	100000.00	120000.00	150000.00	
22.	Total annual recurring expenditure of the College in the year (Rs. in lakh)	99459543.00	96728648.00	89996819.00	90000000.00	92000000.00	93000000.00	

## 2. COLLEGEAL DEVELOPMENT PROPOSAL (CDP)

### 2.1 Give the Executive Summary of the CDP.

- Introducing outcome based education to attain specific learning outcomes.
- Involving renowned Alumni Industrialists in curriculum development and providing skill based training with the objective of improving employability skills of the students.
- Strengthening of innovative teaching learning practices such as activity based teaching-learning methods, student support accelerated learning, Inter-disciplinary peer tutoring etc., to further enhance quality learning outcomes.
- Organizing need based faculty development programmes to update the knowledge of the faculty members in all related area of specialization.
- Encouraging the faculty members to significantly contribute to the overall growth of the institution through organizing Seminars/ Conferences/ Workshops/ Symposia and Academic exchange programmes.
- Actively involving in conducting research activities at all stages of promotion, implementation and dissemination.
- Periodical organization of extension programmes by the students and faculty.
- Addition of few more advanced research instruments to the Advanced Research Instrumentation Center to augment the research and consultancy services.
- Extension of choice based credit system to more courses.

### 2.2 Provide the details of SWOT analysis carried out (in terms of methodology used, analysis and information and data as collected and inferences derived with respect to strengths, weaknesses, opportunities and threats).

#### ➤ Methodology Adopted

The SWOT analysis was done based on the Annual Quality Assurance Reports (AQAR) submitted to NAAC.

### SWOT Analysis Inferences

#### *Institutional Strengths*

- Autonomy ensuring academic flexibility and transparency
- Disciplined and conducive environment for teaching-learning
- Strength of qualified faculty members and their publications in reputed journals
- Adequate infrastructural facilities and their periodical maintenance
- Provision for ICT integrated teaching-learning resources
- Eco-conscious ambience and utilization of non-conventional energy resources.



### *Institutional Weaknesses*

- Shortage of funds for promoting collaborative research
- Encountering procedural barriers in processing innovative research initiatives
- Absence of sabbatical leave provision for initiating inter-institutional knowledge sharing practices

### *Institutional Opportunities*

- Strengthening CBCS integrated with self-accumulation credit system
- Scope for more collaborations and linkages
- Utilizing the sources of Alumni
- Scope for offering more skill-oriented programmes
- Scope for sharing instrumental facilities and expertise of faculty members to other institutions

### *Institutional Challenges*

- Preparing rural students to compete with urban demands
- Preparing students to be better performers in competitive examinations
- Inviting industrial human resource placement agencies for on-campus placement
- Development of adequate pay structure for the faculty members of un-aided programmes
- Availing the services of skilled-personnel for maintaining advanced scientific instruments
- Attracting industries and agencies for obtaining projects/funds

## **Strategic Plan for College Development**

Based on the SWOT analysis, the following strategic plans are prepared for College Development.

- ❖ Enriching the curricula to meet the Global standard thereby empowering the youth.
- ❖ Instilling the Cultural, Ethical, and Social values among the students to carry the Indian Culture to the next generation.
- ❖ Introducing certificate course in Instrumentation Techniques for the students of Physics and Chemistry
- ❖ Enhancing student welfare schemes with funding assistance from donors/alumni
- ❖ A policy has been evolved for activating placement cell with due representation of faculty and student from each department.
- ❖ Strengthening ICT enabled teaching-learning environment with appropriate online learning resources

- ❖ Mobilizing funds from private agencies/institutions to undertake collaborative research
- ❖ Encouraging faculty members to apply for patents
- ❖ Increasing tie-ups with industry and Institute for sharing instrumental facilities and expertise knowledge in turn promote campus placements.
- ❖ Training and developing skilled human resources by establishing an incubator endowed with consultancy projects
- ❖ Enhancing social responsibilities among students by providing extra credits for extension services.
- ❖ Involving Alumni to share their experiences and expertise to all academic and developmental activities.

**How key activities of College Development Plan are linked with the results of SWOT analysis**

S. No.	Key Activities plan	SWOT area	Key activities of CDP
1.	Academic Flexibility	Strength	a) Extension of CBCS to more courses b) Opportunity for undertaking additional credits.
2.	ICT integrated teaching and learning	Strength	a) Activity based learning b) Outcome based education c) Peer tutoring d) Exhibiting working models
3.	Qualified Faculty members	Strength	a) Organizing twinning programme with institutions under MoU b) Conducting more collaborative research activities c) Preparation of teaching modules for MOOC
4.	Eco-consciousness	Strength	a) More tree plantation and conducting green audit b) Harvesting rain water c) Solar power plant and biogas plant

5.	Shortage of funds for promoting collaborative research	Weakness	<p>a) Generating funds from private agencies</p> <p>b) Proposals have been submitted to DST for funds to conduct collaborative research with other institutions</p>
6.	Scope for more collaborative linkages	Opportunity	<p>a) Faculty and students exchange programmes with collaborative institutions</p> <p>b) Increasing internship and placement opportunities through College- Industry Cell</p>
7.	Utilising the sources of Alumni	Opportunity	<p>a) Increasing the Alumni contribution to develop the need based curriculum, enhanced placement opportunities and welfare schemes</p>
8.	Scope for offering more skill oriented programmes	Opportunity	<p>a) Offering vocational programmes to develop entrepreneur skills to meet the industrial needs</p>
9.	Scope for sharing knowledge and instrumental facilities between institutions	Opportunity	<p>a) Inviting the resource persons from higher educational institutions and industries to share their knowledge in relevant fields</p> <p>b) Researchers of other institutions are encouraged to utilize the Advanced Research Instrumentation Centre facilities of the college</p>
10.	Preparing the rural students to compete with urban demands	Challenge	<p>a) Offering soft skill development programmes through READ (Redington)</p> <p>b) Facilitating students-led leadership skill development programmes</p>
11.	Preparing students for competitive examinations	Challenge	<p>a) Coaching classes for SLET/ NET and CPT examinations</p> <p>b) Inclusion of higher order questions to enrich scheme of evaluation and enable students develop better competitive skills</p>

12.	On-campus placement	Challenge	a) Special initiatives through College-Industry cell besides regular function of Placement cell
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**2.3 State the specific objectives and expected results of your proposal** (in terms of, “College strengthening and improvements in employability and learning outcomes of graduates”. These objective and results should be linked to the SWOT analysis.)

The specific objectives of the CDP to strengthen and improve the employability and learning outcomes of graduates:

#### **Uniqueness of the college**

- Restructuring and enriching the existing Curriculum into learner-centric and skill oriented through organizing Faculty Enrichment Programmes by Curriculum Development Cell (CDC).
- Use of ICT integrated teaching-learning methods to prepare the students to meet with local demands.
- Offering extra credits for the students who successfully complete the online certificates of SWAYAM, Spoken tutorial IIT Bombay, NPTEL etc.
- Arranging internship training programmes in ‘Auditing’ for commerce students.
- Conducting Common Proficiency Test for advanced learners.
- Providing internship training programmes in software industries on IOT (Internet of things), Big Data and Analytics for the final year students of computer science stream.

#### **Improvements in Employability**

- Periodical update of curriculum based on the requirements for students’ employability
- Organising courses of CISCO, Oracle and LINUX for placements.
- Introducing skill-oriented courses to enhance scope for employability
- Organizing Vocational training programmes with inter-institutional collaboration.
- Arranging internship training with industrial stipend.

- Imparting moral and ethical values in combination with various non-scholastic traits such as attitude, aptitude and hard work.

### Learning Outcomes of Graduates

The learning outcomes are realized through;

- Utilizing placement opportunities in relevant enterprises and industries.
- Undertaking higher studies in their area of specialization.
- Empowering students with the necessary skills for undertaking entrepreneurial initiatives.
- Dissemination of research findings through international journals.
- Acquiring competitive skills necessary for professional and service-oriented career opportunities.

### 2.4 Action plan

- a) An Academic Plan which includes courses proposed and student's admission policy and plan

Table 2.4.1: List of courses proposed and faculty requirement

S.No.	Course	Aided/Un-aided	Proposed Student Strength	Faculty requirement		
				2018-19	2019-20	2020-21
1	B.Sc Mathematics	Un-aided	50	1	2	4
2	B.Sc Physics	Un-aided	50	1	2	4

Student's admission policy:

- The admission committee is formed to carry out admission process inconsonance with the norms of the Directorate of Collegiate Education, Chennai, Tamil Nadu and the affiliating University.

The composition of the Admission Committee comprises:

- Principal - Chairman
- Two senior most faculty members and one senior most faculty member from SC/ST category.

Admission procedure:

- Selection of candidates is based on merit. Due transparency is maintained for admission.
- Due representation will also be given for the wait-listed candidates based on the order of merit.

Admission plan:

- Advertisement in dailies, local telecast through video clippings, scrolling, college website and during alumni meet.
  - Exhaustive details of courses are made available in the prospectus.
- b) A faculty recruitment plan in keeping with the proposed academic plan.
- Applications will be called for recruitment through advertisement well in advance by highlighting minimum eligibility criteria.
  - The selection of the faculty will be done by the selection committee that consists of Chairman-Governing body, Secretary, Principal, Director of Un-aided wing, Head of the Department concerned and a subject expert.
  - Candidates will be selected through an interview. Sufficient time will be given for the candidates for their preparedness.
  - Courses will commence with adequate course plan and faculty strength.
- c) Implementation of academic and non- academic reforms.

*Academic reforms:*

- Offering additional credits for online certificate courses such as, SWAYAM, SWAYAM PRABHA, NPTEL, Spoken tutorial-IIT Bombay etc.
- Organizing twinning programme with institutions under MoU.
- Preparation of teaching modules for MOOC.
- Organizing skill-based vocational training programmes with external expertise in the areas of mobile phone servicing, plumbing and electrical.
- Arranging internship for commerce and computer science students and in-plant training for B.Voc students.
- Enhancing ICT integrated teaching and learning using activity-based learning, outcome-based education, peer tutoring and exhibiting working models.
- Enriching the scheme of evaluation by using objective assessment techniques.
- Shared curriculum transaction with external expertise through visiting faculty scheme.

*Non-academic reforms:*

- Awarding extra credits for the participation in Republic Day Parade (NCC and NSS), Inter-University and National level Sports activities.
  - Awarding extra credits for implementing literacy programmes and sensitizing the local public about awareness and welfare schemes of the government.
  - Honoring prominent alumni for their extensive social services to the community.
  - Use of MIS (Management Information System) for monitoring and processing admission, attendance, assessment and student profile
  - Extensive use of ICT in office management
- d) Plan for strengthening research, teaching and extension activities
- Equipping the Advanced Research Instrumentation Centre with more latest advanced research instruments to augment more research activities and consultancy services.
  - Introducing courses like ‘Quantum and Computational Chemistry’ with an aim to encourage the researchers to undertake research in the diversified areas.
  - Encouraging the faculty members to organize International Conferences
  - Facilitating Collaborative Research by establishing more number of MoUs.
  - Encouraging faculty members to adopt innovative teaching methods.
  - Organising more faculty exchange, student exchange programmes and faculty development programmes.
  - Facilitating more number of extension activities like Exhibition, Expo, Reflective Demonstration to nearby school students with specific focus to develop awareness, scientific temper and aptitude.
  - Organizing residential crash programme (INCITE) for +2 students to get mastery over pre-requisite skills for higher learning in commerce.
  - Organizing awareness programmes on emerging life-oriented thrust areas like Taxation, cashless transaction, GST, Disaster Management, Eco-Consciousness, and so on.
  - Conducting free service camps for four wheelers by the students of B.Voc Automobiles.
  - Organizing medical camps and Swachh Bharat activities in the adopted villages.

- e) Plan for academia and interaction with industry
- Strengthening College-Industry Cell
  - Inviting industrial experts for special lectures on specific curricular components of vocational and computer science programmes.
  - Executing more MoUs to conduct knowledge exchange programmes with industries.
  - Arranging more number of internship programmes in Software industries for computer science students and Auditors' office for Commerce students to enhance their employability.
  - Establishing an incubator for software development

## **2.5 Measuring Outcomes**

- a) Improving employability of graduates through placement cell
- Assessing the employability skills through interviews and examinations
  - Exhibiting organizational skills through simulation programmes by students
  - Talent identification through Redington Employability Academy for Development (READ)
  - Conducting awareness programmes on career opportunities
- b) Increased learning outcomes of the students
- Successful completion of MOOC by students.
  - Students contributed to industrial projects of prominent software industries as designers, developers and testers.
  - Students qualified for NET/SET examinations.
  - Distinguished students' progress for opting outreach research programmes abroad in Mathematics, Physics and Chemistry.
  - Organizing Expos and exhibitions on popular themes related to various areas of study.
  - Noteworthy turn out of consistent results of all the courses over the years.



c) Improving teaching, research and quality through faculty evaluation and student's feedback

- Faculty evaluation through self appraisal and stakeholders' feedback
- Curriculum enrichment through Alumni and Students' feedback
- Suggestions of student representatives through various committees
- Report of analysis of students feedback

**2.6 Provide an action plan for organizing a Finishing School and for improving the academic performance of SC/ST/OBC/academically weak students through innovative methods, such as remedial and skill development classes for increasing the transition rate and pass rate with the objective of improving their employability.**

- Personality development and moral education programmes are periodically conducted to all the students.
- Innovative teaching methods like peer tutoring and mentoring are exclusively used for SC/ST/OBC/academically weak students.
- Counseling through Guidance and Counseling cell
- Basic English course to improve the communication skill of SC/ST/OBC and academically weak students
- Basic computer course for all non-computer science students
- Remedial coaching classes and conducting frequent tests

**2.7 Attach a summary of Training Needs Analysis carried out. Also, provide Faculty Development Plan for the first 18 months for improving their teaching, subject area and research competence based on Training Needs Analysis in the following areas.**

S.No.	Activity	No. of Faculty	Duration
<b>Basic and Advanced pedagogy</b>			
Professional enrichment programmes			
1.	IQAC	All	Twice per year (2 days)
2.	CDC	All	Twice per year (2 days)
3.	RFEC	All	Thrice per year (6 days)
4.	Examination cell	All	Once in year (1 day)

<b>Subject/Domain knowledge enhancement</b>			
1.	Consultative meet through Science Forum	Faculty members of science Department	Four in year (6 days)
2.	Faculty Exchange Programme	One faculty from each department	Once in a year (3 days)
3.	Subject Consultancy		
4.	UGC/DST sponsored Seminars	All	Twice per year (6 days)
5.	Resource person	Senior faculty in all department	Four per year (6 days)
6.	Subject experts - inspection commission, BOS	Senior faculty in all department	Four per year (6 days)
7.	Institutional and Field visits - Cooperation and Socialwork	15	2 days per week (84 days)
8.	Refresher course	Needy	Once in a year (21 days)
9.	Faculty Development Programme	Junior Faculty in each department	Once in a year (5 days)
<b>Attendance in activities such as Workshops, Seminars</b>			
1.	Seminar/Conference/Workshop	All	Twice per year (3 days)
<b>Improvement in faculty qualifications</b>			
1.	Regular research	53	One hour per day
2.	On-line certificate courses	69	One month per year
3.	NET/SET qualification	53	One hour per day
4.	Additional Academic Degrees	Needy	One hour per day
<b>Improving research capabilities</b>			
1.	Subject experts - DC Meeting	58	Twice per year (5 days)
2.	External examiner - M.Phil/Ph.D	25	Once in a year ( 2 days)
3.	Reviewer/Editor in Journals	58	Four in a year (10 days)
4.	Research guidance	53	One hour per day
5.	Knowledge and Expertise sharing	58	Twice in a year (5 days)

6.	Research Projects	20	One hour per day
7.	Research consultancy	Faculty from Physics and Chemistry department	One hour per day

### **Basic and Advanced pedagogy**

Professional enrichment programmes through updating knowledge of basic and advanced pedagogic principles based on recent developments:

- Philosophy behind advanced pedagogical principles
- Educational implications of advanced pedagogy
- Futuristic perspectives

(Evolutionary process of outcome based education, its need, importance and ramifications).

### **Subject/Domain knowledge enhancement**

Updating, sharing, disseminating and enhancing knowledge in the areas of specialization through varied resource initiatives

### **Attendance in activities such as Workshops, Seminars**

- The Management encourages the faculty members to attend and organize National and International workshops, Conferences and Seminars with funding assistance.
- A policy has been evolved to mandatorily conduct at least one national seminar and workshop every year by every department

### **Improvement in faculty qualifications**

Faculty members periodically updating their knowledge through acquiring necessary academic and professional qualifications.

### **Improving research capabilities**

The institution evolved a policy to:

- encourage researchers to undertake off-campus research and publish the research work in reputed journals.
- provide research facilities available in the college and encourage collaboration

with industries for research at the national and international level.

- encourage researchers for their contribution with incentives and citations
- encourage research fellowships from external reputed agencies

## 2.8 Provide an action plan for training technical and other staff in functional areas.

The outcome of training need analysis with technical and other staff indicated affirmative response for periodically training on relative functional areas. Experts from other institutions are invited to impart such training formally and informally. The action plan for training technical and other staff is presented.

S.No.	Staff category	Functional areas	Duration
1.	Lab assistants	Maintenance of Lab equipments	One Week
		Safety measures	One day
		Maintenance of stock register	One day
		Store keeping	One day
		Monitoring maintenance contract	One day
2.	Technician	Skill training	One month
3.	Clerical staff	MIS (Management Information System)	One month
4.	Supportive staff	Importance of cleanliness	One day

## 2.9 Describe the relevance and coherence of College Development Proposal with State's/National (in case of CFIs) Industrial/Economic Development Plan.

### Relevance and coherence of College Development Proposal with National Economic Development Plan.

As reflected on the mission statement of the institution, College Development

Proposal has been formulated with prime objectives of:

- Developing intellectual and employability skills among youth
- Inculcating moral and social values blended with positive attitude and scientific rigour

These objectives are conceptualized in consonance with the Mission and long term goals of National and International forums like UNESCO-INCHEON Declaration 2015 and National Skill Development Corporation (NSDC). The National Skill Development Corporation of India aims to promote skill development by catalyzing creation of large, quality, for profit vocational institutions in order to bring a massive change to move forward the economic development of the country.

#### **UNESCO-INCHEON Declaration 2015**

*“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*

#### **National Skill Development Corporation**

The major objectives of NSDC are to:

- upgrade skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and quality assurance
- enhance, support and coordinate private sector initiatives for skill development through appropriate Public-Private Partnership (PPP) models; strive for significant operational and financial involvement from the private sector

As college development proposal is conceived with the major focus on

- Implementation of academic and non-academic reforms
- Plan for strengthening research, teaching and extension activities
- Plan for academia and interaction with industry
- Improving employability of graduates
- Increased learning outcome of students
- Improving teaching, quality of research and extension through the use of feedback from stakeholders,

the proposed CDP is relevant and coherent with the objectives and functions of national economic development programmes.

**2.10 Describe briefly the participation of departments/faculty in the CDP preparation.**

The College Development Plan was prepared by conducting many interactive sessions with faculty, IQAC members, and other stakeholders based on the details of information periodically submitted to NAAC through AQAR. The initiatives undertaken by the College on having complied with the recommendation of both Autonomy Review Committee and NAAC Peer Team were also taken into consideration while preparing CDP.

**2.11 Describe the College project implementation arrangements with participation of Faculty and staff.**

- The leadership of the college ensures the organization management, system development, implementation and continuous improvement with the support of faculty and staff.
- The management has a policy to review the activities carried out by the college based on the report given by the Head of the Institution.
- The activities carried out by the college are reviewed periodically through various Statutory and Non- statutory committees.
- Suggestions received from stakeholders are taken into consideration for preparing plan of action and implementation.

**2.12 Provide an College Project budget as per table below: Financial Plan for College (Rs. In Crore)**

S. No.	Activities	Plan life allocation (2012-13)	Rupees in Crores			
			(2013-14)	(2014-15)	(2015-16)	2016-17
1.	Infrastructure	.30	1.10	.35	.30	-
2.	Modernization and strengthening of laboratories	.10	.055	.05	.055	.03
3.	Establishment of new laboratories for existing UG and PG programmes and for New PG programmes	.03	.0125	.01	.02	.05

4.	Modernisation of Class rooms	.0025	.007	.02	.02	.03
5.	Updating of leaning resources	-	-	-	-	-
6.	Procurement of furniture	.04	.05	.05	.04	.05
7.	Establishment/ upgradation of central and departmental computer center	-	-	-	-	.025
8.	Modernsiation / improvement of supporting departments	-	-	-	-	-
9.	Modernisation and strengthening of libraries and increasing access to knowledge resources	-	.002	.01	.01	-
10.	Refurbishment (Minor Civil works)	-	.0275	.07	.06	.025
11.	Research and development support	.0035	.0065	.01	.005	.004
12.	Providing teaching and research assistantships to increase enrollment in existing and new PG programmes in Engineering disciplines	-	-	-	-	-
13.	Provision of resources for research support	-	-	-	-	-
14.	Enhancement of R& D and college consultancy activities	-	-	-	-	-
15.	Faculty development support	-	-	-	.0015	.0015
16.	Faculty and staff development	-	.001	.005	-	.01

	(including faculty qualification upgradation, pedagogical training and organizing/ participation of faculty in workshops seminars and conferences) for improved competence based on TNA					
17.	College reforms	-	.015	.005	.0025	.008
18.	Technical assistance for procurement and academic activities	-	-	-	-	-
19.	College management capacity enhancement	-	-	-	-	-
20.	Academic support	-	-	-	-	-
21.	Creation of new departments/ courses	-	-	-	.025	.07
22.	Enhanced interaction with industry	-	-	-	-	-
23.	Student support activities	.01	.004	-	.0025	.0025
24.	Others	.27	.27	.28	.31	.31
	<b>Total</b>	<b>.756</b>	<b>1.55</b>	<b>.86</b>	<b>.8515</b>	<b>.616</b>



### Measurement Index for College Performance

Indicator	Weightage	Present Rating	Present Score (%)	Target Rating	Target Score (%)
<b>GOVERNANCE QUALITY INDEX-16%</b>					
% of Faculty Positions, vacant	2.0%	0	2	0	2
% of Non-permanent faculty	4.0%	0	4	0	4
% of Non-teaching staff to teaching Staff	3.0%	36	3	36	3
Total no of under graduation programs(13)	1.0%	100	1	100	1
Total no of post graduate programs(6)	1.0%	100	1	100	1
Total no of doctoral programs(11)	1.0%	100	1	100	1
Faculty appointment - turn around/cycle time in months	2.0%	12 months	2	12 months	2
Delay in payment of monthly salary payment of faculty	2.0%	0	2	0	2
<b>ACADEMIC EXCELLENCE INDEX -21.5%</b>					
Delay in exam conduction and declaration of Results	3.5%	0	3.5	0	3.5
Plagiarism Check	1.0%	100	1	100	1
Accreditation	4.0%	100	4	100	4
Teacher Student ratio	4.0%	As per norms	4	As per norms	4
% of Visiting professors	1.0%	6	1	6	1
% of graduates employed by convocation	0.5%	19	0.32	30	0.5
% Number of students receiving awards at National and International level(7/2187)	0.5%	0.003	0.03	0.05	0.5
% of expenditure on Library, cyber library and laboratories per year	1.0%	6	1	6	1
Ratio of expenditure on teaching staff salaries to non-teaching staff salaries	1.0%	13:1	1	13:1	1
% of faculty covered under pedagogical training	1.0%	100	1	100	1
% of faculty involved in “further education”	0.5%	85	0.43	100	0.5
Dropout rate	1.5%	11	1.36	10	1.5
No of foreign collaborations	1.5%	No	0	1	1.5
Subscription to INFLIBNET	0.5%	Yes	0.5	Yes	0.5
<b>EQUITY INITIATIVE INDEX - 12.5%</b>					
SC Student%	3.0%	17	3	17	3
ST Student%	3.0%	1.3	3	1.3	3
Gender Parity	3.0%	100	3	100	3
Urban to Rural Student population	2.0%	40	2	40	2
Existence of CASH	0.5%	100	0.5	100	0.5
Existence of Social Protection Cell	0.5%	Yes	0.5	Yes	0.5

Language assistance programs for weak students	0.5%	Yes	0.5	Yes	0.5
<b>REASERCH AND INNOVATION INDEX -24%</b>					
Per-faculty publications	2.0%	1	2	1	2
Cumulative Impact Factor of publication	3.0%	106	2.5	125	3
H Index of scholars	2.0%	122	1.9	130	2
% of staff involved as principal researcher	1.0%	19	0.76	25	1
% of research projects, fully or more than50% funded by external agencies, industries etc	2.0%	100	2	100	2
Total no of patents granted	1.0%	0	0	1	1
% of faculty receiving national/international awards	1.0%	7	0.7	10	1
% of research income	1.0%	2	1	2	1
Doctoral degrees awarded per academic staff	1.0%	1:1	0.95	1:2	1
% doctoral degrees in total number of degrees awarded	3.0%	1	3	1	3
% expenditure on research and related facilities	1.0%	1	1	1	1
Digitization of Masters and Doctoral thesis	0.5%	No	0	Yes	0.5
UPE/CPE	3.5%	No	0	Yes	3.5
% of Income generated from non-grant sources	2.0%	1	2	1	2
<b>STUDENT FACILITIES - 15%</b>					
No of new professional development programs	1.0%	3	1	3	1
Existence of Placement Cells and Placement Policy	1.0%	Yes	1	Yes	1
% of expenditure on infrastructure maintenance and addition	3.0%	5	3	5	3
Availability of hostel per out-station female student	3.0%	NA	3	NA	3
Availability of hostel per out-station male student	2.0%	100	2	100	2
% of students on scholarship	2.0%	38	1.9	40	2
Average scholarship amount per student	1.0%	15000	1	15000	1
Student Experience Surveys	1.0%	100	1	100	1
Graduate Destination Surveys	1.0%	100	1	100	1
<b>Infrastructure and Others - 11%</b>					
% Income generated from training courses	1.0%	5	0.5	10	1
% Income generated from consulting	1.0%	1	0.5	2	1
Infrastructural sufficiency	3.0%	100	3	100	3
Computer coverage	3.0%	100	3	100	3
Internet connectivity of Campus	3.0%	100	3	100	3
	100.0%		90.35		100