SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

QUEEN MARY'S COLLEGE (AUTONOMOUS)

KAMARAJAR SALAI, MYLAPORE

600004

queenmaryscollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Queen Mary's College, an institution for women empowerment, is located on Kamarajar Salai (also known as Beach Road), heart of Chennai City. The views from the buildings of the college create epiphanic moments which inspire faculty and students to explore unchartered territory. The college has traversed more than a century with this unflagging zeal in the cause of women's education.

Queen Mary's College had an incredible start, with the prize-winning essay of a young girl named Nallamuthu being instrumental in the founding of the college. Nallamuthu wrote an essay on the need of a college for women in the Madras Presidency. The essay won a prize and was read out to a member of the Governor's Executive Council on his visit to the school in March 1913. He interacted with the girls, expressing his doubts about the viability of a college for women. He was taken aback and impressed by their insistence on pursuing higher education. Thus, was born the Madras College for Women in 1914. It was rechristened as Queen Mary's College in 1917. Nallamuthu, the girl who thought differently and inspired other girls went on to become the first Indian Principal of the college in 1946.

With a modest intake of 33 women students at the time of inception, it has, burgeoned over the 110 years of its existence to become a full-fledged higher education institution offering postgraduate studies and research programs. Today it is an autonomous college catering over 5000 women students. Queen Mary's College has been ranked 60 in the NIRF-2023 rankings. The wide cross section of disciplines includes humanities (History, Sociology and Languages - English, Tamil, Telugu, Urdu, Hindi, Sanskrit and French), Applied Sciences like Computer Science, Clinical Nutrition, Home Science, Biochemistry as well as all the major Basic Sciences – Mathematics, Physics, Chemistry, Botany and Zoology. The college also offers under graduate courses in Geography, Physical Education and Music. Most of departments in campus are either Post Graduate departments or full time research departments. Queen Mary's College is blessed with the kind of academic environment where a student can evolve from an enthusiastic undergraduate to a keen research scholar. There are 24 departments offering 23 Under Graduate programs, 18 Post Graduate programs and 13 M. Phil programs in the college, among which 12 departments offer Ph.D. programs.

Vision

The college enshrines in its vision the ideal of democratization of education by drawing into its ambit women from the deprived sections of society and empowering them with an education that hones life skills and employability

Mission

As educating a woman is tantamount to educating a family the mission of the college is to have programmes that ensure the all-round development of its students. The goal in view is an education that transforms young women and equips them to face challenges in their personal and professional lives. The college endeavours to maintain a learning atmosphere that reinforces the ideals of professional competence and social commitment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college has a clear mandate to be an agent of social transformation through the policy of equal opportunity and inclusiveness. From the time of its inception there was no room for elitism. The spirit of egalitarianism defines the ethos of the college. There are three axes – access, equity and excellence - by which the progressiveness of an institution is mapped. QMC shows an upward trajectory with regard to all three criteria. The college strictly adheres to the quota system: access is not hindered : as a government college in Tamil Nadu, Queen Mary's College is primed to fulfil the ideals of social reformers like Anna and Periyar – equity, social justice and empowerment of women is at the heart of education in the college and translates into a curriculum that foregrounds employability skills in addition to competence and proficiency in the chosen discipline. The campus is always abuzz with co-curricular and extracurricular activities: classroom teaching is augmented by these activities.. Education at QMC is much sought after by young women from the weaker sections of society. The analysis of the survey conducted for the outgoing batch of 2022-23 UG and PG students, 1492 alumni + 281 student + 37 teachers revealed that there was immense satisfaction with academic quality with regard to quality of teaching, variety of courses offered and relevance of the courses for careers and employability. This positive response was received from 87% of the participants in the survey

Institutional Weakness

With regard to Queen Mary's College, the demography of the college is a challenge (as more than 80 % of the students are first generation learners). This is evidenced by their eligibility for scholarships. The Moovalur Ramamirtham Ammaiyar Higher Education Assurance Scheme (Puthumaipen Thittam) is given to enhance the enrolment ratio of girls from Government schools to Higher Educational Institutions and Tamil as medium of instruction in schools aids better grasp of subjects like science and maths. However, these students are challenged when it comes to competency in English. The government of Tamil Nadu has made provision for Tamil as a medium of instruction for the core and allied subjects at the college level and this has its merit in relation to grasp of concepts in the respective disciplines. Hence the faculty who teach Part II English have to employ strategies of TESOL (Teaching English to students of Other Languages)

As inclusivity is considered the hallmark of QMC, enrolment from marginalized groups like hill tribes, and transgender can be improved. They are not aware about their right to education and

the availability of quality education for them in this premier institution.

Currently students from outside Tamil Nadu are few. Diversity, with inclusion of students from overseas or other states, will broaden the horizons of the students.

Institutional Opportunity

OPPORTUNITY

One of the advantages that Queen Mary's College has is that it is urban. Opportunities on campus and off campus are more for the students as compared to colleges in rural areas. Resource Persons of high caliber and professional expertise visit the college: the students have a higher level of awareness through these

programmes. The activities and special lectures and activities organized through the department Associations, activities through clubs and cells testify to the wide exposure given to the Naan Muthalvan scheme has been a positive intervention - the courses bridge industry and academia and make the students. The students of QMC get an opportunity to participate in Republic Day Parade Cultural Competitions. They have won the first prize for 8 years consecutively. Due to its urban location students have the opportunity to participate in many events which enhance their general knowledge. The Career Guidance Cell as well as the Placement Cell of the college function exceptionally well with regard to disseminating information to students with regard to the job market.

The proximity of the college to the American Center gives opportunity for students to visit the Consulate and for the experts from the Consulate to the College. The same advantage is there with regard to the Russian Centre which is in close proximity to the college.

Given the fact that institutions in the modern day are mere concrete jungles, QMC has an exclusive ambience and provides a great atmosphere for learning. The panoramic view of the sea from the Admin Block as well as Pentland, Jeypore and Stone Blocks, the tree lined pathways most of the buildings of the campus, the Eco Pond and the drive into campus through two prime roads (Beach Road and R.K. Salai), are evergreen in the minds of Queenmarians (current and alumnae)

Institutional Challenge

The challenges faced by the institution are primarily with regard to funding.

As already mentioned students from rural areas aspire to study at QMC. One of the challenges faced is hostel accommodation isn't commensurate with the aspirations of parents from rural areas to educate their wards in Queen Mary's College. Among these aspirants for education at QMC there are a good number of differently abled girls. There is a need for exclusive hostel facilities for physically challenged.

Funds to address the requirements of the college are from the government. Efforts to secure all possible allocations from the government to improve infrastructure are made. Since procedure is involved, it takes time for allocation of funds and implementation of proposals which have received approval and grants.

Only small amounts can be raised from non governmental sources and these funds are only for programs in which they partner with the college.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has adopted in spirit the UGC Learning Outcomes Based Framework (LOCF) in mapping the syllabus with course outcomes (COs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) and implemented the "learning outcome" approach in the classroom. The "outcomes" are geared towards empowering the students with life skills, skills for employability as well as valuable inputs for students aspiring for higher learning and professional expertise. Academic enrichment in terms of value added courses, certificate courses and internships make the learning experience exclusive – in other words customized to the needs of

learners. The syllabus and curriculum are designed keeping in mind the aspirations of the students. The demography of the college comprises a large percentage of first-generation learners whose aspirations are varied – some aspiring for higher learning through postgraduate studies and research and some for employment after graduation. During this period, the college has introduced, employability/entrepreneurship based courses like Digital Photography, Computer Literacy Programme, Sales Force and Microsoft Excel among others. Some of the courses introduced in 2022-23 include Horticulture, Pharmaceutical Chemistry, Business English, Python Programming, Cloud Computing, Software Testing among others.

Value Added Courses of 15 days duration are offered every year by departments on rotation: for example, Advanced Excel and Accounting by the Department of Commerce, Feminism and Society by the Department of Sociology, Food Chemistry by the Department of Chemistry.

Interdisciplinary options are available to the students through the Choice Based Credit System. Undergraduate students undertake a mandatory Non Major Elective (NME) and postgraduate students undertake an Extra-disciplinary Elective (EDE). Soft Skills has been offered as a mandatory Skill Based Elective (SBE). This course offers training under a specific rubric like Life Skills and Skills for the Workplace.

Value Education and Environment Studies are integral to the curriculum. Teachers utilize the time allotted to these subjects to sensitize the students to responsibility to the planet and instilling values pertaining to gender equity, social justice.

Feedback from stakeholders been factored into the curriculum with an annual PTA (Parent Teacher Association) meeting and the feedback from the students.

The college makes every effort possible to meet the ideals of holistic education, working with equal vigour on the pragmatic aspect of education like employability skills as well the larger picture of preparedness for life.

Teaching-learning and Evaluation

As a college for women, the focus is on empowerment of young women. A large percentage of these students are from deprived sections of society. The diversity is not only socio economic: The students who enroll in the college are drawn from diverse areas and suburbs of Chennai and outside the city as well. The admission policy embodies fairness and transparency, adhering diligently to government policies on reservation for marginalized sections of society. The single window counseling system guarantees equal opportunity, with admission lists meticulously prepared and publicly displayed well in advance. The students are admitted through single window system (www.tngasa.in) following the government policies.

Autonomy, Continuous Internal Assessment (CIA)

After getting autonomous status in 1987, Queen Mary's has established robust examination system. Examinations and Valuation comes under the purview of Controller of Examinations (COE) who in turn reports to the principal of the college. As an autonomous college continuous internal assessment (CIA) is planned and executed meticulously and 25 % is allotted for CIA and 75 % for the End of Semester examination. CIA (Continuous Internal Assessment) is held in three cycles over one semester. The dates for the CIA are printed in the college calendar. Marks for CIA are consolidated under the following heads – Test, Assignment, Seminar, Model Exam.

Efficient Examination and Valuation System:

The End of Semester Examinations are conducted in Theory and Practical at the end of the semester. Single valuation System by an external examiner. Results are published within 15 days from the date of completion of all the examinations. Students can apply for revaluation and also request for a photocopy of their answer scripts. Final year students who have failed only in one subject are allowed to take up a supplementary Examination which is conducted within 10 days from the publication of results.

The Exam Cell Automation Software is designed to streamline and automate various processes conducted in the Examination cell. It includes functionalities such as Exam Application Generation, Hall Ticket Generation, seating management, Exam Attendance Report, Internal and External marks entry, Grade, Percentage, and Cumulative Grade Point Average (CGPA) calculations, Mark Sheet, Consolidated Mark Sheet, and Course Completion Certificate generation, PPR Generation for the university to prepare Degree Certificate, result analysis, and academic record management. One of the unique features of Exam Cell Automation Software is that the results are published on the college website immediately after the standing committee meeting.

Research, Innovations and Extension

Research is born of inspiration, nurtured in the company of inspired minds and conducive environment. Among the distinguished alumnae of the college is India's first woman botanist Janaki Ammal who completed her pre university from the college in 1919. Her reputation as "the woman who sweetened the life of a nation" emanated from her cutting edge research in sugarcane breeding. She held the position of Geneticist in 1934 at the internationally well known Sugarcane Breeding Station (now Sugarcane Breeding Institute) at Coimbatore. She worked here during the years 1934-39. She worked as a Cytologist in the Royal Horticultural Society, London (1946-51) and returned on the invitation of the Government of India and became the first Director of the Central Botanical Laboratory of the Botanical Survey of India. The Government of India conferred the Padma Sri on her in 1957 and the Ministry of Environment and Forestry instituted the National Award of Taxonomy in her name in 2000. Another legendary woman scientist who was an alumna of the college is Dr. Rajammal Devadas. She was a distinguished nutrition scientist and Vice Chancellor, Avinash Lingam Deemed University (Avinashilingam Institute for Home Science & Higher Education for Women). When Home Science was started as a University Degree Course (B.Sc. Home Science) in Queen Mary's College by the Madras University in the year 1942, Dr. Rajammal P. Devadas was one of the five students of the first batch. In her career she rose to become a member of the State Planning Commission of Tamil Nadu. She was awarded a Padma Shri in 1992. They are the inspirations.

Research Promotion and Facilities

Queen Mary's College today pulsates with the spirit of these women scientists and researchers. The faculty at Queen Mary's College exemplify scholarly rigor, with a significant majority holding Ph.D. degrees. Among the faculty of 236 members, approximately 70% possess doctoral qualifications, underscoring a strong foundation in academic research. The institution has undertaken several major and minor research projects, with ongoing endeavors aimed at advancing knowledge across various disciplines. Moreover, the faculty's international presence is marked by presentations of research papers at prestigious conferences abroad, enhancing the college's global academic footprint.

Research activity is promoted and facilitated to the best possible extent. The college has Central Instrumentation Facility sponsored by DST- FIST instrumentation centre as well as Bioinformatics Facilitation

Centre sponsored by DBT. Both facilities are accessible to faculty and scholars engaged in research.

Infrastructure and Learning Resources

College Development and Corresponding Infrastructure Development:

The ambience of a centre of learning should be conducive to contemplation and creative thinking. Queen Mary's College in that sense is a paradise for creative minds – they flourish in the green and serene atmosphere. The infrastructure of an institution should expand and change with the paradigm shifts in education. When the college started in 1914, with a modest intake of 33 students, it functioned from Capper House, With the proliferation of new courses more buildings were raised – Pentland Block (named after Lord Pentland) in 1915, Stone Block (named after the Henry Stone, the Director of Public Instruction) in 1918 and Jeypore Block in 1921 (through a generous donation from the Maharaja of Jeypore). The Beach House and Sankar Aiyar Block were acquired in 1922 as these buildings were not enough as the college strength was expanding – more and more young women were enrolling in Queen Mary's College. In 1929 laboratories for the teaching of Physics and Chemistry were constructed. The Home Science Block was declared open by renowned educationist (then Minister for Education) Thiru. Avinashlingam. The foundation stone for the Golden Jubilee Block was laid by President Radhakrishnan in 1964. The building was inaugurated by the then Chief Minister Thiru. M.K. Karunanidhi in 1973. The Diamond Jubilee Celebrations in which Prime Minister Indira Gandhi and were held in the Golden Jubilee Block. The saga of expansion in terms of student strength and infrastructure continues into the twenty first century.

Expansion and Renovation:

With a staggering strength of 5000, a figure which has been consistent for almost five years, the infrastructure expansion at QMC has been proportionate. Queen Mary's College has undertaken significant infrastructural developments. A new block (MGR block) spanning 2384 sq. m, has been erected, accommodating 2 state-of-the-art laboratories and 15 classrooms: the heritage blocks of Physics and Chemistry, Jeypore, Stone and Pentland blocks have been renovated. New classrooms (5 Nos) were constructed under the RUSA scheme above the existing CRC block. Construction of a 7 floor students' hostel at 42 crores is nearing completion. Lifts have been installed in 5 blocks and ramps to cater to the differently abled students have been constructed along the circular pathway which connects all the buildings and departments of the college. This expansion not only augments the college's infrastructure but also enhances the learning experience by providing ample space for practical education and collaborative activities.

Library and Digital Resources:

The College library has over 1.05 lakh print volumes. Until the Digital Library building was constructed, the Library (yet another aspect of QMC's heritage) functioned in the century-old facility in Jeypore Block, with wood paneled interiors and mezzanine (and recently given a makeover by the Archaelogical Survey of India).

Student Support and Progression

QMC believes providing best possible environment to make the students stay in the campus is memorable. The amenities provided on campus include photocopying facility, student facilitation center, cooperative store where stationery and snacks are available, canteen and recreational facilities provided by the Department of

Physical Education.

Student support in monetary terms is through scholarships. More than 90% of students are supported by the financial schemes of the government (state/ central) namely post metric scholarship, Tamil medium stipend, Pudumaipenn scholarship. Metrics account for the students who benefit from scholarships provided by non-government organizations like Lakshmi Charities, CSR fund of CTS among others.

The Student Staff Support Services Cell is a humanitarian service rendered by faculty and alumni of the college. The support given is in terms of financial support which goes directly to the beneficiary. In times of acute need and natural calamities (like floods) and the recent pandemic students are reached through the goodwill of the faculty.

Every year the Career Guidance Cell organizes training sessions in collaboration with Employment Exchange: it also trains students for TNPSC, TNSURB and other competitive exams. On an average, 500 students benefit from the Career Guidance Programmes offered by the college.

The Placement Cell of the college coordinates between industries and the institution. Job Fairs are organized on campus – a range of companies including tier 1 companies like Sutherland, TCS, TCSion, Accenture participate in these job fairs.

Capacity development programs are offered to students through programs like the soft skill program, the special Soft Skills program through TANSCHE funds, as well as Recent Trends in Technology, AI Technology, Cybercrime Awareness etc. The college collaborated with the US Consulate and the students had hands on training in library upkeep at the American Centre. Life skills are acquired through the following programmes - Yoga, Karate, Silambam and udayalpadai (martial arts) – which are offered to all the students. The Naan Mudhalvan Cambridge English Upskilling Programme is offered to all the 1 UG students and prepares them for the A1, A2 B1 and B2 levels of the Cambridge English exams.

QMC is endowed with benevolent alumni who offer generous support to the college through their services as scribes, resource persons, programme coordinators, trainers and sponsors.

Grievance Redressal Cell promptly sorts out issues brought to the notice of the cell. The college takes pride in the outstanding performance of the students in cultural programmes. The number of state/national/international awards secured is over 100 in all spheres.

The Student Union is the voice of the students and there is timely intervention and redressal of students' grievances. Apart from grievance redressal, the Students' Union takes efforts to make the annual College Culturals a time of celebration and a great harvest of talent.

Governance, Leadership and Management

Decentralization and delegation are the hallmark of governance at QMC. There are various committees which deal with issues: IQAC, Examination Committee, Admission Committee, Administrative Committee, E Governance Committee, Anti Ragging Committee. The Committees function with the help of capable administrative staff. All the programs of the college are planned well in advance to ensure time and resource management.

Being dynamic and progressive the college has steadily sought to align with the vision of the NEP with regard to curriculum revamp towards multidisciplinary courses, skill based courses and flexibility in course selection (CBCS). During and post COVID times Faculty Development Programmes were conducted for the staff to train them in all aspects of online teaching. The college has collaborated with the Russian consulate for FDP in Basic Russian.

The mission statement of the college states that our goal is to prepare the students to handle situations in their personal and professional lives and that is why we endeavour to keep cultivate and preserve the "happiness quotient" in the lives of our students through extracurricular and activities. The fun element is incorporated into co-curricular as well to make each day in college as happy as possible. These facts are being reiterated to underscore the holistic development of the students of QMC.

QMC focusses on line of NEP in making graduates employable by adding a skill component to the education in the arts, sciences and humanities. Every department has value added courses which are skill based which make the students industry ready. Furthermore, corporate training was provided in BFSI and Logistics. Computer courses like Data Analytics, AI and Machine Learning which prepare students for the job market have also been conducted.

The flexibility which permits cross major study through interdepartmental electives enriches the learning experience of the student

The common curriculum framework has been created for implementation as visioned in NEP.

The IQAC of the college has taken initiatives to make upskill the faculty with regards to

- CO PO mapping and implementation
- K Level Assessment (Bloom's Taxonomy)
- Research Repositories
- Awareness on Google Scholar, Scopus, Citations, H Index
- Website up dation (restructuring the college website and making it a web page)
- Creation of student database, UMIS registrations of the students
- App development for effective administration

The IQAC has organized consultancy from QMC for TNSDC during the nascent stage of the Naan Muthalvan Scheme of Tamil Nadu Skill Development Corporation.

Institutional Values and Best Practices

Weekly Assembly, Cultural Programmes and Festivities

Some of the meaningful practices in the college are weekly Assembly held every Wednesday at 8.30 am for Shift 1 students and at 1.15 pm for Shift 2 students. The mandatory assembly brings together students and faculty. This assembly serves as a platform for announcements, sharing important information, and fostering a sense of unity and community spirit among all members of the college. The Principal of the college takes the opportunity to address the students on values, dress code and admonition in general. In January, Pongal, the harvest festival of the Tamil people is celebrated with great joy. Every department cooks rice pongal in the traditional way (in a pot on firewood) and the place wears a festive mood as it is decorated with sugarcane and

brightly coloured kolams. The annual cultural programs and intramural competitions also add happiness and cheer to campus life.

Students' Union: The democratic process of electing the Students' Union allows students to actively engage in leadership roles within the college. The Students' Union has regular meetings involving class representatives: this system ensures that students' voices are heard and their concerns addressed effectively. This participatory approach empowers students to contribute to decision-making processes and advocate for their interests.

Tutor-Ward Meetings: A tutor who is a member of faculty is in charge of a batch of students right from their first year in college till the students receive their degrees in the convocation. The tutor is available for support that the student requires during her course of study and functions as mentor and guide. This personalized approach helps in addressing academic challenges, personal issues, and career aspirations of students, fostering a supportive mentorship environment.

Parent Teacher Meetings: Regular interactions with parents through scheduled meetings strengthen the partnership between the college and parents/guardians. It facilitates open communication, updates on student progress, and collective efforts towards supporting students' academic and personal growth.

Green Audit and Green Energy

The college has conducted green audit for 2021-22. Solar energy is also in use with 10KVA solar panels connected to the EB Board of the college. Energy saving through the use of LED bulbs and water conservation through rain water harvesting are some of the eco friendly practices adopted by the institution.

Facilities for the Differently-Abled

Ramps have been provided in all the buildings and all the pathways on campus to help the differently abled. The college library has assistive technology (screen reading software) for the visually challenge students. Human assistance through scribes is also provided to these students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	QUEEN MARY'S COLLEGE (AUTONOMOUS)
Address	KAMARAJAR SALAI, MYLAPORE
City	Chennai
State	Tamil Nadu
Pin	600004
Website	queenmaryscollege.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Uma Maheswari	044-28445910	9787631400	044-2844305 2	principal@queenm aryscollege.edu.in
IQAC / CIQA coordinator	Hemamalini Rajagopal	044-28444995	9500083358	044-2844305 2	HEMAMALINI.R AJAGOPAL@QU EEENMARYSCO LLEGE.EDU.IN

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular Evening

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	14-07-1914

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	01-01-1970

University to which the college is affiliated

State	University name	Document
Tamil Nadu	University of Madras	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	17-06-1972	View Document
12B of UGC	17-06-1972	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	26-06-2023	24	Nil

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	KAMARAJAR SALAI, MYLAPORE	Urban	17.04	178982

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,English,	36	Higher Secondary	English,Tamil	84	63
UG	BA,Tamil,	36	Higher Secondary	Tamil	58	55
UG	BSc,Mathematics,Mathematics shift I	36	Higher Secondary	English	48	25
UG	BSc,Mathematics,Mathematics shift II	36	Higher Secondary	English + Tamil	96	82
UG	BSc,Physics,	36	Higher Secondary	English + Tamil	58	53
UG	BSc,Chemistry,	36	Higher Secondary	English + Tamil	58	55
UG	BSc,Botany, plant biology and plant biotechnology	36	Higher Secondary	English + Tamil	58	55
UG	BSc,Zoology,Advanced zoology and Biotechnology	36	Higher Secondary	English + Tamil	58	58
UG	BA,Economics,Economics shift II	36	Higher Secondary	English + Tamil	144	136
UG	BA,Economics,Economics shift I	36	Higher Secondary	English	72	72
UG	BA,Indian Music,	36	Higher Secondary	English	17	7
UG	BA,Sociology,	36	Higher Secondary	English	48	45

UG	BCA,Computer Applications,	36	Higher Secondary	English	50	50
UG	BSc,Home Science,Clinical Nutrition and Dietetics	36	Higher Secondary	English	50	50
UG	BSc,Home Science,Nutrition Food Service Management and Dietetics	36	Higher Secondary	English	30	30
UG	BA,Historical Studies,	36	Higher Secondary	English + Tamil	120	119
UG	BA,Telugu,	36	Higher Secondary	Telugu	24	2
UG	BA,Sanskrit,	36	Higher Secondary	Sanskrit	12	2
UG	BSc,Geography,Geography Tourism and Travel management	36	Higher Secondary	English	36	29
UG	BSc,Geography,Geography	36	Higher Secondary	English + Tamil	60	60
UG	BSc,Computer Science,Computer Science shift II	36	Higher Secondary	English	38	35
UG	BSc,Computer Science,Computer Science shift I	36	Higher Secondary	English	38	38
UG	BSc,Biochemistry,	36	Higher Secondary	English	50	50
UG	BSc,Physical Education	36	Higher Secondary	English	58	52

	Health Education And Sports,					
UG	BCom,Commerce,Genaral shift I	36	Higher Secondary	English	72	68
UG	BCom,Commerce,General Shift II	36	Higher Secondary	English	144	128
UG	BCom,Corporate Secretaryship,	36	Higher Secondary	English	84	72
PG	MA,English,	24	Under Graduate	English	28	28
PG	MA,Tamil,Tamil	24	Under Graduate	Tamil	24	19
PG	MSc,Mathematics,	24	Under Graduate	English	23	22
PG	MSc,Physics,	24	Under Graduate	English	23	23
PG	MSc,Chemistry,	24	Under Graduate	English	12	12
PG	MSc,Botany,	24	Under Graduate	English	12	11
PG	MSc,Zoology,	24	Under Graduate	English	12	12
PG	MA,Economics,	24	Under Graduate	English	25	24
PG	MA,Indian Music,	24	Under Graduate	English	12	6
PG	MA,Sociology,	24	Under Graduate	English	15	4
PG	MCA,Computer Applications,	24	Under Graduate	English	30	24
PG	MSc,Home Science,Food	24	Under Graduate	English	12	12

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PG	MSc,Home Science,Food Service Management and Dietetics	24	Under Graduate	English	26	26
PG	MA,Historical Studies,	24	Under Graduate	English	29	28
PG	MSc,Geography,Geography and Tourism Administration	24	Under Graduate	English	12	7
PG	MSc,Geography,Geography	24	Under Graduate	English	18	10
PG	MSc,Computer Science,	24	Under Graduate	English	26	26
PG	MCom,Commerce,General	24	Under Graduate	English	24	21
Doctoral (Ph.D)	PhD or DPhil,English,	72	Post Graduate	English	1	0
Doctoral (Ph.D)	PhD or DPhil,Tamil,	72	Post Graduate	English	1	1
Doctoral (Ph.D)	PhD or DPhil,Mathematics,	72	Post Graduate	English	5	5
Doctoral (Ph.D)	PhD or DPhil,Physics,	72	Post Graduate	English	3	3
Doctoral (Ph.D)	PhD or DPhil,Chemistry,	72	Post Graduate	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Botany,	72	Post Graduate	English	4	0
Doctoral	PhD or DPhil	72	Post	English	3	3

(Ph.D)	,Zoology,		Graduate			
Doctoral (Ph.D)	PhD or DPhil ,Economics,	72	Post Graduate	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Sociology,	72	Post Graduate	English	2	2
Doctoral (Ph.D)	PhD or DPhil ,Geography,	72	Post Graduate	English	2	2
Doctoral (Ph.D)	PhD or DPhil,History,	72	Post Graduate	English	1	1
Doctoral (Ph.D)	PhD or DPhil,Music,	72	Post Graduate	English	2	0
Pre Doctoral (M.Phil)	MPhil,English,	12	Post Graduate	English	6	0
Pre Doctoral (M.Phil)	MPhil,Tamil,	12	Post Graduate	Tamil	12	0
Pre Doctoral (M.Phil)	MPhil,Mathematics,	12	Post Graduate	English	6	0
Pre Doctoral (M.Phil)	MPhil,Physics,	12	Post Graduate	English	6	0
Pre Doctoral (M.Phil)	MPhil,Chemistry,	12	Post Graduate	English	9	0
Pre Doctoral (M.Phil)	MPhil,Botany,	12	Post Graduate	English	6	0
Pre Doctoral (M.Phil)	MPhil,Zoology,	12	Post Graduate	English	6	0
Pre Doctoral (M.Phil)	MPhil,Economics,	12	Post Graduate	English	6	0
Pre Doctoral (M.Phil)	MPhil,Indian Music,	12	Post Graduate	English	3	0
Pre Doctoral (M.Phil)	MPhil,Home Science,Foods and Nutrition	12	Post Graduate	English	4	0
Pre Doctoral (M.Phil)	MPhil,Home Science,Family Resource	12	Post Graduate	English	4	0

	Management						
Pre Doctoral (M.Phil)	MPhil,Historical Studies,	12	Post Graduate	English	10	0
Pre Doctoral (M.Phil)	MPhil,Geography,	12	Post Graduate	English	6	0

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				104				174			
Recruited	0	0	0	0	0	104	0	104	0	132	0	132
Yet to Recruit	0				0				42			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				100
Recruited	28	48	0	76
Yet to Recruit				24
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	100	0	1	37	0	138
M.Phil.	0	0	0	0	2	0	0	32	0	34
PG	0	0	0	0	2	0	0	0	0	2
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	29	0	29
M.Phil.	0	0	0	0	0	0	0	26	0	26
PG	0	0	0	0	0	0	0	7	0	7
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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1486	5	0	0	1491
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	315	0	0	0	315
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	19	0	0	0	19
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	352	374	368	361
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	20	11	21	12
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	909	888	831	905
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	587	644	567	574
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1868	1917	1787	1852

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry	[View Document](#)
Botany	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computer Applications	[View Document](#)
Computer Science	[View Document](#)
Corporate Secretaryship	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
Geography	[View Document](#)
Historical Studies	[View Document](#)
History	[View Document](#)
Home Science	[View Document](#)
Indian Music	[View Document](#)
Mathematics	[View Document](#)
Music	[View Document](#)
Physical Education Health Education And Sports	[View Document](#)
Physics	[View Document](#)
Sanskrit	[View Document](#)
Sociology	[View Document](#)
Tamil	[View Document](#)
Telugu	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The multidisciplinary education envisaged by the NEP provides academic flexibility in terms of Horizontal mobility and inter-disciplinary options. Supplementary enrichment programmes also strengthen the interdisciplinary approach. At Queen

	Mary's College, the multidisciplinary approach is facilitated through the Choice Based Credit System (CBCS), where all undergraduate students have two mandatory Non Major Electives (during Semesters III and IV) where they take up a course for 2 credits each from a department other than the parent department. The undergraduate students also have two "Allied Papers" in which they have the opportunity to be educated in an area apart from the core subject. The postgraduate students have a mandatory Extra-disciplinary Elective (EDE). Supplementary enrichment programs are offered through add on courses after college hours. The courses offered so far are BFSI, Logistics, Yoga, Silambam and Karate
2. Academic bank of credits (ABC):	The college is taking initiative towards making students open their own Digi lockers in ABC.
3. Skill development:	Queen Mary's College has taken steps to realize the NEP's vision to bridge the institution industry gap through skill development programs. From 18-19 till date Value Added Courses were offered by departments in rotation. The students had an opportunity for the addition of a skill edge to their existing undergraduate program. Soft Skills are taught from Semesters I to IV under the titles – Life Skills (I & II) and Skills for the Workplace (I & II). In addition to this opportunity to undergo the Soft Skills course sponsored by TANSCHE (Tamil Nadu State Council for Higher Education) is given to outgoing students of the college in their V Semester. This course has resource persons from the industry training them in employability skills. The Certificate Courses in BFSI and Logistics are skill based courses offered to the final year students and placement is facilitated on completion of the course. The 8 Computer Courses conducted by TCSion for the students of BSc Computer Science and Computer Applications (BCA) students were designed to make the students industry ready. The 8 courses are, Machine learning for real-world application, Practical approach to cyber security, Data analytics and reporting, Applied Cloud Computing, Artificial intelligence for real-world application, Social media and text analytics, Advanced cyber security - an application approach, Intelligent game design and its applications.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college takes pride in promoting and sustaining Indian Knowledge Systems. Barring regular Yoga classes for staff and students, the Department of Physical Education also offers a Certificate Course in Yoga. The Department of Botany has to its credit the publication of Flora of Queen Mary's College by Dr. Thilagavathy, Associate Professor of Botany, QMC. This unique publication also enlists the trees and plants which have medicinal value: the curative properties of the leaves/flowers/fruit/bark of the trees and plants on campus are given in detail. The Botany department takes the new entrants to college on campus walk and acquaints them with the traditional knowledge related to the flora on campus.
5. Focus on Outcome based education (OBE):	Outcome Based Education (OBE) at Queen Mary's College, Chennai, represents a progressive approach to higher education that prioritizes learning outcomes over traditional methods of instruction. The college has adopted in spirit the UGC Learning Outcomes Based Framework (LOCF) in mapping the syllabus with course outcomes (Cos), Programme Outcomes (Pos) and Programme Specific Outcomes (PSOs) and implemented the the "learning outcome" approach in the classroom. As Queen Mary's College is a government college the "outcomes" are geared towards empowering the students with life skills, skills for employability as well as valuable inputs for students aspiring for higher learning and professional expertise. Academic enrichment in terms of value added courses, certificate courses and internships make the learning experience exclusive – in other words customized to the needs of learners. The syllabus and curriculum is designed keeping in mind the aspirations of the students. Bloom's Taxonomy (namely remembering, understanding, analysis, application/creativity/innovation) provides the framework for the K levels which are diligently implemented in the testing and evaluation. One of the key features of OBE at Queen Mary's College is its emphasis on student-centered learning. Rather than simply imparting knowledge through lectures and examinations, OBE encourages active engagement and participation from students. This approach fosters critical thinking, problem-solving abilities, and practical skills among students, preparing them not just for academic success but also for the challenges they will face in their careers. Furthermore, OBE at

	Queen Mary's College promotes continuous assessment and feedback mechanisms. Students are regularly assessed on their progress towards achieving the defined learning outcomes. This ongoing evaluation ensures that students receive timely feedback on their strengths and areas needing improvement, allowing for personalized learning experiences. Moreover, OBE encourages interdisciplinary learning and the integration of real-world applications into the curriculum. The implementation of OBE has also led to enhanced collaboration among faculty members, who work together to design and deliver curriculum that aligns with the desired learning outcomes. In conclusion, Outcome Based Education at Queen Mary's College, Chennai, is a transformative approach that places students at the center of their learning journey.
6. Distance education/online education:	In QMC, No programs and courses are offered in distance education/ online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college NSS has demonstrated commitment to educating the students on electoral awareness by forming an Electoral Literacy Club for first time voters. All five NSS officers are in charge of the ELC. The students of the college are a significant group with the ability to influence their peers in the college and their neighborhoods.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The faculty members of the ELC are appointed by the college. The programs are conducted on campus. Students participate in electoral awareness programs outside college, namely programs in educating communities on electoral awareness.
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,	The faculty in charge of the ELC have taken up electoral awareness as their personal contribution to society and leverages her position as college teachers to educate the young people in their sphere of influence on awareness of the electoral system among first time voters and encouraging them to make an informed choice. The lessons regarding loyalty to the nation as a voter are conveyed through drawing competitions, pledges, and public awareness through

commercial sex workers, disabled persons, senior citizens, etc.	processions with students holding placards and participation in talk shows
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.	Dr. Raziya Parvin, Associate Professor and Head, Department of History has published a book titled Women's Political Participation in Tamil Nadu. It is an extensive work of research spanning decades of women's participation in electoral politics. The study reveals the influence of Dravidian ideology in the empowerment of women in Tamil Nadu. The Tamil word "penniyam" denotes woman power that is integral to Tamil culture from the Sangam period to the present and the western concept of feminism pales in comparison the notion of woman power is more antiquated in Tamil culture. Dr. Parvin sheds light on the transformative potential of women's political participation. Through empirical research and case studies, she showcases instances where increased female representation has led to more inclusive policies and decision-making processes. Her work underscores the critical importance of diversity in political leadership and its positive impact on governance and societal development. Dr. Raziya Parvin advocates for policy reforms, institutional mechanisms, and grassroots mobilization efforts aimed at empowering women to overcome systemic barriers and actively engage in electoral politics. Her work at Queen Mary's College, Chennai, continues to inspire and empower future generations of scholars and activists committed to advancing gender equality in electoral politics.
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.	Due to ELCs efforts to raise awareness, most of the students of QMC have Voter ID. After the enrolment of the new entrants to the undergraduate program, the ELC encourages them to apply for Voter ID.

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
4974	5065	5104	5163	5081
File Description			**Document**	
Provide Links for any other relevant document			[View 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
1612	1822	1769	1816	1726
File Description			**Document**	
Provide Links for any other relevant document			[View 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
246	241	242	248	258
File Description			**Document**	
Provide Links for any other relevant document			[View 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: 226

File Description	Document
Provide Links for any other relevant document	View 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
5354.48	117.75	189.28	511.98	1256.48

File Description	Document
Provide Links for any other relevant document	View Document

Other Upload Files	
1	View Document

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:

Queen Mary's College, founded in 1914, holds the distinction of being the first government college for women in South India. With an inclusive vision, it aimed to cater to the educational aspirations of women from all backgrounds. Over its 110-year history, the college has remained committed to this vision, evolving progressively to meet the changing needs of its students. This commitment to excellence was recognized with the attainment of autonomous status in 1987 and subsequent NAAC accreditation in 1999.

Being autonomous institute, it develops its own curriculum through Board of Studies (BOS). It has developed: Curriculum Outcomes (COs) and Program Outcomes (POs). It develops strategies to attain COs and POs. Additionally, starting from the academic year 2022-23, the skill-based component under the Naan Mudhalvan Scheme has been integrated into the syllabus. Following BOS approval, the curriculum is scrutinized and approved by Academic Council. The whole process of curriculum development follows transparent method and giving due importance to feedback of all stake holders. Each department adheres to the TANSCHE syllabus, a template based on UGC LOCF, ensuring that students receive education on par with other universities in the state and country.

Queen Mary's College aligns its curriculum with the developmental needs of the local community, region, nation, and global context. The curriculum is designed to address contemporary challenges and opportunities, ensuring that graduates are equipped to contribute meaningfully to societal advancement.

Program outcomes reflect this commitment by encompassing a broad spectrum of knowledge, skills, and values that are relevant across different geographical and cultural contexts. By integrating local case studies, regional perspectives, national policies, and global trends into the curriculum, Queen Mary's College prepares students to navigate diverse environments and make a positive impact wherever they choose to pursue their careers or further studies.

Through a combination of academic rigor, practical experience, and exposure to real-world issues, students develop a global mindset and a deep understanding of the interconnectedness of local, regional, national, and global issues. This holistic approach not only enhances their employability but also fosters a sense of social responsibility and cultural sensitivity, empowering them to become ethical leaders and change agents in an increasingly interconnected world.

In response to the evolving job market demands, Queen Mary's College has prioritized preparing students

for employability. This emphasis intensified in 2019 with the introduction of Add-On Courses in BFSI, Logistics, and Digital Learning Programs such as Data Analytics, Cloud Computing, and AI. These courses, conducted through the Tamil Nadu Skill Development Corporation, aim to equip students with industry-relevant skills. Furthermore, the college has incorporated the government's skill development vision through Naan Mudhalvan Courses, focusing on upskilling in areas like English proficiency, Microsoft Essentials, and Digital Marketing.

Recognizing the importance of practical experience, internships have become an integral part of the curriculum at Queen Mary's College, enhancing students' readiness for the job market. Additionally, the provision of Non-Major Electives allows students to explore diverse areas of interest beyond their core disciplines, fostering a well-rounded educational experience.

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:

The employability is a big issue in our country. The country is striving to face challenges pf unemployability by revamping the education system through skill development and promoting entrepreneurship. Looking a the need of countries requirements, Queen Marry's College revises its curriculum frequently to meet the contemporary need.

Academic Excellence and Skill Development: Queen Mary's College prioritizes a dynamic and industry-relevant curriculum to ensure its graduates are well-prepared for the competitive job market. Regular updates of syllabi, informed by feedback from industry experts, alumni, and faculty, ensure alignment with emerging trends and technologies. This collaborative approach ensures that our graduates not only attain academic proficiency but also cultivate practical skills vital for success in their chosen fields, including communication, teamwork, problem-solving, and leadership.

Entrepreneurship and Employability: Queen Mary's College recognizes the importance of equipping its graduates with the tools and confidence to succeed in their chosen careers or entrepreneurial ventures. The institution actively supports entrepreneurship through resources, mentorship, and networking opportunities. The college collaborates with employers, industry experts, and alumni to facilitate internships, placements, and networking events, extending our commitment to employability beyond the classroom.

Specialized Training Programs: The institution offers specialized training programs tailored to the

requirements of various government job examinations. These comprehensive coaching programs cover a wide range of exams conducted by prestigious bodies such as UPSC, SSC, RRB, and State PSCs. The experienced faculty members and industry experts meticulously design these programs to comprehensively cover the syllabus, hone essential skills, and provide extensive practice through mock tests and previous years' question papers.

Skill Development Initiatives: Queen Mary's College provides robust skill development initiatives such as the Computer Literacy Program (CLP). This program equips students with indispensable digital competencies vital for thriving in today's professional landscape. Additionally, through initiatives like the TNSDC Naan Mudhalvan Scheme, the students of the college undergo rigorous training in BFSI and logistics domains, aligning with industry standards and fostering their employability in these critical sectors.

Collaboration and Support beyond the Classroom: Queen Mary's College goes beyond classroom teaching by actively collaborating with employers, industry experts, and alumni to facilitate internships, placements, and networking events. This holistic approach ensures that students receive practical exposure and real-world experience, enhancing their employability and entrepreneurship prospects.

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: 31.24

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

Response: 333

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

Response: 1066

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:

Queen Mary's College emphasizes ethical decision-making, integrity, and responsibility by integrating professional ethics across all disciplines. They incorporate case studies, role-playing exercises, and ethical dilemmas into coursework to promote critical reflection and ethical awareness among students.

Moreover, the college highlights human values such as empathy, compassion, and respect for diversity. Through experiential learning activities, community service projects, and reflective exercises, students develop a strong moral compass and a sense of social responsibility towards others.

In addition, environmental consciousness and sustainability principles are integrated throughout the curriculum. Students gain a comprehensive understanding of environmental challenges and sustainable solutions across science and humanities courses. Field trips, eco-friendly campus initiatives, and sustainability-focused projects reinforce environmental stewardship.

Furthermore, Queen Mary's College fosters open dialogue and critical inquiry on cross-cutting issues through seminars, workshops, and guest lectures. Students engage in respectful debates, challenge assumptions, and explore diverse viewpoints, enriching their learning experience and promoting intellectual growth.

The college actively engages with local communities and civil society organizations to address cross-cutting issues collaboratively. Through partnerships with government agencies, NGOs, industry partners, and local communities, Queen Mary's College enriches curriculum content and creates meaningful learning experiences.

Experiential learning opportunities, such as internships, fieldwork, and community service activities

aligned with SDGs and NEP objectives, enable students to apply theoretical concepts in practical contexts. Performance assessment methods, including project evaluations, presentations, case studies, and reflective essays, provide holistic feedback on students' knowledge, skills, and attitudes.

Overall, Queen Mary's College collaborates with stakeholders to deepen students' understanding of sustainable development and educational policy implications, enriching their learning journey and empowering them to contribute meaningfully to society.

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: 52

File Description	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 data in the prescribed format (data template)	[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: 24

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

Response: 24

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: 91.23

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
1868	1917	1787	1852	1785

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

2022-23	2021-22	2020-21	2019-20	2018-19
1949	2079	2053	2015	1998

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: 92.05

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
1281	1273	1220	1278	1348

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
1347	1435	1417	1384	1370

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:

Queen Mary's College (QMC) is committed to fostering inclusive education goes beyond traditional

classroom practices. It admits students from all sections of society without any discrimination. It recognizes that every student is unique, with individual learning styles, strengths, and areas for improvement. Therefore, the college has implemented a range of strategies and initiatives to cater to the diverse learning needs of its students.

The students are segregated into two categories based on their entry point marks. There is system in place for continuous assessment of students. The students who need special coaching are taken care though additional classes. The advanced learners are motivated for self learning and attending seminars & conferences.

Traditional written examinations remain a cornerstone of assessment practices, providing a structured means to evaluate students' comprehension of course materials. These examinations are thoughtfully designed to include multiple-choice questions, short-answer questions, essays, or problem-solving tasks, ensuring alignment with the subject's learning objectives and requirements.

In addition to traditional assessments, the college employs continuous assessment strategies to offer a comprehensive view of students' academic progress throughout the academic year. This includes quizzes, assignments, class participation records, and attendance records. By collecting data on various aspects of student performance, the faculty gain valuable insights into the students learning journey, allowing to tailor support and interventions accordingly.

Moreover, the faculty members actively encourage students to engage in self-assessment and reflection activities. By taking ownership of their learning progress, students develop metacognitive skills and become more adept at identifying areas for improvement. This reflective practice fosters a growth mindset and empowers students to take proactive steps towards their academic goals.

Furthermore, the dedicated faculty members play a pivotal role in creating supportive learning environments. Through regular observation of classroom dynamics, teachers gauge student engagement, understanding, and learning levels. This enables them to provide timely feedback, adjust instructional strategies, and offer personalized support to meet individual learning needs.

At QMC, the system is in place prioritizing the inclusion of all students, regardless of their learning pace or abilities. The institute's comprehensive support services include mentoring, remedial classes, and personalized instruction to address academic challenges effectively. Additionally, the institute organizes and encourages students into diverse teams, ensuring equitable participation in extracurricular events and providing equal opportunities for all.

Through special programs conducted by various clubs and departmental associations, the institute addresses the diverse learning needs of students. For example, the Western Music Club focuses on improving English communication skills, fostering peer training, and organizing creative competitions and workshops. These initiatives not only enhance students' academic skills but also nurture their social and emotional well-being.

In conclusion, at Queen Mary's College, the faculties are committed to creating inclusive learning environments where every student can thrive and succeed. By embracing diversity, fostering a culture of support and collaboration, and implementing tailored interventions, Queen Marry's College ensures that all students have the opportunity to reach their full potential academically, socially, and personally.

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: 20.22

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:

The faculty members of Queen Mary's College are not only qualified but are also trained in offering students a wide range of learning experiences through diverse teaching methodologies. The learning experience is effective and sustainable as well.

The college practices the following students' centric approaches:

- Experiential learning: The students actively engage in hands-on experiments to practically apply their theoretical knowledge. This approach fosters a profound understanding of their subjects, enhancing their grasp of complex concepts.
- Participative learning: It is also central to teaching philosophy. Faculty members actively encourage students to participate in discussions, group activities, and presentations, fostering a collaborative environment that enriches communication skills and encourages the exchange of ideas.

- Problem-solving methodologies: They are seamlessly integrated into teaching approach. Faculty members present students with real-world challenges, promoting critical thinking and analytical skills necessary for their future careers. This approach reinforces theoretical concepts and equips students with practical problem-solving abilities. Some utilize case studies, while others design research projects that empower students to explore and devise solutions independently. This diversity ensures that students encounter different problem-solving scenarios, preparing them for the multifaceted challenges in their respective fields.

Our faculty is deeply committed to adopting student-centric methodologies. The faculty members have experience of using ICT based methodologies in teaching – learning practice. The class rooms are equipped with ICT facilities like smart class rooms.

In Queen Mary's College, a Google Classroom is set up for each course, serving as a platform for uploading presentations, notes, videos, and conducting e-quizzes and assignments.

For subjects like Mathematical Physics, C-Programming, and others where additional practice is beneficial, faculty hold extra classes via Google Meet after regular hours. This online platform proved invaluable during the COVID pandemic, enabling teaching and counseling when physical classes were not possible due to lockdowns.

PowerPoint presentations are utilized in courses like Medical Physics, Astrophysics, Electronics, Quantum Mechanics, Electrochemistry, Developmental Biology, and classes on Invertebrates and Chordates, where visual aids enhance lectures. Faculty use projectors in smart classrooms for effective teaching.

E-content is available for each course on the college website, providing students with a convenient resource for self-paced learning.

Students, especially postgraduates, are encouraged to explore courses on platforms like NPTEL, SWAYAM, Coursera, and Udemy. Each final-year student completes one online course.

To aid practical learning, videos of experiments from educational institutions like Amritha University and Khan Academy are shared. Faculty also create demonstration videos for complex experiments, enabling students to better prepare for lab sessions.

Students are encouraged to observe nature using apps like iNaturalist and record their findings. Similarly, they utilize Ebird to identify and learn about common and migratory bird species, enhancing their understanding of the natural world.

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:

Queen Mary's College believes in not only providing best possible education but also mentoring the students for their overall well being. The institution has an effective mentor – mentee system where limited number of students are assigned to faculty members for mentoring. The concerned faculty maintains MENTOR MENTEE RECORD capturing vital information and interactions between mentors and mentees. This detailed record encompasses various aspects, starting from personal information such as the student's name, register number, and contact details to family background and academic history.

In the personal information section, details like the student's blood group, health status, and vaccination records are recorded, ensuring the college is equipped to provide necessary support and assistance. Family information, including parental details and contact information, offers insights into the student's support system.

Academic information, such as the student's previous school and college details, scholarships availed, and extracurricular activities, provides a holistic view of the student's academic journey and interests. It also includes participation in clubs and events within the college.

The mentor fills out sections regarding the student's academic progress, attendance, and participation in remedial classes or extracurricular activities. Suggestions and scope for improvement discussed during ward meetings and parent-teacher meetings are documented to track ongoing development areas.

Moreover, Queen Mary's College employs a comprehensive mentor-mentee record system to meticulously track the progress and interactions between mentors and mentees within its educational setting. This detailed record captures various aspects of the mentor-mentee relationship, including meeting schedules, topics discussed, goals set, and progress made toward achieving those goals. Additionally, any action points or tasks assigned during the meeting are recorded, along with deadlines for completion.

The mentor-mentee record is a valuable tool for both mentors and mentees at Queen Mary's College. Mentors can use the record to monitor their mentees' progress, pinpoint additional support or growth areas, and customize future mentoring sessions accordingly. Conversely, mentees can use the record to track their accomplishments and self-reflect on their learning journey. Moreover, the mentor-mentee record provides a historical record of the mentoring relationship, promoting continuity and consistency, especially in long-term mentorship programs. It also facilitates communication between mentors, mentees, and program coordinators by providing a centralized repository of information that can be easily accessed and shared as needed. Overall, the mentor-mentee record plays a pivotal role in ensuring the effectiveness and success of mentoring relationships at Queen Mary's College, promoting accountability, transparency, and continuous improvement for all parties involved.

At Queen Mary's College, emphasis is given for overall growth of students. The faculty members, who serve as mentors, take care of students at individual level. Mentoring the students is much beyond the usual teaching – learning process. Queen Mary's College is committed for this.

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:

Queen Mary's College, being autonomous it develops its academic calendar for all its curricular, co-curricular and extra-curricular activities. Each year, the College Council establishes a Committee tasked with preparing the academic calendar, adhering to directives from the Director of Collegiate Education, and incorporating suggestions from the College Council.

The College calendar, meticulously compiled by the Committee, includes vital information such as departmental schedules, association activities, and updates from the Controller of Examinations. Additionally, it incorporates the schedules for continuous internal assessment and model exam dates apart from tentative end semester examination dates, college opening dates, closing dates of the semester and outlines holidays designated by the State & Central Government, as well as other holidays as per established norms.

The College calendar, also known as the college diary, offers comprehensive information about the institution, presented in both English and Tamil languages. It encompasses the following details:

1. National Anthem.

2. Tamil prayer song.

3. Indian national pledge

4. College history

5. List of faculty members

6. General rules – fee structure, evaluation

7. Regulations

8. Committees – Alumni SOSA, NSS, YRC, PTA, T&P Cell and Physical Education

9. Code of conduct for students

10. Scholarships & Endowment schemes

11. List of Under Graduate and Post Graduate programs including Non- Major Electives

12. Day-wise academic and non-academic activities.

Teaching plans

The curriculum for each program clearly outlines the total number of instructional hours required for all courses.

The Head of Department (HOD) convenes departmental meetings with colleagues to collectively finalize the workload distribution. Once agreed upon, this workload allocation is then submitted to the Principal for approval.

Faculty members' course assignments are determined during department meetings at the start of each semester. The course is assigned based on teacher's interest and expertise. Based on this, faculty members develop teaching plans for their respective courses, including topics to cover, teaching methods, and proposed assignments or seminars.

A comprehensive timetable is issued by the College for all programs, detailing class schedules and classroom assignments. Department-specific timetables are prepared accordingly.

The schedules of calendar is ceremoniously adhered to complete all activities in time bound manner.

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: 89

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
278	278	278	278	278

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: 71.24

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: 161

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: 11.74

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

Response: 2887

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: 84.5

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

Response: 218

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: 27

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
18	14	63	19	21

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: 0.88

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
46	66	0	0	84

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
4860	4786	4786	3086	4721

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

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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:

Queen Mary's College, as an Autonomous Institution, has developed its own examination policy. It has been continuously upgrading its examination system to make it robust and transparent. IT system is integrated for better record keeping. Notable change is introduction optical reading.

It adheres to the rules and regulations set forth by the University of Madras. The institution has devised a Question Paper Scrutiny Policy, where external examiners create two sets of question papers. These papers are then verified and scrutinized by senior faculty members.

The college operates on a semester system for undergraduate, postgraduate, and M. Phil. programs. Student performance in each semester is evaluated course wise, with a maximum of 75 marks allocated for theory and 60 marks for practical subjects.

Following the completion of the admission process, a Nominal Roll is generated for various programs. Based on this roll, Optical Marks Reader (OMR) sheets for Continuous Internal Assessment Tests are generated. Additionally, an OMR Application form is prepared for candidates applying for End Semester Examinations. Attendance records are collected from respective departments, and examination fees are collected from students according to established norms.

To manage examinations effectively, the college has implemented a robust Examination Management System (EMS) that prioritizes student needs and upholds institutional integrity. The assessment process comprises Continuous Internal Assessment (CIA) and End Semester Examinations (ESE), each carrying equal weightage. Student performance in each course is evaluated for 100 marks through CIA and ESE.

The EMS handles various tasks including Hall Ticket Generation, seating management, Exam

Attendance Report generation, internal and external marks entry, grade calculation, percentage calculation, Cumulative Grade Point Average (CGPA) calculation, Mark Sheet generation, Consolidated Mark Sheet generation, Course Completion Certificate generation, and PPR Generation for the university to prepare Degree Certificates. Additionally, it manages result analysis and academic record management.

After receiving approval from the Standing Committee members, examination results are swiftly posted on the college website to ensure accessibility.

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:

The Queen Mary's College offers several programmes. For all its programmes, it has clearly stated the learning outcomes and are known to both teachers and students. Achieving the graduate attributes are ultimate aim of the college.

The College has established clear learning outcomes for its Programs and Courses which are communicated to both teachers and students through various channels. Hard copies of syllabi and learning outcomes are provided in college departments and are accessible on the college website. These learning outcomes are highlighted to students during the induction program at the beginning of each semester, and their importance is emphasized to teachers during staff and IQAC meetings. The course teachers are sensitized on course outcomes. The lesson plan is developed keeping course outcome in mind.

Offering undergraduate, postgraduate, and research programs and courses across the Faculty of Arts, Commerce, and Science, the college adheres to the curriculum designed by the board of studies. Program outcomes, program-specific outcomes, and course outcomes are evaluated and communicated to students through classroom discussions and departmental notice boards.

Each department's faculty members have collectively formulated Program Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) for their respective disciplines. These outcomes are incorporated into departmental syllabi and displayed on the website, providing learners with a clear understanding of program expectations. Course Outcomes describe the subject content and competencies

learners can expect to achieve upon course completion, with revisions discussed in the Board of Studies and circulated among the Academic Council and Governing Body.

It evaluates the attainment of POs, PSOs and COs based on pass percentage. There has been progressive increase in student numbers and pass percentages, as well as consistent growth in student progression to higher studies and placement ratios over the last five years. Both formal and informal mechanisms are employed to measure outcome attainment, ensuring comprehensive assessment.

Course teachers design question papers to effectively measure course attainment, with COs assessed through continuous and summative assessments. Projects, quizzes, field reports, seminars, and lab work are structured for evaluation based on quality parameters.

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: 90.82

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

Response: 1464

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: 3.99

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:

Queen Mary's College, an autonomous college, gives priority in research and publications. It has formulated well defined policy which encourages research activities in the institution. In addition, it has created infrastructure for the benefit of researchers.

Research Policy

The institution maintains a comprehensive research policy to foster a robust research environment. Key components of this policy include:

1. **Research Promotion**: Encouragement and support for faculty and students to engage in research activities.
2. **Plagiarism Check**: Implementation of tools and protocols to ensure the originality of research work.
3. **Research Ethics**: Guidelines and training to uphold high ethical standards in research.
4. **Research Consultancy**: Providing expert advice and support for research projects.
5. **Intellectual Property Rights (IPR)**: Guidance on protecting intellectual property arising from research.

This policy is publicly accessible on the institution's website and rigorously implemented to maintain the integrity and quality of research.

Research Environment and Infrastructure

The institution is committed to providing all necessary infrastructural facilities and creating a conducive environment for research activities:

- **Central Instrumentation Facility**: Established with a funding of Rs. 1 crore from DST-FIST, this facility houses advanced instruments such as FTIR, UV-VIS, AAS spectrophotometers, a Lyophiliser, an electrochemical workstation, and a Trinocular research microscope, alongside 18 computers. This facility is available to researchers from neighbouring institutions at a nominal cost.
- **Bioinformatics Infrastructure Facility Centre (BIFC)**: Sponsored by the Department of Biotechnology, Ministry of Science and Technology, this center supports research in bioinformatics, chemistry, physics, biotechnology, and computer science. It provides access to BTIS net and DBT resources and regularly hosts workshops and training programs.

Research Support and Encouragement

- **Funding and Project Support**: Faculty are encouraged to apply for grants from various funding agencies. The institution supports the preparation and submission of research proposals.
- **Research Advisory Committee**: This committee meets regularly to review the progress of research projects, ensuring alignment with ethical standards and academic rigor. It includes the Head of the department and subject experts both from within and outside the institution.
- **Training and Workshops**: Special lectures and workshops on manuscript writing, research ethics, IPR, and research proposal writing are regularly organized for postgraduate students.
- **Publication and Dissemination**: Faculty and students are motivated to publish their research findings in peer-reviewed journals and present at conferences. The institution provides guidance and support for these activities.

Facilities for Researchers

- **Library**: The research department houses a library with a collection of previous dissertations and reference books.
- **Seminar and Assembly Halls**: Available for conducting Viva Voce examinations and other research-related events.

Regular Monitoring and Evaluation

The Research Advisory Committee monitors the impact of research and consultancy activities, ensuring compliance with ethical standards and professional integrity. They also conduct thorough reviews of all research proposals seeking external funding, fostering a well-organized and ethical research culture within the institution.

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: 300

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
300	0	0	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	**View Document**
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**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: 36.28

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: 82

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: 136

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: 0.66

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

Response: 150

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: 22.76

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

Response: 56

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:

Queen Mary's College, established in 1914 and affiliated with the University of Madras, is a pioneer in fostering a vibrant ecosystem for research and innovations. The institution's commitment to creating an environment conducive to research is evident through its comprehensive policies, advanced facilities, and proactive research community.

Research Facilities

The college has established infrastructure to conduct high-quality research and foster an environment of academic excellence. The college offers access to advanced laboratories, specialized equipment, and extensive library resources, which collectively create a robust foundation for scientific inquiry and discovery.

Bioinformatics Infrastructure Facility Centre

The college's Bioinformatics Infrastructure Facility Centre (BIFC), established with support from department of Biotechnology, GOI, is a great support to researchers in the fields of bioinformatics, chemistry, physics, biotechnology, and computer science. The BIFC provides access to advanced bioinformatics tools and resources not only to students of this college but also the students of other institutions.

Central Instrumentation Facility

The Central Instrumentation Facility, established with substantial funding from DST-FIST, equipped

with FTIR, UV-VIS, and AAS spectrophotometers, a lyophilizer, an electrochemical workstation, a trinocular research microscope, and 18 computers.

Research Policy

The research policy of the college encompasses various aspects of research promotion, plagiarism checks, research ethics, research consultancy, and intellectual property rights (IPR). This policy is publicly accessible on the college's website.

Research Club Activities

The college promotes a vibrant research culture through its various research clubs, which organize activities and events to engage students and faculty in research.

Transfer of Knowledge/Technology and Outcomes

The college emphasizes the transfer of knowledge and technology through various means:

- **Ramanujan Research Club:** It focuses on research in mathematics and facilitating the transfer of knowledge and technology in this field.
- **Mathematics Research Club:** It organizes workshops, seminars, and lectures to promote research in mathematics.
- **English Research Club:** It promotes research in English literature and language.
- **Botany Research Club**: It fosters research in the field of botany.

Research Journal

The Research Journal of Queen Mary's College publishes research articles and papers authored by students and faculty. It serves as a platform for disseminating research findings and promoting scholarly communication.

Outcomes – Publications & Books

The outcomes of the college's research activities are evident in the numerous publications and books authored by its faculty and students. These publications contribute to the academic community and reflect the college's commitment to fostering a culture of research and innovation.

Queen Mary's College ensures that its research and innovation activities are well-structured and effectively managed to promote significant academic and practical contributions. The institution's commitment to fostering an innovative and ethical research environment is evident through its comprehensive policies, advanced facilities, and proactive research community. By providing the necessary support and resources, Queen Mary's College continues to be a leader in research and innovation, contributing to the advancement of knowledge and technology.

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
Institutional data in the prescribed format (data template)	[View 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: 2.4

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

Response: 125

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: 1.77

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

Response: 401

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: 0.15

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

Response: 34

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: 5.77

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: 14

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: 100.3

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
35.10	27.2	5	18	15

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](#)
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:

Queen Mary's College, Chennai, not only excelled in teaching -learning process, it has performed well in molding students to become responsible citizens of the country. During the study period, the students are sensitized to various societal issues. The various extension activities are carried out by the college involving students through several clubs / agencies.

- The Rotaract Club was established in 2013 in collaboration with the Rotary Club of Nolambur. Its primary aim is to cultivate leadership skills and ethical values among its members. Over the years, the club has gained international recognition, earning the Platinum award for three consecutive years and being recognized as South Asia's second-largest club in 2019-2020.
- The Youth Red Cross Unit is actively involved in various humanitarian endeavors. From conducting orientation programs to organizing first aid training and blood donation drives, the unit aims to instill a sense of service and compassion among its participants. Innovative initiatives such as street theatre workshops and storytelling sessions have further enriched their outreach efforts.
- The National Service Scheme (NSS) at the college consists of five units under the University of Madras, with 500 dedicated volunteers participating in diverse social service activities. The NSS actively engages in a wide range of activities aimed at addressing societal challenges and promoting community welfare. These include participation in rallies, seminars, and camps focusing on issues such as social evils, domestic violence, gender equality, and health awareness, including diabetes, road safety, and AIDS.

Volunteers regularly visit old age homes, orphanages, and slums to provide support and companionship. They also organize programs tailored for the visually challenged and differently-abled individuals, emphasizing inclusivity and empowerment. Special initiatives targeting children's education and the upliftment of underprivileged women further demonstrate their commitment to social justice.

Additionally, NSS volunteers participate in cultural events and competitions, contributing their talents to college functions. Some volunteers are selected for prestigious opportunities like attending the Republic Day training camp and participating in the Republic Day Parade.

The annual special camp, held in villages or slums, offers hands-on service to residents. In locations like Ayothiya Kuppam in Chennai, volunteers provide various services and educational workshops, empowering communities through skills development and awareness-building activities. Eye camps, veterinary camps, blood donation drives, and health camps are also organized, collaborating with public and private organizations to address pressing health issues.

These diverse activities not only serve society but also provide volunteers with valuable exposure and skills to navigate complex social issues, fostering a sense of responsibility and resilience among participants.

Both the Rotaract Club of Queen Mary's College and the NSS unit have received prestigious recognitions for their impactful contributions. The former was honored with the Rotary Citation for their dedication to community service, while the latter received the Change-Maker Award for their efforts against drug abuse. These achievements underscore Queen Mary's College's enduring commitment to nurturing socially responsible and proactive citizens.

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: 226

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
47	58	32	50	39

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: 185

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:

QMC has built up the ICT enabled infrastructure for providing excellent facilities for teaching -learning process. In addition, its facilities for extracurricular activities too are equally impressive.

The built up infra is maintained by the Public Works Department (PWD) with adequate funding. Department laboratories are maintained by lab assistants under supervision of teaching staff. Common facility systems, including computers and other technical equipment, are managed by the technical staff. Physical and health education facilities are maintained by the respective departments. Programmers and staff are responsible for maintaining tube lights and other electrical fixtures.

Queen Mary's College boasts a 39,648 square meter play area. The facilities include spaces for badminton, kabaddi, kho-kho, hockey, table tennis, athletics, and more. The college regularly hosts tournaments at the district, state, and national levels.

At the heart of Queen Mary's College's educational framework lies its advanced classroom technology. Equipped with cutting-edge tools such as Power Point (PPT), Portable Document Format, and interactive whiteboards, classrooms transcend traditional boundaries to become hubs of interactive learning. Faculty craft visually engaging presentations that not only disseminate knowledge but also ignite curiosity and nurture critical thinking skills among students.

Complementing these modern teaching aids is the college's expansive library, a treasure trove of intellectual resources. Boasting an extensive collection of books and materials, the library serves as a sanctuary for students eager to explore diverse realms of knowledge.

QMC's commitment to education extends beyond the confines of physical spaces. Students from diverse backgrounds converge, creating an atmosphere charged with intellectual stimulation and collaborative energy. The learning transcends mere instruction, evolving into a dynamic exchange of ideas where every lecture holds the promise of new insights and discoveries.

Facilitating this enriching educational experience are innovative teaching methodologies that prioritize active learning and critical thinking. Through group discussions and hands-on activities, students are empowered to tackle real-world challenges, honing their problem-solving skills and adaptability. These

pedagogical approaches not only deepen understanding but also prepare students for the complexities of the professional landscape, equipping them with the skills necessary for success beyond academia.

Central to Queen Mary's College's educational ethos is the continuous assessment and feedback loop. Regular evaluations enable students to track their progress, identify areas for improvement, and actively engage in their educational journey. This iterative process of reflection and refinement ensures that students remain motivated and invested in their learning, driving continuous growth and development.

Moreover, Queen Mary's College's proactive approach to infrastructure maintenance and upgrades underscores its unwavering commitment to excellence. By regularly assessing and enhancing its facilities, the institution ensures that they remain aligned with evolving educational standards, providing students with a supportive and conducive learning environment.

Queen Mary's College exemplifies how infrastructure can elevate the educational experience. Through its advanced technology, comprehensive library resources, dynamic learning environments, innovative teaching strategies, and commitment to continuous improvement, the college empowers students to thrive academically and beyond.

The students' stay at the college is a memorable experience for overall growth of individuals.

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: 61.9

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
4115.9	8.33	3.49	6.28	464.835

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:

The library at Queen Mary's College serves as a learning resource for not only its students but also as reference resources for others. It has adequate printed and electronic resources for the benefit of staff and students. The library is automated.

The library represents a hub of knowledge and innovation, seamlessly blending tradition with modernity. With the integration of cutting-edge technology, the library has transitioned into a dynamic space that caters to the evolving needs of faculty and students alike.

One of the most notable advancements in the library's infrastructure is the implementation of an Integrated Library Management System (ILMS). This digital framework streamlines various library operations, from cataloging and circulation to resource management and user engagement. Through ILMS, accessing and navigating the library's extensive collection has become more efficient and user-friendly, enhancing the overall research and learning experience.

Furthermore, the library has made significant strides in expanding its digital footprint by subscribing to a wide range of e-resources and journals. These digital subscriptions offer unparalleled access to scholarly articles, research papers, and academic publications from around the globe. By providing access to such vast repositories of knowledge, the library empowers both faculty and students to explore diverse subjects and stay abreast of the latest developments in their respective fields.

In practice, these digital initiatives have led to the optimal utilization of the library's resources. Faculty members leverage these digital platforms to support their teaching and research endeavors, accessing a wealth of scholarly material to enrich their academic pursuits. Similarly, students utilize these resources to supplement their coursework, conduct independent research, and deepen their understanding of

various subjects.

Two notable platforms that have significantly contributed to the library's digital transformation are NLIST and AUTOLIB. NLIST, or the National Library and Information Services Infrastructure for Scholarly Content, provides access to a vast repository of e-resources, including e-books, e-journals, and databases, spanning multiple disciplines. This initiative has democratized access to scholarly content, allowing users to explore a diverse array of academic resources from the comfort of their devices.

AUTOLIB, on the other hand, represents a pioneering endeavor in library automation. This innovative system automates various library functions, such as book circulation, inventory management, and user authentication, streamlining operations and enhancing efficiency. By embracing automation, the library has been able to reallocate resources towards value-added services, such as user support, research assistance, and information literacy programs, thereby enriching the overall library experience.

In conclusion, the library at Queen Mary's College stands as a testament to the institution's commitment to excellence in education and research. Through the adoption of advanced technologies, such as ILMS, and the provision of extensive digital resources, the library has evolved into a vibrant intellectual hub that fosters learning, research, and innovation. With initiatives like NLIST and AUTOLIB leading the way, the library continues to adapt and thrive in the digital age, catering to the diverse needs of its users and enriching the academic landscape of the college.

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: 0.93

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
52.9	4.19	6.30	2.59	3.02

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:

Queen Mary's College gives utmost importance to its IT facilities. IT facilities are frequently updated as there is fast development in the field. IT facilities not only help in providing the best teaching – learning process, but it is also essential in all spheres of management.

The institution ensures that its IT facilities remain up-to-date and capable of meeting the demands of modern education, especially during challenging times such as the pandemic. One significant initiative by the government of Tamil Nadu is the provision of data card facilities for students, allowing them to access online classes from remote locations. This is applicable to QMC. Each student is provided with a data card with a capacity of 2GB, facilitating uninterrupted learning from the safety of their homes.

Additionally, departments within the institution have taken proactive steps to enhance connectivity by setting up their own Wi-Fi facilities. These Wi-Fi networks, owned and managed by staff members, serve as invaluable resources for conducting classes and facilitating communication among faculty and students.

Moreover, the institution has invested in improving connectivity within key areas such as the Admin Block and Digital Library. These spaces are equipped with dedicated Wi-Fi facilities, offering a generous data allowance of 150GB per month. This ensures that users have reliable internet access for academic and administrative purposes.

Furthermore, to support the high-speed internet requirements of various departments and offices, the

institution utilizes a robust 200 MBPS BSNL connection. This connection enables seamless communication and data transfer, enhancing efficiency across different departments.

Recognizing the importance of consistent and reliable connectivity, the institution is also in the process of acquiring a leased line connection. Once implemented, this dedicated connection will further bolster the institution's IT infrastructure, ensuring uninterrupted access to online resources and services.

In conclusion, the institution's proactive approach to updating its IT facilities and providing sufficient bandwidth for internet connectivity reflects its commitment to fostering a conducive learning environment, even amidst challenging circumstances. By leveraging government initiatives and investing in internal infrastructure, the institution endeavors to empower students and faculty with the resources they need to succeed in today's digital age.

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: 3.66

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

Response: 1358

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:

The QMC encourages its faculty members to develop e-content for various courses. The facilities for the same has been established within the campus.

QMC is equipped with a dedicated Audio Visual (AV) Centre, complete with essential equipment such as mixing consoles, editing facilities and Lecture Capturing Systems (LCS). These resources play a crucial role in the development of e-content, facilitating multimedia-rich learning experiences for students and faculty.

To ensure the smooth operation and continuous improvement of these facilities, the institution convenes the AVE Club annually. During these meetings, the club allocates budgets and purchases necessary components based on the specific requirements of departments. This proactive approach enables departments to acquire essential AV equipment, including projectors, CD players, PA systems, collar microphones, and more, tailored to their instructional needs.

Moreover, the institution places great emphasis on the quality and relevance of the e-content developed by faculty members. To this end, a systematic review process is in place to regularly assess and update the e-content. Faculty members are encouraged to contribute to the enhancement of e-content by sharing their expertise and insights. The updated e-content is then disseminated through the institution's dedicated webpage, ensuring easy access for students and faculty alike.

The developed e-content would be main resource for self - learning and teaching -learning process.

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: 17.6

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
227.42	18.54	47.74	374.53	639.65

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:

QMC not only invests in development of infrastructure, but also equally concerns with maintenance of built up structure for sustainability.

The college has established clear procedures for maintaining its buildings, laboratories, and playgrounds, ensuring that all facilities remain in excellent condition. Here is an overview of the maintenance responsibilities and processes:

1. **Building Maintenance**:
   - The Public Works Department (PWD) of the Government of Tamil Nadu is responsible for constructing and maintaining all college buildings.
   - PWD also conducts periodic checks and repairs of tube lights and fans in classrooms.
2. **Laboratories**:
   - Science department laboratories are regularly maintained by the teaching staff and lab assistants of the respective departments.
   - Adequate lab assistants are assigned to each laboratory to maintain equipment and other facilities.
   - The Heads of Departments, along with teaching staff and trained lab technicians, monitor all laboratories.
   - Registers and logbooks are used to track the issuance of equipment to students.
   - An annual stock verification is conducted by a committee appointed by the Principal. This committee also recommends whether to refurbish or dispose of outdated equipment.
   - Department Heads prepare equipment requests based on laboratory needs and submit them to the Principal. Funds are then allocated for equipment purchases or maintenance

according to these requests.

3. **IT Infrastructure**:
   - Maintenance of IT infrastructure, including computers, printers, UPSs, and scanners, is funded by the Personal Deposit I account (PD-I), with additional annual funds from the State Government of Tamil Nadu.

4. **Common Facilities**:
   - Technical staff maintain common facilities such as LCD projectors, smart boards, microphones, and audio systems.

5. **Playgrounds and Sports Infrastructure**:
   - The Physical Education and Health Science department is responsible for maintaining playgrounds and sports facilities.
   - These facilities are used for state and university-level tournaments, athletic meets, Central/State Elections, government meetings, and examinations.

6. **Library**:
   - The general library is managed by the librarian, with technical staff assisting in maintenance.
   - A special section for visually challenged students is equipped with computers and software designed for independent learning, as well as DVD players, all maintained by the librarian and library assistant.
   - Stock and accession registers are maintained for the library.

7. **Funding**:
   - The Government of Tamil Nadu allocates funds for the maintenance of classrooms, playgrounds, hostels, drainage systems, and other electrical works.
   - Both PD-I funds and annual state government funds support the upkeep of IT infrastructure.

These procedures ensure that the college's facilities are consistently well-maintained and functional, providing a supportive educational environment

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: 83.71

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
4970	3490	5011	3634	4147

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:

Queen Mary's College has established the Career Guidance Cell (CGC) to help students to prepare for higher education and placement. The CGC is equipped with all sorts of resources required to write / face competitive examinations.

CGC of Queen Mary's college is committed to providing comprehensive career counseling and guidance to students, both through traditional methods and e-counseling platforms. The CGC operates with the aim of assisting students in making informed career decisions and equipping them with the necessary knowledge, skills, and aptitude to meet the diverse demands of the job market.

Special emphasis is placed on preparing students for competitive examinations such as TNPSC, UPSC, RRB and bank exams. The CGC has been conducting special coaching programs tailored to help students excel in these exams. These programs focus on enhancing students' communication abilities, technical knowledge, and overall competency to succeed in competitive assessments. Additionally, skill-oriented training programs like Tally, EDP, etc., are organized in collaboration with external institutions, such as Accounts Learning Hub.

The CGC aims to empower students to explore various career paths and make well-informed choices based on their individual interests, abilities, and aspirations. To achieve this, the cell regularly invites prominent career counselors, both from within and outside the college, to provide valuable insights and guidance to students. These interactions serve as meaningful opportunities for students to gain valuable advice and perspectives on career planning and development.

Furthermore, the CGC actively facilitates placement opportunities for students by inviting a diverse range of companies for campus recruitment drives. This initiative particularly benefits students in their final year of undergraduate and postgraduate studies, providing them with access to potential employers and job opportunities aligned with their academic background and career goals.

In summary, the Career Guidance Cell is dedicated to supporting students in navigating their career paths and realizing their professional aspirations. Through a combination of counseling, training programs, and placement assistance, the CGC strives to empower students with the tools and resources they need to succeed in today's competitive job market.

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: 64.29

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
1340	1310	1003	1119	850

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: 0.29

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
15	3	4	3	0

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: 89

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
21	22	5	22	19

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:

Queen Mary's College considers students as the most important stakeholders. They are engaged in all important activities. Students are represented through their council. The Students Council operates as a dynamic body, actively engaging in representing the student body and facilitating their involvement in various aspects of academic and administrative affairs. The Student's Union, under the purview of the Student Council, takes charge of organizing a plethora of events and celebrations throughout the academic year. These initiatives are aimed at fostering a vibrant campus community and ensuring that student voices resonate in decision-making processes across the institution.

One of the hallmark features of the Student's Union is its commitment to democratic principles. Elections are conducted regularly to democratically elect representatives who will champion the interests of the student body. This commitment to inclusivity and student governance ensures that diverse perspectives are represented and that students have a say in matters that affect their academic journey.

Furthermore, the Student's Union actively participates in and organizes significant events and celebrations that serve to strengthen the sense of community on campus. Events such as Independence Day and Teacher's Day are celebrated with great enthusiasm, underscoring the Student's Union's dedication to honoring important occasions and fostering camaraderie among students and faculty members alike.

Additionally, formal inauguration ceremonies mark the commencement of each term, providing an opportunity for incoming office-bearers to publicly pledge their commitment to serving the student body with integrity and diligence. These ceremonies not only symbolize the transition of leadership but also serve as a platform for setting forth the vision and goals of the Student's Union for the upcoming term.

Moreover, the Student's Union plays a pivotal role in bridging the gap between students and the institution. By advocating for student interests and actively participating in academic and administrative matters, they ensure that the student voice is heard and represented in decision-making processes. Through their proactive initiatives and leadership, the Student's Union contributes significantly to the overall growth and development of the campus community.

The transition of responsibility for Union activities from the Department of Geography to the Physical Education department in March 2022 marked a significant organizational change. The Union election for the term 2022-2023, held on June 2, saw the active participation of the Principal and senior professors, further emphasizing the importance of student governance within the institution. Overall, the Student's Union remains a vital component of campus life, championing student interests and enriching the overall campus experience for all.

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: 90.73

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
39.57	5.96	4.955	21.29	18.95

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:

Queen Mary's College takes pride in its strong alumni network and has registered alumni association. Individual members as well as through association, members have contributed immensely to the growth of their alma mater.

Alumni feedback plays a crucial role in shaping the college's curriculum development, ensuring that it remains relevant and responsive to the evolving needs of students and industries. Through their valuable insights and experiences, alumni provide valuable input into course offerings, teaching methodologies, and skill development initiatives, helping to enhance the overall quality of education at the institution.

In addition to providing feedback on curriculum development, alumni actively contribute to the college through various means, including donations and sponsorships. Their generous contributions, both in the form of cash donations and prizes, play a significant role in supporting academic and extracurricular activities. Alumni-sponsored prizes recognize academic excellence and encourage students to strive for success in their studies. These contributions not only motivate students but also foster a sense of pride and gratitude among the entire college community.

The QMC-SOSA Executive Meeting brings together alumni leaders to strategize and plan future initiatives. Detailed annexures covering membership, fundraising, engagement activities, and proposals for new projects provide valuable insights for decision-making. These meetings promote collaboration and strategic planning, ensuring QMC-SOSA's activities continue to benefit Queen Mary's College and its community.

Furthermore, alumni donations often extend to the provision of books and educational resources, enriching the learning environment for current and future generations of students. By donating textbooks, reference materials, and other educational resources, alumni ensure that students have access to the latest knowledge and information in their respective fields of study. These contributions not only support academic achievement but also promote a culture of lifelong learning and intellectual curiosity.

Additionally, alumni feedback and contributions extend beyond tangible resources to encompass mentorship and guidance for students. Through networking events, career counseling sessions, and alumni-led workshops, former students provide invaluable advice and support to current students as they navigate their academic and professional journeys. Alumni serve as role models and mentors, sharing their experiences and expertise to help students succeed in their chosen fields.

Overall, the involvement of alumni in the college community enriches the educational experience and strengthens the institution's ties with its graduates. Their feedback, contributions, and ongoing support play a vital role in shaping the college's mission and vision, ensuring that Queen Mary's College continues to thrive as a center of academic excellence and innovation.

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:

Queen Mary's College has clearly defined vision and mission which guide everyone to in the college. The college practices decentralized and participatory administration and decision making. The institution's vision is reflected in all spheres of institution's activities.

The Governing Body of the institution devises short-term and long-term plans, which are carefully crafted to incorporate departmental strategies, insights from SWOT analysis, and input from various stakeholders. This comprehensive approach ensures that the institution's objectives are aligned with the needs and aspirations of its community, facilitating strategic decision-making and sustainable development.

Aligned with this vision, the curriculum is meticulously crafted to offer a diverse range of learning opportunities that cater to the evolving needs of students and industries. Through the guidance of regulatory bodies such as the Tamil Nadu State Council for Higher Education (TANSCHE), the Board of Studies (BOS), and the Academic Council, our curriculum reflects the latest trends and best practices in education, ensuring that students receive a well-rounded and relevant learning experience.

To facilitate effective governance and stakeholder engagement, various committees overseen by the Internal Quality Assurance Cell (IQAC) and the Principal play a pivotal role. These committees, including those for curriculum development, examination, and student welfare, promote decentralization and participation in decision-making processes, fostering a culture of transparency and inclusivity within the institution.

The institution is committed to successfully implementing the National Education Policy (NEP), which emphasizes initiatives such as Non-Major Elective courses and skill development programs. By aligning with NEP objectives, the college aims to enhance the educational experience and prepare students for the challenges of the modern world, ensuring their readiness for success in their academic and professional endeavors. The implementation of the Naan Mudhalvan scheme, introduced by the Tamil Nadu government, focuses on skill development and promoting entrepreneurship among students. This initiative is part of the broader efforts to align with the National Education Policy (NEP) objectives. Under the scheme, various skill development programs are designed to equip students with practical skills and knowledge essential for employment and entrepreneurial ventures.

The institute short & long term plans are,

1. Implementing an updated curriculum tailored to enhance the skill levels of individual students.

2. Actively promoting motivating teaching-learning methods and evaluation systems.
3. Enhancing the quality of teachers through conferences, workshops, and other professional development activities.
4. Establishing partnerships with industries to facilitate skill-based learning opportunities.
5. Improving learning facilities, infrastructure, and instrumentation processes.
6. Introducing consultancy services and shared consortia to foster collaborative initiatives.
7. Encouraging interdisciplinary research, training, and learning for both faculty and students.
8. Expanding national and global outreach by delivering quality teaching and learning resources.
9. Launching academic platforms to facilitate co-scholastic areas.
10. Creating awareness of professional, civic, and social ethics among the academic community.
11. Empowering women across all domains within the institution.
12. Digitalizing data and conducting SWOC (Strengths, Weaknesses, Opportunities, Challenges) analysis to enhance sustainability and efficiency in the teaching-learning process.

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:

Responsibilities in Queen Mary's college are meticulously distributed among various departments and administrative bodies to ensure efficient operations. It has a perspective plan and all stake holders are taken in confidence to achieve.

The Students Union, a cornerstone of student representation, plays a pivotal role in overseeing various tasks ranging from organizing cultural events to managing crucial administrative aspects. This involvement fosters a sense of ownership and community among students while ensuring their voices are heard in decision-making processes.

Faculty members lead extracurricular activities, providing students with diverse opportunities for personal and professional growth. Whether it's spearheading initiatives within the Nature Club, Rotaract Club, or Legal Service Society (LSS), faculty members play an integral role in enriching the college experience beyond the classroom.

The college places a strong emphasis on inclusivity through Equal Opportunity orientations conducted in collaboration with NGOs like YRC and Rotaract. The core values, including integrity, inclusivity, and

excellence, are the symbol of a good institution.

To ensure effective coordination and implementation of various functions, major tasks and initiatives are organized by committees. Each committee, led by a dedicated coordinator, meticulously plans, executes, and evaluates their respective responsibilities. This decentralized approach fosters collaboration and ensures that the institution as a whole is consulted on all matters, with specific targets set for each task to drive continuous improvement.

In addition to student and faculty-led initiatives, the college's governing body plays a crucial role in enforcing policies and strategies. Comprising a diverse mix of stakeholders including a UGC nominee, Regional Joint Director, Principal, Controller of Examinations, and external experts, the governing body oversees the overall direction and governance of the institution.

Meetings of the governing body are convened regularly to approve both academic and financial transactions, ensuring transparency and accountability in all operational aspects. The Finance Committee, a subset of the governing body, convenes to review and approve annual financial transactions, safeguarding the financial health of the institution.

Furthermore, academic matters are deliberated upon and approved by the Academic Council, which recommends curriculum frameworks and teaching methodologies. The College Council, under the leadership of the Principal, monitors the implementation of academic programs and suggests corrective measures as needed to maintain academic standards.

Administratively, the college is adeptly managed by the administrative wing, led by the Finance Officer and Superintendent. This dedicated team oversees a wide range of administrative activities in consultation with the Principal, ensuring the smooth functioning of the institution.

Appointment and service rules adhere to guidelines set by the Teachers Recruitment Board (TRB), Government of Tamil Nadu, ensuring fair and transparent recruitment practices for both permanent and temporary faculty members.

Lastly, the college has established well-defined policies covering various aspects such as academic and administrative audit, student support, research, examination procedures, grievances, welfare measures for staff, infrastructure, and code of conduct. These policies, regularly reviewed based on stakeholder feedback, are instrumental in maintaining educational quality and fostering a conducive learning environment for all members of the college community.

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: B. Any 3 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:

Staff are most important resources for any organization and perhaps more true for educational institutes. The periodic appraisal of staff is essential to motivate them for further improvement.

The college has established a comprehensive mechanism to monitor the performance of both teaching and non-teaching staff, ensuring accountability and fostering professional development. Appraisal is done at two stages: self-appraisal and appraisal by senior staff.

For teachers, the Career Advancement Scheme (CAS) evaluates their performance based on various parameters such as contributions to curricular and co-curricular activities, administrative participation, student progress evaluation, and mentoring records. Each teaching staff member submits a detailed proposal, which is evaluated by an expert committee consisting of the Principal, Head of the Department, and two External Experts from the same discipline. Non-teaching staff members can progress to the next

grade after fulfilling specified statutory requirements, including training and account tests.

As a state-operated college, our administration places a high priority on the welfare of our staff members. We ensure 100% compliance with statutory welfare benefits while also implementing additional non-statutory measures to foster a sense of social care and address individual needs. The Staff Club of the college actively promotes staff welfare by initiating and implementing various measures. These welfare initiatives are essential for ensuring the effective functioning of the institute.

Some of the welfare measures provided to teaching and non-teaching staff members include:

- Medical Leave and Maternal Leave for eligible staff members
- Annual Increment
- Earned Leave for faculties
- Family Health Insurance coverage & NIHS
- Internet and free Wi-Fi facilities on campus
- Encouragement for non-doctoral faculty members to enroll in part-time Ph.D. programs
- On Duty Leave
- Special Provident Fund, Compensatory Provident Fund, and Gratuity Provident Fund
- Interest-Free Festival Advance
- Leave to attend Overseas Projects or Conferences
- 24-hour power backup and Water Purification Plant on campus
- Security services
- Staff Co-Operative Thrift Society and Co-operative Society Store
- Free access to e-library resources
- Special opportunity to attend Faculty Development Programs (FDP)
- Guidance provided to newly appointed professors
- Diwali & Pongal gifts as announced by the Tamilnadu government.
- Staff quarters.

The performance appraisal is an annual exercise which assesses individual's strength, weakness, opportunities and challenges. The administration rewards the outstanding performers and provides opportunities to improve for low performers.

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: 7.85

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
27	63	04	03	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: 56.28

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
54	201	190	212	38

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:

The primary sources of funding for the institution include:

1. Government funds allocated for various purposes such as salaries, scholarships, infrastructure, machinery and equipment, stores and equipment, maintenance, job-oriented courses, and college development.

2. Tuition fees and examination fees.

3.Contributions from the Parent Teacher Association.

4.Government grants like DST-FIST, RUSA, and TANSCHE.

5. Donations from philanthropists.

6. Contributions from alumni.

The funds are utilized for:

Infrastructure Augmentation:

1. Establishing new infrastructure facilities for new programs, courses, and student hostels.

2.Maintaining existing infrastructure and laboratory facilities.

3.Purchasing new laboratory equipment.

4.Acquiring and upgrading ICT facilities.

Monitoring Fund Utilization:

Internal and external audits are conducted for all accounts. The Junior Assistant reviews bills, invoices, vouchers, and purchase orders to ensure they align with the sanctioned budget for specific categories. The Finance Committee, led by the Principal and comprising the Controller of Examinations, Bursar, and a government nominee, monitors and oversees the utilization of funds and inspects the audit reports. After thorough verification and evaluation of items, payment approval is granted by the Principal.

As the institute is run by the state government, the financial transactions and audits are also conducted annually by the Directorate of Collegiate Education and periodically by the Accountant General, Tamil Nadu. Suggestions or directives provided by these authorities are duly considered and implemented in subsequent fund utilization processes.

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: 5935.9

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
4367.87	22.47	53.43	385.54	1106.59

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:

Effective mobilization of funds and optimal resource utilization are crucial for the institution's growth and development. The institution's primary sources of funding include government allocations, tuition and examination fees, contributions from the Parent-Teacher Association, government grants such as DST-FIST, RUSA, and TANSCHE, donations from philanthropists, and alumni contributions.

Sources of Funding:

I.Government Allocations: For salaries, scholarships, infrastructure, machinery, equipment, maintenance, job-oriented courses, and college development.

2. **Tuition and Examination Fees:** Paid by students.

3.Parent-Teacher Association Contributions: Financial support from parents and teachers.

4. **Government Grants:** Includes funds from programs like DST-FIST, RUSA, and TANSCHE.

5. **Philanthropic Donations:** Contributions from benefactors.

6.Alumni Contributions: Donations from former students. Utilization of Funds:

Funds are strategically utilized to enhance various aspects of the institution, particularly infrastructure and facilities:

I. **Infrastructure Development:** Establishing new facilities for programs, courses, and student

hostels.

2.Maintenance: Upkeeping existing infrastructure and laboratory facilities.

3.Laboratory Equipment: Purchasing new and advanced equipment.

4.ICT Facilities: Acquiring and upgrading information and communication technology resources. Monitoring and Auditing:

Robust financial management is ensured through meticulous monitoring and auditing processes:

I.Internal and External Audits: All accounts undergo rigorous auditing.

2.Junior Assistant's Role: Bills, invoices, vouchers, and purchase orders are reviewed to ensure alignment with the sanctioned budget.

3.Finance Committee Oversight: Led by the Principal and comprising the Controller of Examinations, Bursar, and a government nominee, the committee monitors fund utilization and inspects audit reports.

4.Payment Approval: The Principal grants final payment approval after thorough verification and ev6aluation of items.

Government Oversight:

As a state-run institution, financial transactions and audits are scrutinized by:

I.Directorate of Collegiate Education: Conducts annual financial audits.

2.Accountant General, Tamil Nadu: Performs periodic audits.

3.Implementation of Suggestions: Recommendations from these authorities are considered and implemented to ensure accountability and optimal resource utilization.

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 IQAC has focused on several key areas to enhance educational quality. Firstly, they conducted comprehensive academic audits and curriculum enhancements in 2018-19 and 2022-23, implementing quality standards for postgraduate programs in 2018-19 and undergraduate programs in 2020-21. They revised undergraduate syllabi in 2019-20, 2022-23, and 2023-24, and postgraduate syllabi in 2018-19 and 2021-22. External experts provided unbiased evaluations and recommendations during these processes.

Regular academic audits were performed to ensure continuous improvement in teaching and learning practices, and compliance with quality standards was monitored. The IQAC also implemented CO-PO (Course Outcomes-Program Outcomes) and K-level attainment procedures to evaluate and enhance the effectiveness of both undergraduate and postgraduate programs.

In addition, the IQAC integrated eLearning resources into all courses, uploading them to the college web platform in 2021-22. Since 2017-18, they have invested in digital libraries, providing access to e-books, journals, and databases. They promoted enrollment in NLIST for postgraduate and undergraduate students from 2019-20 t0 encourage reading and research.

To further improve educational quality, the IQAC developed a robust feedback mechanism in 2019-20 t0 gather insights from various stakeholders. They conducted systematic SWOC (Strengths, Weaknesses, Opportunities, Challenges) analyses since 2020-21 to enhance student satisfaction.

The IQAC also promoted online certification through platforms like NPTEL, SWAYAM, and MOOCs, integrating these certifications into the curriculum. This initiative aimed to encourage excellence in technical education. Students and faculty who successfully completed these certifications were recognized and rewarded. From 2018 to 2024, there was over a 70% increase in certifications among students and faculty, contributing to their academic and professional growth.

Furthermore, the IQAC played a pivotal role in guiding the college towards achieving ISO certifications, highlighting the commitment to continuous improvement and excellence. The college obtained ISO9001:2015 (Quality Management), ISO14001:2015 (Environmental Management), and ISO50001 :2018 (Energy Management) certifications in 2022-23 through formal audits by external certification bodies.

The IQAC also supported offering consultancy services through UGC_DST-FIST and Physical Education Infrastructure, leveraging faculty expertise to address real-world challenges and promote industry-academia collaboration.

File Description	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:

Example 1: Integrating Online Learning and Certification Programs

To address the growing importance of digital literacy and the benefits of online education, the IQAC at Queen Mary's College (QMC) undertook a review of the curriculum to incorporate NPTEL/SWAYAM/MOOC certifications. This initiative aimed to enhance technical education standards and offer students and faculty the opportunity to gain specialized knowledge through online courses.

Review Process: The IQAC analyzed the current curriculum, identifying areas where online certifications could be beneficial. They gathered feedback from stakeholders, including students, faculty, and industry experts, to assess the relevance and demand for various online courses. The quality and recognition of courses offered by NPTEL, SWAYAM, and other MOOC platforms were evaluated to ensure they met the institution's standards.

Implementation: The IQAC integrated selected online certifications into the curriculum as elective options, allowing students to choose courses that aligned with their academic and career goals. Faculty were also encouraged to pursue these certifications to enhance their teaching skills and subject knowledge.

To motivate participation, the IQAC introduced a recognition and reward system. Students and faculty who completed these certifications received certificates, awards, and public recognition at college events. This initiative fostered a culture of continuous learning and professional development.

Outcomes: The reform led to a significant increase in the number of students and faculty obtaining online certifications. From 2018 to 2024, there was a 70% increase in certifications among both groups This growth contributed to the academic and professional development of the QMC community, ensuring they were well-equipped with up-to-date knowledge and skills.

Example 2: Achieving ISO Certification for Management Systems

To ensure continuous improvement and adherence to international standards, the IQAC at QMC facilitated the college's journey towards ISO certifications in quality, environmental, and energy management.

Review Process: The IQAC reviewed the existing management systems at QMC, assess their effectiveness and identifying areas for improvement. Consultations with administrative staff, faculty, and external ISO consultants helped benchmark current practices against ISO standards.

Implementation: Based on the review findings, the IQAC developed an action plan to align QMC's practices with ISO standards. This involved process documentation, staff training, and establishing monitoring and evaluation mechanisms. New policies and procedures were introduced to reinforce the college's commitment to quality, sustainability, and energy efficiency.

The IQAC organized workshops and training sessions for staff and faculty to build a comprehensive understanding of ISO standards and the steps required for certification. They also worked with external certification bodies to conduct formal audits and provide feedback.

Outcomes: The institute achieved ISO9001:2015 (Quality Management), ISO14001:2015 (Environmental Management), and ISO50001 :2018 (Energy Management) certifications. These certifications highlighted the college's commitment to continuous improvement and excellence in education.

File Description	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: B. Any 4 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[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:

Enhancing Gender Equity and Sensitization

Queen Mary's College, being a women college, has no gender issue. Never the less, the QMC sensitizes the students not to have different feeling for other genders. Ensuring ample facilities for women on campus is created for providing supportive educational environment.

Curricular and Co-curricular Activities

1. **Incorporate Gender Studies in Curriculum:**
    - Integrate gender studies modules in existing courses.
    - Offer dedicated elective courses on gender equity, feminism, and women's studies.
2. **Workshops and Seminars:**
    - Conduct regular workshops on gender sensitization for students, faculty, and staff.
3. **Clubs and Societies:**
    - Establish a Women's Club to provide a platform for women to discuss issues, share experiences, and support each other.
    - Support the creation of gender equity clubs open to all genders to foster a broader understanding and support network.
4. **Events and Campaigns:**
    - Organize events such as International Women's Day celebrations, self-defense workshops, and awareness campaigns.

Facilities for Women on Campus

1. **Safety Measures:**
    - Install CCTV cameras in strategic locations across the campus.
    - Ensure adequate lighting in all areas, especially pathways, parking lots, and building entrances.
    - Employ trained security personnel to patrol the campus.
2. **Grievance and Complaints Committees:**
    - Establish a dedicated Grievance Cell to address complaints related to gender discrimination and harassment.
    - Form an Internal Complaints Committee (ICC) in compliance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

3. **Counseling and Support Services:**
   - Provide access to counseling services for those experiencing stress, harassment, or discrimination.
   - Create a peer support network to offer additional emotional support.
4. **Health and Wellness Facilities:**
   - Ensure that campus health centers offer services specific to women's health.
   - Provide sanitary napkin vending machines and disposal units in restrooms.
5. **Infrastructure:**
   - Designate common rooms and lounges exclusively for women.
   - Ensure that all buildings have accessible and safe restrooms for women.
   - Implement lactation rooms for nursing mothers.

Implementation Plan

1. **Awareness and Training:**
   - Conduct training sessions for faculty and staff on gender sensitivity and equity.

1. **Policy Development:**
   - Draft and implement clear policies regarding gender discrimination and harassment.
   - Ensure that these policies are widely communicated and easily accessible.
2. **Feedback Mechanism:**
   - Establish anonymous feedback mechanisms to gather input on gender-related issues and the effectiveness of implemented measures.
   - Regularly review and update policies and practices based on feedback.
3. **Monitoring and Evaluation:**
   - Set up a monitoring committee to oversee the implementation of gender equity initiatives.
   - Conduct regular evaluations and assessments to measure the impact of these initiatives.
4. **Collaboration and Partnerships:**
   - Partner with local NGOs, women's rights organizations, and law enforcement to enhance campus safety and gender sensitization efforts.
   - Collaborate with other educational institutions to share best practices and resources.

By systematically incorporating these initiatives, the campus can ensure a safe, equitable, and supportive environment for all women students and employees. QMC promotes gender equity and equality.

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
Permission document for connecting to the grid from the Government/ Electricity authority	[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](#)

7.1.3

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:

Waste management is crucial for fostering an eco-friendly campus environment. Like all working environment, wastes are generated at Queen Mary's College too. The QMS is conscious of waste generation and accordingly effective waste management practices are in place. Different types of wastes are handled differently to minimize the impact. The college has implemented specific disposal methods tailored to the types of waste produced.

It sensitizes the students and employees on various disposal methods. The house keeping staff are trained on safe handling of wastes. Where ever feasible, wastes are reused.

Status of Solid Waste Generation in the Campus

Waste generated by every department and administrative office within the college is initially collected in small waste bins situated throughout the premises. These bins are then emptied by the housekeeping staff into larger bins placed in various buildings. Regularly, the contents of these large bins are transferred to Corporation trucks for disposal, ensuring a systematic waste management process throughout the

campus.

Sanitary Napkin Incinerator

Sanitary waste disposal has become an increasing problem in India as the plastic used in disposable sanitary napkins is non-biodegradable and leads to health and environmental hazards. Many sanitary pads are manufactured using materials such as super absorbent polymers, non-biodegradable plastic, and glue, which can take up to 500-800 years to decompose. To avoid such situations, a sanitary napkin incinerator machine is used to safely dispose of used sanitary napkins on the college campus. The most environmentally friendly method of disposing of sanitary napkins is to incinerate them, converting the pads to ash.

Soil Enrichment

The practice of separating biodegradable waste from non-biodegradable waste is followed in academic departments and the hostel. Biodegradable waste is dumped into pits for composting, enriching the soil. The kitchen and food waste from the hostel is also composted, contributing to the lush flora on campus.

Vermicomposting Technique

The separation of biodegradable and non-biodegradable waste is practiced in academic departments and the hostel. Biodegradable waste is composted, and vermicomposting is used as a best practice for managing organic waste. In addition to kitchen waste from the canteen and hostel, other organic waste such as leaf litter and terrestrial weeds are collected and composted.

E-Waste Management

Queen Mary's College conducts awareness programs on disposing of e-waste generated from various sources, including computer laboratories, electronic labs, and administrative offices. E-waste, including out-of-order equipment and obsolete items, is disposed of through authorized vendors to ensure optimal use and safe disposal.

Liquid Waste Management

Liquid waste is generated from science laboratories, hostels, and the canteen. The college manages two types of liquid waste: sewage and laboratory effluent. Laboratory liquid waste is sent to a sewage treatment well located near the GJ Hall Block, while other liquid waste is drained to improve groundwater levels.

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: B. Any 3 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:

Queen Mary's College is dedicated to creating a sustainable and environmentally friendly campus through its comprehensive Green Campus Initiative. This initiative encompasses several key measures aimed at reducing the institution's carbon footprint and promoting eco-friendly practices. The following good practices are followed to promote ecofriendly educational campus:

1. **Restricted Entry of Automobiles:**
    - To reduce pollution and promote a cleaner campus environment, the college has implemented strict regulations on the entry of automobiles. Only essential vehicles are allowed, significantly decreasing vehicular emissions on campus.
2. **Use of Bicycles and Battery-Powered Vehicles:**
    - The college encourages the use of bicycles as primary modes of transportation within the campus.
3. **Pedestrian-Friendly Pathways:**

- Queen Mary's College has developed extensive pedestrian-friendly pathways, ensuring safe and easy movement around the campus. These pathways are well-maintained and marked, promoting walking as a healthy and environmentally friendly alternative to motorized transport.

4. **Ban on Use of Plastic:**
   - To reduce plastic waste, the college has implemented a strict ban on single-use plastics. This includes prohibiting plastic bags, bottles, and other disposable plastic items. Students and staff are encouraged to use reusable alternatives, contributing to a significant reduction in plastic waste. Single use plastic ban board is displayed throughout the campus.

5. **Landscaping with Trees and Plants:**
   - The campus features extensive landscaping with various trees and plants, creating a green and serene environment. This not only enhances the aesthetic appeal of the college but also improves air quality and provides a natural habitat for local wildlife. Regular tree planting drives are organized to increase the green cover on campus.

1. **Save Water Initiatives:**
   - The college has implemented several measures to conserve water, including the installation of low-flow fixtures, rainwater harvesting systems, and regular maintenance to prevent leaks. Awareness campaigns are conducted to educate students and staff about the importance of water conservation and practical steps they can take to reduce water usage.

2. **Pledge Events:**
   - Queen Mary's College organizes pledge events where students and staff commit to sustainable practices. These events include signing pledges to reduce plastic use, conserve water, and participate in green initiatives. These pledges foster a collective responsibility towards environmental sustainability.

Through these initiatives, Queen Mary's College demonstrates its commitment to environmental sustainability and sets a positive example for the students and staff. The Green Campus Initiative not only fosters a healthier and more sustainable environment but also instills a sense of environmental responsibility among students and staff.

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: C. Any 2 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:

Queen Mary's College (QMC) does not discriminate between differently abled persons and others. In fact, it encourages differently abled persons by creating facilities which are friendly to them.

QMC is committed to providing a barrier-free environment, ensuring that all individuals, including those with disabilities (Divyangjan), have equal access to educational opportunities and campus facilities. The institution has implemented several components to achieve this goal.

The college has installed ramps throughout the campus and lifts in the administrative block to facilitate easy classroom access. These features ensure that individuals with mobility challenges can navigate the campus independently and easily reach their classrooms and other facilities.

Divyangjan-friendly washrooms are available and designed to meet the needs of individuals with disabilities. These washrooms are equipped with appropriate fixtures and ample space providing a safe and comfortable environment.

The college has comprehensive signage, including tactile paths, lights, display boards, and signposts, to aid navigation for everyone, particularly those with visual impairments. Tactile paths guide visually impaired individuals and provide essential information to all students and staff.

To support Divyangjan with their academic pursuits, Queen Mary's College provides assistive technology and facilities. The college website is designed to be accessible, featuring screen-reading software and other mechanized equipment to aid those with visual and other impairments. These technologies ensure that all students can access online resources and information without barriers.

The college also houses a dedicated resource center for visually challenged students. This center is equipped with Braille books, audio materials, and computer stations with screen-reading software and magnification tools. The resource center serves as a hub for visually challenged students to access study materials, receive specialized support, and engage in a conducive learning environment.

Provision for enquiry and information includes human assistance, ensuring that students with disabilities receive the help they need promptly. Readers and scribes are available to assist with examinations and coursework, providing necessary support to students who require it.

Through these initiatives, Queen Mary's College demonstrates its commitment to fostering an inclusive environment where all individuals, regardless of their physical abilities, can thrive and participate fully in college life. The college's efforts in creating a barrier-free environment ensure that every student and staff member feels valued, respected, and supported.

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:

Queen Mary's College, being a city-based college, has students from all backgrounds. It is committed to creating an inclusive environment that fosters tolerance and harmony across various diversities, including cultural, regional, linguistic, communal, socioeconomic, and more. The college undertakes several initiatives to ensure inclusive environment so that all students and staff feel valued, respected, and supported. No discrimination is practiced.

The college organizes cultural festivals and events celebrating the diverse cultural backgrounds of its students and staff. These events feature traditional music, dance performances, art exhibitions, and food fairs, providing a platform for everyone to share and appreciate different cultures. Regional diversity is celebrated through various regional day events, where students from different parts of the country can showcase their unique traditions and customs, fostering understanding and respect for regional differences.

To promote linguistic inclusivity, the college offers language courses and workshops in various regional and foreign languages. Language clubs and conversation circles are encouraged, allowing students to learn and practice new languages in a supportive environment. The institution actively works to bridge communal and socioeconomic divides by providing scholarships and financial aid to students from underprivileged backgrounds. Additionally, workshops and seminars on communal harmony and socioeconomic integration are conducted to raise awareness and promote inclusivity.

Queen Mary's College ensures that students with disabilities have equal access to education and campus facilities. This includes providing assistive technologies, accessible infrastructure, and personalized support services to meet their unique needs. The college has gender sensitization programs aimed at promoting gender equality and awareness. These include workshops, seminars, and support groups that address gender issues and empower all genders to participate fully in college life.

The institution has strict anti-discrimination policies in place to protect students and staff from any form of bias or harassment. A dedicated grievance cell is available to address complaints related to discrimination, ensuring a safe and inclusive environment. Regular workshops and training sessions on diversity and inclusion are conducted for students, faculty, and staff. These sessions focus on understanding and respecting differences, effective communication, and building a cohesive community.

The college integrates topics related to diversity, equity, and inclusion into its curriculum. This helps students develop a deeper understanding of social issues and prepares them to contribute positively to a diverse society. Through these initiatives, Queen Mary's College demonstrates its unwavering commitment to creating an inclusive environment where diversity is celebrated with respect and every individual is allowed to thrive. The college's efforts promote tolerance and harmony and enrich the educational experience for all its members.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

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:

Queen Mary's College is not only committed to provide best teaching – learning process but also ensure that the students are molded to become responsible citizens of the country. It sensitizes the students of our constitutional values, rights, duties, and responsibilities that form the bedrock of our democratic society. The following activities / celebrations are conducted regularly:

1. **Independence Day & Republic Day Celebrations**
   - **Independence Day**: Commemorating the nation's freedom with patriotic fervor, QMC organizes flag hoisting, cultural performances, and speeches to instill a sense of national pride and reflection on the sacrifices made for independence.
   - **Republic Day**: Celebrating the adoption of the Constitution, it holds parades, debates, and essay competitions to promote awareness of rights and duties as citizens.
2. **Scrabble Literacy Souvenir**
   - This initiative emphasizes the importance of literacy and the joy of learning.
3. **Women's Day Celebrations**
   - Observing International Women's Day with seminars, workshops, and cultural programs to honor the achievements of women and advocate for gender equality and women's rights.
4. **Millet Campaign**
   - Promoting the cultivation and consumption of millets, this campaign addresses nutritional security and sustainable agriculture. Activities include workshops on millet-based recipes and the health benefits of these ancient grains.
5. **Women and Health Seminar**
   - A comprehensive seminar focusing on women's health issues, providing insights from medical professionals, and offering practical advice on maintaining physical and mental well-being.
6. **Acharya 2022**
   - An academic and cultural fest that celebrates scholarly achievements and artistic talents. This event includes a range of competitions, workshops, and lectures aimed at holistic student development.
7. **Coastal Cleanup**

   - An environmental initiative encouraging students and staff to participate in beach cleanups, fostering a sense of responsibility towards maintaining the cleanliness and beauty of our coastal areas.

8. **World Elders Abuse Awareness Day**
   - Raising awareness about elder abuse through educational programs, workshops, and community outreach activities to promote respect and care for the elderly.

9. **Tobacco Cessation Campaign**
   - Efforts to combat tobacco use through awareness drives, counseling sessions, and health camps aimed at helping individuals quit smoking and leading healthier lives.

10. **Blood Donation Camps**
    - Regularly organized blood donation drives in collaboration with local blood banks to support the healthcare system and save lives.

11. **Tree Plantation Drives**
    - Environmental conservation efforts through tree planting activities, promoting greenery and ecological balance within and beyond the college campus.

12. **World Population Awareness Rally**
    - Educating the community about population dynamics and their impact on resources and development through rallies and informative sessions.

13. **Say No to Drugs & Plastic Campaign**
    - A dual-purpose campaign advocating for a drug-free and environmentally conscious lifestyle by reducing plastic use and promoting sustainable alternatives.

Queen Mary's College remains committed, through these diverse events and campaigns, propagate the values enshrined in Constitution, fostering a community that values democracy, equality, and sustainability.

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: C. Any 2 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

1. Title of the Practice: Policy of Inclusiveness

2. Duration (year of inception-year of discontinuation)

The policy of inclusion has been a guiding light at Queen Mary's College from its inception (1914) in the colonial era to post-independent India.

3. Objectives of the Practice

- To fulfill our obligation to the Constitution of India concerning equal opportunity and inclusiveness
- To be an agent of social justice by empowering women from the deprived sections of society,

especially women from the rural areas of Tamil Nadu, suburbs of Chennai and the communities that surround the college.

- To promote communal harmony

4. The Context

Right from its inception, there were no claims of elitism. Egalitarianism was a core value even when it was founded in 1914 as a government college for women. The vision statement of the college (drafted in 2015) bears out the same ideals, through these lines: The college enshrines in its vision the ideal of democratization of education by drawing into its ambit women from the deprived sections of society and empowering them with an education that hones life skills and employability.

5. The Practice

The policy is practiced/implemented in every aspect of the functioning of the college

- The policy of inclusiveness and equal opportunity is implemented from the time of admission with due allotment to the candidates from the weaker sections of society.
- In the vicinity of the college are dwellings of many fishermen communities and for the young women from these communities education at QMC is an aspiration which we seek to fulfill.
- QMC has succeeded in breaking the urban-rural divide as students from rural areas seek admission in the college. They are allured by the reputation of the college and the college makes efforts to accommodate these rural students who seek admission. The hostel facility on campus, apart from the BC/MBC hostel which is nearby make it possible to realize their aspirations
- Communal harmony is a value that is taught in the classrooms and the practice of interfaith prayers in the weekly assembly endorses this policy of the college.
- Maternity leave is given to pregnant ladies amongst the students and the college takes pride in the successful completion of the course by students who go through marriage and motherhood
- Ramps, lifts and walking pavements for the differently abled for their convenience and safety.
- The Physical Education Department practices inclusivity by reaching out to the differently abled students, making them aware of parasports and training them for the same.

6. Evidence:

- The college received the Katral Award for Women's Empowerment in the year 2021
- A bronze medal and cash award of 3 lakhs was secured by a visually challenged student of QMC at the Commonwealth Judo Championship held at UK in 2019.
- One blind student has qualified for the World Blind Football Championship.

7. Problems Encountered:

Visually challenged students have excelled in parasports and participated at the international level as they had a special coach to train them. A similar training in academics for the visually challenged is our aspiration.

BEST PRACTICE – 2

1. Title of the Practice: Extracurricular Activities

2. Duration (year of inception-year of discontinuation)

The vision of holistic development through the practice of academics going in tandem with extracurricular activities has been there since inception.

1. Objectives of the Practice

- To foster experiential learning and nurture life skills through extracurricular activities
- To build self confidence, self esteem, leadership qualities and team work
- To nurture creativity and aesthetic sense (where applicable)
- To foster social responsibility by encouraging students to participate in service projects and community-based activities.

1. The Context

The focus on activity-based learning and experiential learning beyond academics through extracurricular activities is based on Howard Gardener's theory of multiple intelligences.

Given the fact that the majority of undergraduate students are undecided and uninformed with regard to discovering their strengths and abilities, involvement in the extracurricular activities offered by the clubs and cells proves to be a time of self discovery. The transformation in the personalities of students through these activities is remarkable.

1. The Practice

In the Induction/Orientation Program the students are acquainted with the wide range of opportunities through the Clubs and Cells of the college as well as development in Sports through the Physical Education Department.

The Clubs are Reading Club, Theatre and Public Speaking Club, Scrabble and Word Games Club, Visual Arts Club, Creative Writing Club, Film and Visual Media Club, Consumer Club, In Tandem Research Club (for postgraduate students).

The Legal Services Cell, Career Guidance Cell, IIC, Entrepreneurship Development Cell, NSS, YRC and Rotoract also provide great opportunities for personality development and cultivating leadership qualities

Enrollment drive for the clubs, cells and sports activities is done by the IQAC and faculty in charge/ mentor of each club

After enrolment the students enjoy activity based learning through the extracurricular activities they sign up for.

We foster strong partnerships with parents, alumni, and the community, encouraging their involvement in planning and supporting activities.

1. Evidence:

- The Scrabble Club was started in April 2022. A steep growth in the popularity of Scrabble was witnessed ever since QMC organized the first intercollegiate scrabble tournament. This initiative received international recognition through the support of the U.S. Consulate for the Alfred Butts Intercollegiate Scrabble Tournament held in QMC. Successive Intercollegiate Tournaments were held in other colleges after QMC had set the ball rolling.
- The efforts of the college to introduce Scrabble as activity based learning which fosters mind skills was lauded by the Principal Secretary Higher Education, Government of Tamil Nadu and a grant of Rs. 2 lakhs was given to the college to purchase Scrabble Boards.

1. Problems Encountered:

- Human resource is available but generating funds is a challenge

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:

Founded in 1914, Queen Mary's College (QMC) in Chennai stands as a beacon of academic excellence and inclusivity, celebrated for its rich heritage and unique attributes that define its identity.

Historical Legacy and Identity

With over a century of history, QMC instills a profound sense of pride among its alumnae, known affectionately as "Queen Marians". The college's iconic buildings and longstanding commitment to quality education have shaped generations of empowered individuals, reflecting a legacy deeply ingrained in its community.

Scenic Location and Ambience

Nestled along Chennai's picturesque Kamarajar Salai (Beach Road), QMC offers more than just a location—it provides an inspiring vista of the sea from its administrative and academic blocks. This scenic backdrop not only symbolizes the college's progressive spirit but also serves as a constant source of inspiration for students, fostering an optimal environment for learning and personal growth.

Green Campus and Serenity

QMC's campus is a verdant oasis adorned with diverse flora, including exotic and native trees, meticulously cataloged in the "Flora of Queen Mary's College" publication. The Eco Pond, a tranquil retreat opposite the stately academic blocks, attracts migratory birds and enhances the campus's serene atmosphere. Despite its sizable student body, QMC maintains a peaceful and conducive environment that promotes learning and introspection.

Commitment to Inclusivity and Social Empowerment

As a government institution in Tamil Nadu, QMC embodies principles of Dravidian ideology, emphasizing social empowerment and inclusivity. The college's mission to democratize education is evident in its subsidized tuition, robust scholarship programs, and adherence to government regulations on reservation. QMC proudly educates a majority of first-generation learners, fostering a transformative educational journey for marginalized communities.

Diverse Academic Offerings and Innovation

QMC distinguishes itself with a diverse array of academic programs, including languages like Sanskrit, Urdu, Telugu, Hindi, French, and recently, Japanese. The college's excellence in Physical Education is unparalleled, offering comprehensive programs that promote sports and wellness across disciplines. Departments such as Geography and Home Science provide specialized undergraduate programs in areas like Travel and Tourism Management, and Nutrition and Dietetics, catering to both societal needs and student interests.

Adoption of Outcome-Based Education

QMC embraces modern educational practices through Outcome-Based Education (OBE), integrating Course Outcomes (COs), Program Outcomes (POs), and Program-Specific Outcomes (PSOs) into its curriculum. This approach ensures that students acquire not only knowledge but also practical skills relevant to their future careers, enhancing their employability and adaptability in a dynamic global landscape.

Supportive Environment for All Students

QMC prioritizes accessibility and support for all its students. Financial assistance programs, including scholarships and fee waivers, enable economically disadvantaged students to pursue their academic aspirations without financial constraints. The college also invests in accessible infrastructure and assistive technologies to support differently-abled students, ensuring they have equal opportunities to thrive academically and personally.

Conclusion

Queen Mary's College stands out as a paragon of educational excellence, environmental stewardship, and social responsibility. Its distinctive blend of historical legacy, scenic beauty, academic diversity, and inclusive ethos makes it not just a college but a transformative hub where students from diverse backgrounds come together to learn, grow, and make meaningful contributions to society.

Future Directions

Looking forward, QMC remains committed to continuous improvement and innovation in education. The college aims to expand its academic offerings, enhance infrastructure for sustainability, and strengthen its support systems for student welfare and development. By staying true to its core values of inclusivity, excellence, and community engagement, QMC continues to set benchmarks in higher education and inspire future generations of leaders and change-makers.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The drive to see women at the helm and in complete charge of their personal lives, ensures that many programs for the socio economic empowerment and holistic development of the students are undertaken.

The college has a UPSC Cell which is a coaching centre for young women aspiring to clear the UPSC Examinations. The college receives a grant for the UPSC Cell.

Another unique practice which has been there since 1986 is the bus facility – special bus services have been provided for the students of Queen Mary' College. The 'QMC Specials' pick up QMC students after college hours as well drop the students in the morning. There are eight 'QMC Special' buses in operation. Travel to and from college is free of charge as the students are given bus passes. The college premises in one sense functions as an exclusive bus depot for the student of the college.

The students also enjoy concession for train pass. The college has staff who coordinate for the train pass facility. The Lighthouse Station is located right behind the college. It is indeed a boon to have MRTS train service from these distant places to the station right behind the college.

On-campus safety is ensured through the installation of 77 CCTV cameras across all buildings.

The 14th of July, the Founding Day of the college is celebrated every year. It is a day that faculty, students and alumnae look forward to. On this occasion all 'Queen Marians' cut a cake and join together in singing Vazhiya Rani Mary Kalluri (Long Live Queen Mary's College). The Centenary Anthem (Rise, Rise Queen Marians) is also sung on the occasion.

World Breastfeeding Week (1 to 7 August) is observed every year by the Department of Home Science: Breastfeeding awareness is given by the students of the department to pregnant and lactating mothers who are ICDS beneficiaries in Mylapore.

The sports culture on campus is also another remarkable aspect of the college: apart from events for the students, there are a number of events for the staff   - carrom, badminton, chess, throwball, to name a few. The sporting spirit is most certainly one of the unique aspects of campus culture.

The Music Department of the college boasts of great musicians among its' faculty, students and alumnae. Well known playback singers Vani Jayram, Anuradha Sriram and Grace Karnas are alumnae of the department.

The drive for quality and validation of the same, led to seeking ISO certification which was obtained in 2015 (ISO 9001:2015).

Concluding Remarks :

With a century-long legacy of excellence in women's education, Queen Mary's College continues to play a pivotal role in shaping the academic landscape of South India. Upholding its founding principles of empowerment and inclusivity, the college remains committed to fostering intellectual growth, leadership skills,

and ethical values among its students.

The ability to adapt is distinctive of a progressive institution. Queen Mary's College was a path breaker at the time of its inception in 1914 and has continued to push boundaries as it adapts to the changing scenario, constantly updating and upgrading its' curriculum to prepare the students for life and career.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** 2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year** Answer before DVV Verification : 3313 Answer after DVV Verification: 2887 Remark : DVV has considered the supporting document and made changes accordingly
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)** Answer before DVV Verification : Answer After DVV Verification :136 Remark : DVV has considered the research grants 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
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 : 52 Answer after DVV Verification: 56 Remark : DVV has considered the supporting document and made changes accordingly
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 : 494 Answer after DVV Verification: 401 Remark : DVV has considered the research papers published in the journals notified on UGC CARE List along with the ISSN numbers.
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:

2022-23	2021-22	2020-21	2019-20	2018-19
19	58	32	50	41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47	58	32	50	39

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1500	1648	1436	1570	1560

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1340	1310	1003	1119	850

Remark : DVV has considered the supporting document and made changes accordingly

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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has considered the supporting document and made changes accordingly

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:

2022-23	2021-22	2020-21	2019-20	2018-19
139	136	132	142	139

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	63	04	03	0

Remark : DVV has considered the teachers provided with the financial support minimum Rs. 2000 and excluded the repetitive teachers

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** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has considered the supporting document and made changes accordingly
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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has considered the supporting document and made changes accordingly
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**

    Answer before DVV Verification : A. All of the above

    Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI as few supporting documents are not accessible.

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**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has considered the given input as per the supporting documents provided by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations