



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution		Thanthai Hans Roever College (Autonomous)
• Name of the Head of the institution	Dr.M.Jayanthi	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Phone No. of the Principal	9750970156	
• Alternate phone No.	9750970183	
• Mobile No. (Principal)	9994573725	
• Registered e-mail ID (Principal)	principal@roevercollege.ac.in	
• Address	Elambalur-Perambalur-621220	
• City/Town	Perambalur	
• State/UT	Tamilnadu	
• Pin Code	621220	
2.Institutional status		
• Autonomous Status (Provide the date of conferment of Autonomy)	09/03/2016	
• Type of Institution	Co-education	
• Location	Rural	

• Financial Status	Self-financing				
• Name of the IQAC Co-ordinator/Director	Dr.J.A.A.Jerald				
• Phone No.	9750970183				
• Mobile No:	9443002437				
• IQAC e-mail ID	iqac@roevercollege.ac.in				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://roevercollege.ac.in/wp-content/uploads/2023/05/Academic-Calender-2022-2023.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://roevercollege.ac.in/wp-content/uploads/2024/12/AC-2023-24.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	A	3.23	2024	16/05/2024	15/05/2029
6.Date of Establishment of IQAC			01/06/2012		
7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?					
Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Provide details regarding the composition of the IQAC:					
• Upload the latest notification regarding the composition of the IQAC by the HEI	View File				
9.No. of IQAC meetings held during the year	4				

<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10. Did IQAC receive funding from any funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. Submission of IIQA & SSR to NAAC: Successfully submitted the Institutional Information for Quality Assessment (IIQA) and Self-Study Report (SSR) to NAAC for accreditation.</p>		
<p>2. Faculty Development Programs (FDP): Organized FDPs for faculty members focused on Research Proposal Writing and Outcome-Based Education (OBE), enhancing their skills in these critical areas.</p>		
<p>3. Participation in National Rankings: Actively participated in the NIRF and India Today Ranking Surveys for 2023, contributing to the institution's visibility and reputation.</p>		
<p>4. Academic & Administrative Audit: Conducted a comprehensive Academic and Administrative Audit for the year to ensure the institution's effective functioning and continuous improvement.</p>		
<p>5. Stakeholder Feedback Collection: Collected feedback from various stakeholders, including students, faculty, alumni, and employers, to guide the institution's quality enhancement initiatives.</p>		
12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:		

Plan of Action	Achievements/Outcomes
1. Plan to conduct Student Induction Programme (SIP)	The Student Induction Programme was successfully conducted from 17th July to 21st July 2023.
2. Purchase of Plagiarism Software	Plagiarism detection software was purchased in August 2023, enhancing the institution's academic integrity.
3. Plan to conduct Faculty Development Programme (FDP) on Research Proposal Writing & Outcome Based Education	FDPs were successfully organized on 4th October 2023 (Project Proposal Writing) and 4th November 2023 (Outcome Based
4. Plan to Conduct Internal Academic Audit	The internal academic audit was conducted for all departments on 18th and 19th December 2023.
5. To Conduct National & International Seminars/Conferences	Several national seminars on quality-related topics were organized and conducted by various departments throughout the academic year
6. Participation in NIRF for the Academic Year 2022-23	Data was collected from all departments and submitted for the NIRF ranking on 8th January 2024.
7. Plan to Arrange a Mock Visit for NAAC Peer Team Visit	A mock NAAC peer team visit was successfully arranged on 27th April 2024
13. Was the AQAR placed before the statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Governing Body	07/11/2023
14. Was the institutional data submitted to AISHE ?	Yes

- Year

Year	Date of Submission
2023-2024	18/03/2024

15. Multidisciplinary / interdisciplinary

The multidisciplinary Curriculum approach implemented at our college enriches education by integrating diverse subjects and fostering interdisciplinary connections. This strategy includes credit-based courses in community engagement, environmental education, and value-based learning, bridging theory and practical application. Students address real-world issues, enhancing social responsibility, environmental awareness, and ethical values. By promoting creativity, critical thinking, and teamwork, this approach prepares students for the complexities of modern society and the collaborative nature of today's workplaces. Ultimately, it empowers them to make meaningful contributions to society and equips them with essential skills for personal and professional success in an ever-changing world.

16. Academic bank of credits (ABC):

Our college's implementation of the Academic Bank of Credits (ABC) aligns with the National Education Policy, 2020, offering students flexibility to accumulate and transfer credits across institutions. With registration under the National Academic Depository (NAD) as NAD013163, we are proactively embracing this initiative. By registering nearly all students with individual ABC IDs, our college is fostering a student-centric academic environment, empowering learners to tailor their educational journey to their needs and goals. This approach reflects our commitment to enhancing academic mobility and creating a more personalized and adaptable education system.

17. Skill development:

Our college has established a dedicated Skill Development Cell to equip students with practical skills for career readiness. This cell organizes programs that enhance employability and entrepreneurship, ensuring students are well-prepared for the evolving job market. Additionally, a mandatory course titled "Soft Skill Development" is taught to all undergraduate students, focusing on essential skills such as communication, teamwork, and problem-solving. This initiative underscores our commitment to holistic education,

empowering students with the tools needed to succeed in their professional lives and adapt to the demands of a dynamic workforce.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Our college is dedicated to promoting Indian knowledge systems, languages, and culture. To support this initiative, we offer students the option to choose Hindi as their Part-I language instead of Tamil. This allows students to connect with their cultural roots while embracing linguistic diversity. By integrating Indian languages and cultural elements into our curriculum, we encourage a deeper appreciation of India's rich heritage. This approach not only preserves traditional knowledge but also enriches students' educational experience, aligning with the broader goals of promoting cultural awareness and inclusivity in education.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Starting from the academic year 2020-21, our college has adopted the Outcome-Based Education (OBE) system, emphasizing the achievement of specific learning outcomes rather than just content delivery. This approach equips students with practical skills, critical thinking abilities, and a comprehensive understanding of their chosen subjects. By focusing on measurable outcomes, OBE ensures that education is relevant, impactful, and aligned with industry needs. This shift empowers students to apply their knowledge effectively in real-world situations, preparing them for successful careers and lifelong learning. Our commitment to OBE reflects our dedication to providing a high-quality, future-ready education

20.Distance education/online education:

We quickly transitioned to online teaching using platforms like Google Classroom and WhatsApp, ensuring uninterrupted learning. The campus is fully equipped with Wi-Fi, smart classrooms, and each department has LCD projectors, supporting seamless online education. Even beyond the pandemic, we continue to embrace online education in a blended mode, providing students with flexibility and access to a diverse range of resources. This approach reflects our commitment to modernizing education and meeting the evolving needs of students in a digital era.

Extended Profile

1.Programme

1.1

33

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 688

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 668

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 1900

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1 1154

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2 107

Number of full-time teachers during the year:

Extended Profile	
1.Programme	
1.1 Number of programmes offered during the year:	33
File Description	Documents
Institutional Data in Prescribed Format	View File
2.Student	
2.1 Total number of students during the year:	688
File Description	Documents
Institutional data in Prescribed format	View File
2.2 Number of outgoing / final year students during the year:	668
File Description	Documents
Institutional Data in Prescribed Format	View File
2.3 Number of students who appeared for the examinations conducted by the institution during the year:	1900
File Description	Documents
Institutional Data in Prescribed Format	View File
3.Academic	
3.1 Number of courses in all programmes during the year:	1154
File Description	Documents
Institutional Data in Prescribed Format	View File

3.2	107
Number of full-time teachers during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

3.3	107
Number of sanctioned posts for the year:	

4. Institution

4.1	540
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

4.2	84
Total number of Classrooms and Seminar halls	

4.3	450
Total number of computers on campus for academic purposes	

4.4	232.86
Total expenditure, excluding salary, during the year (INR in Lakhs):	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

The curriculum developed and implemented by the institution is meticulously designed to address the developmental needs at local, regional, national, and global levels. By aligning with these diverse needs, the institution ensures that its educational programs are both relevant and impactful. This relevance is clearly reflected in the Programme Outcomes (POs) and Course Outcomes (COs) of the programs offered.

our Programme Outcomes (POs) are crafted to ensure that graduates can effectively contribute to societal development, whether within their local communities or on a global stage. COs are directly aligned with POs, ensuring that each course contributes to the overall goals of the program.

The curriculum implemented in our institution produces graduates who are not only academically proficient but also capable of addressing complex challenges in various contexts, thereby making meaningful contributions to society at all levels.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/1.1.1.pdf

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

28

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

867

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

470

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

28

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

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

Institutions committed to holistic education recognize the

importance of integrating cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into their curriculum. By weaving these critical themes into various courses and activities, institutions prepare students not only for their professional careers but also for responsible citizenship.

Professional Ethics is emphasized to instil integrity, accountability, and ethical decision-making, which are essential for any career. Gender studies are integrated to promote equality, challenge stereotypes, and foster an inclusive environment. Courses on Human Values nurture empathy, respect, and compassion, ensuring that students develop a moral compass alongside their academic knowledge.

Environment and Sustainability are increasingly crucial, with institutions embedding these topics to raise awareness of environmental challenges and promote sustainable practices. This integration encourages students to think critically about their impact on the world and equips them with the knowledge to contribute to a sustainable future.

By addressing these cross-cutting issues, institutions ensure that students are not only academically proficient but also socially responsible and ethically grounded, ready to make a positive impact in both their professional and personal lives.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

57

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above**1680**

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects**1658**

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://roevercollege.ac.in/wp-content/uploads/2024/12/1.4.1.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website
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File Description	Documents
Provide URL for stakeholders' feedback report	https://roevercollege.ac.in/wp-content/uploads/2024/12/1.4.2.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

688

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

688

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

To ensure that every student reaches their full potential, the institution assesses students' learning levels through their Performance in CIA exams. This approach allows the institution to identify both slow and advanced learners, tailoring educational support to meet their specific needs.

For slow learners, special programs are organized to provide additional support and guidance. These programs may include remedial classes, one-on-one tutoring, and skill-building workshops that focus on areas where students need improvement. The goal is to build confidence and help these students achieve academic success at their own pace.

Advanced learners are also given the opportunity to excel through enrichment programs designed to challenge and stimulate their intellectual curiosity. These programs might involve advanced coursework, research opportunities, or participation in specialized workshops and competitions. By providing these students with opportunities to delve deeper into subjects of interest, the institution fosters a culture of excellence and innovation.

Through these targeted programs, the institution ensures that both slow and advanced learners receive the support and challenges they need to thrive. This personalized approach to education not only enhances academic outcomes but also promotes a more inclusive and

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/2.2.1.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
16/04/2024	1827	107

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

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

The institution is dedicated to enhancing learning experiences through student-centric methods that prioritize active engagement

and real-world application. Key among these are experiential learning, participative learning, and problem-solving methodologies.

Experiential learning immerses students in hands-on experiences, allowing them to apply theoretical knowledge in practical settings. This approach might include internships, lab work, field trips, or project-based assignments, which help students connect classroom concepts to real-world scenarios. By engaging directly with the material, students develop a deeper understanding and retain knowledge more effectively.

Participative learning fosters a collaborative environment where students actively contribute to their own learning process. Through group discussions, team projects, and peer-to-peer interactions, students develop critical thinking, communication, and teamwork skills. This method encourages students to take ownership of their learning and to learn from diverse perspectives.

Problem-solving methodologies challenge students to think critically and creatively. By working on case studies, real-world problems, or simulations, students learn to analyze complex situations, devise solutions, and make decisions under pressure. This approach equips students with the ability to navigate challenges in both academic and professional settings.

By integrating these student-centric methods, the institution not only enhances learning outcomes but also prepares students to be proactive, adaptable, and innovative in their future careers.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://roevercollege.ac.in/wp-content/uploads/2024/12/2.3.1.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

The integration of ICT-enabled tools in education has revolutionized teaching and learning, offering dynamic and interactive experiences that enhance both engagement and understanding. Teachers now utilize a wide range of online

resources, including educational software, e-books, videos, and virtual simulations, to supplement traditional classroom instruction. These tools facilitate personalized learning, allowing students to progress at their own pace and access diverse content tailored to their needs.

Moreover, ICT tools support collaborative learning through platforms that enable real-time communication and information sharing among students and teachers, regardless of geographical barriers. This fosters a more inclusive learning environment where resources are accessible to all, bridging gaps in education.

Teachers also benefit from ICT in terms of professional development, accessing online training programs, and staying updated with the latest educational trends. By leveraging these tools, educators can create more engaging, efficient, and effective teaching strategies, ultimately improving student outcomes and preparing them for a digital future.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://roevercollege.ac.in/wp-content/uploads/2024/12/2.3.2.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

89

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Preparation and adherence to the academic calendar and teaching plans are essential for maintaining academic rigor and consistency in an educational institution. The institution begins by

formulating the academic calendar, which outlines the schedule for the academic year, including semester start and end dates, holidays, examination periods, and important academic events. This calendar ensures that both faculty and students are aware of their responsibilities and timelines, fostering a structured learning environment.

Teaching plans, developed by faculty members, break down the course syllabus into weekly or bi-weekly sessions, outlining specific topics, readings, assignments, and assessments. These plans are aligned with the academic calendar to ensure timely coverage of the syllabus. Regular monitoring by department heads and academic coordinators ensures adherence to the schedule, addressing any delays or disruptions promptly.

Strict adherence to the academic calendar and teaching plans enhances the quality of education by ensuring that students receive consistent instruction, meet learning outcomes, and are well-prepared for assessments. This structured approach also supports administrative efficiency and institutional accountability, promoting a culture of discipline and academic excellence.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

107

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

44

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

9

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

10

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

41

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

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

The institution has implemented significant reforms in its examination procedures and processes, particularly through the integration of IT and Continuous Internal Assessment (CIA), which has greatly improved the Examination Management System (EMS). The system incorporates the Choice Based Credit System (CBCS) and Outcome Based Education (OBE) for both UG and PG programs. Assessments are based on the Revised Bloom's Taxonomy model, aligning with modern pedagogical approaches. The grading system and evaluation processes include both formative (CIA) and summative (End Semester Examination, ESE) assessments, with clear weightings for each component.

For undergraduate (UG) programs, the CIA components include two tests, assignments, pre-semester evaluations, seminars, and library assignments, while for postgraduate (PG) programs, similar components are incorporated with slight variations in marks distribution. Practical assessments for both UG and PG follow a well-structured CIA format, assessing performance through model practicals, records, attendance, and viva voce.

IT integration enhances the efficiency and transparency of the examination process. The EMS software facilitates the generation of roll numbers, hall tickets, and the automation of examination notifications, making it easier to track student eligibility and manage logistics. The process also ensures strict confidentiality, especially in the preparation of question papers and handling of materials.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://roevercollege.ac.in/wp-content/uploads/2024/12/2.5.3.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The Program Outcomes (PO), Programme Specific Outcomes (Cos) and Course Outcomes are framed by the Programme Coordinators, the concerned Head of the departments in consultation with the faculty members and the stakeholders.

Program Outcomes were framed reflecting the Vision, Mission and Strategies of the college and Graduate Attributes.

Course Outcomes are statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the in-depth learning that is expected upon completion of a course. These are clearly designed and communicated.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://roevercollege.ac.in/wp-content/uploads/2024/12/2.6.1.pdf

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The assessment framework at the institution encompasses both Formative and Summative evaluations. Formative assessment, a continuous process, involves various elements such as tutorials, assignments, tests, and presentations throughout the academic term. This method provides ongoing insights into student progress. Semester-wise, students undergo two CIA tests and a Pre-semester examination, contributing to their continuous assessment.

Summative evaluation culminates in written exams at the semester's end. Combining internal and external scores, the institution employs an Attainment Level Criteria:

If 70 % and above of students got 75 marks and above: Attainment Level 3
 If 60-69% of students got more than 75 marks and above: Attainment Level 2
 If 50-59% of students got more than 75 marks and above: Attainment Level 1
 Less than 50% of students got more than 75 marks and above: Attainment Level 0

The institution meticulously calculates the attainment levels for each Course Outcome (CO), normalizing final scores and setting improvement actions for any unsatisfactory CO attainment. This comprehensive evaluation system ensures a balanced assessment approach and a commitment to continual improvement.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://roevercollege.ac.in/wp-content/uploads/2024/12/2.6.2.pdf

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

621

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://roevercollege.ac.in/wp-content/uploads/2024/12/2.6.3.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://roevercollege.ac.in/wp-content/uploads/2024/12/2.7.1.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

The institution is committed to fostering a vibrant research culture by regularly updating its research facilities and ensuring access to the latest tools, technologies, and resources. State-of-the-art laboratories, well-equipped libraries, and digital resources support a wide range of research activities across disciplines. These facilities are frequently upgraded to meet evolving academic and industry standards, ensuring that both faculty and students can pursue cutting-edge research.

A well-defined research promotion policy guides the institution's efforts in encouraging and supporting research endeavors. This policy, accessible on the institutional website, outlines provisions for research funding, collaboration opportunities, intellectual property rights, and publication support. It also includes incentives such as seed funding, research grants, and recognition for outstanding research contributions.

The policy emphasizes interdisciplinary research, collaboration with industry, and partnerships with national and international research bodies. By implementing this policy, the institution creates an environment that nurtures innovation, encourages knowledge generation, and contributes to societal advancement. Continuous monitoring ensures that the policy is effectively applied, allowing researchers to thrive and make meaningful contributions to their respective fields.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://roevercollege.ac.in/wp-content/uploads/2024/12/3.1.1.pdf
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research**3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)****120000**

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year**4**

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

3.2 - Resource Mobilization for Research**3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)****30000**

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

4

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://roevercollege.ac.in/wp-content/uploads/2024/12/3.2.2.pdf
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

17

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

3

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://roevercollege.ac.in/wp-content/uploads/2024/12/3.2.4.pdf
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The institution has established a dynamic ecosystem that fosters innovation, knowledge creation, and transfer, supported by dedicated centers for research, entrepreneurship, and community engagement. These centers include research hubs, incubation facilities, and entrepreneurship cells that encourage creativity and problem-solving, empowering both students and faculty to develop innovative solutions to real-world challenges.

The research centers focus on multidisciplinary projects, offering advanced tools and resources to promote cutting-edge studies. The entrepreneurship and incubation centers provide mentorship, networking, and funding opportunities to budding entrepreneurs, guiding them from ideation to commercialization. These centers serve as platforms for start-up creation and technology transfer, facilitating collaboration with industry and external stakeholders.

The institution's community orientation is reflected in its social innovation programs, which engage local communities and address societal needs through research-driven interventions. By facilitating knowledge transfer, the institution ensures that academic findings and innovations reach a broader audience, promoting socio-economic development.

Overall, this well-rounded ecosystem nurtures a culture of innovation, entrepreneurship, and community service, positioning the institution as a hub for knowledge exchange and societal impact. Through this ecosystem, students and faculty are empowered to contribute to both academic excellence and societal progress.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/3.3.1.pdf

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

42

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

5

File Description	Documents
URL to the research page on HEI website	https://roevercollege.ac.in/wp-content/uploads/2024/12/3.4.2.pdf
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

29

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

15

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/3.4.4.pdf

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

167

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**3.4.6.1 - h-index of Scopus during the year**

7

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy**3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)**

216000

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

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

216000

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Extension activities conducted by the institution in the neighbourhood play a vital role in sensitizing students to social issues, fostering their holistic development. These activities include community service projects, awareness drives on issues like environmental sustainability, health and hygiene, education for underprivileged children, and gender equality campaigns. Through active participation, students gain first-hand exposure to societal challenges, enhancing their empathy and social responsibility.

By engaging in these activities, students develop essential life skills such as leadership, teamwork, communication, and problem-solving. They are encouraged to think critically about social issues and explore innovative ways to contribute to positive change. These experiences help students grow into socially conscious individuals, better prepared to address complex global challenges in their future careers and personal lives.

The impact of these extension activities is significant. Students not only contribute meaningfully to the community but also internalize the importance of civic engagement and ethical responsibility. This involvement fosters a sense of purpose, broadens their perspectives, and nurtures a strong sense of moral and civic duty. Ultimately, these activities contribute to shaping well-rounded individuals who are more aware of their social obligations and equipped to make a positive impact on society.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/3.6.1.pdf

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

9

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

41

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

6084

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

572

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

72

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution provides adequate infrastructure and physical facilities to meet the teaching-learning requirements as specified by statutory bodies. Classrooms are well-equipped with modern amenities such as projectors, smart boards, and ergonomic seating arrangements to enhance the learning environment. The laboratories are furnished with updated equipment and tools, allowing students to gain hands-on experience in their respective fields. Additionally, computing facilities are robust, featuring high-speed internet, advanced software, and sufficient computer terminals to support academic work and research.

The institution complies with the minimum space and facility norms set by accrediting and regulatory bodies, ensuring the availability of dedicated spaces for various disciplines. The library is well-stocked with both physical and digital resources,

and dedicated study areas provide a conducive environment for academic exploration.

Regular maintenance and updates to these facilities ensure that they remain at par with current technological advancements, enabling effective teaching and learning processes. The institution also provides accessible facilities for students with special needs, ensuring inclusivity. Overall, the infrastructure meets the statutory standards and fosters an environment of academic excellence.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/4.1.1.pdf

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

The institution provides extensive recreational and sports facilities, including an indoor gymnasium, yoga center, auditoriums, and expansive outdoor sports grounds. These facilities cater to various cultural, sports, and physical activities, ensuring the all-round growth of students. The college also operates 25 buses for convenient transportation, reflecting its commitment to the overall well-being and convenience of students and staff. This infrastructure supports a balanced blend of academic excellence and extracurricular engagement.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/4.1.2.pdf

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

84

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

112.94

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

The institution's library is fully automated using the Integrated Library Management System (ILMS) software, NIRMALS. This system streamlines various library functions such as cataloguing, circulation, acquisition, and membership management, allowing for efficient library operations and enhanced user experience.

The nature of automation is full, encompassing all aspects of library management, ensuring smooth functioning and easy access to both physical and digital resources. The ILMS allows students and faculty to search for books, check availability, issue or return materials, and manage their library accounts online, reducing manual processes and improving service efficiency.

The software currently operates on version 5.2.0, which includes advanced features like remote access to e-books, journals, and other online resources, along with an integrated reporting system for library usage statistics and inventory management. The library automation was implemented in 2021, and since then, continuous

updates and enhancements have been made to ensure that the system remains aligned with modern technological standards.

Overall, the automation has significantly improved the accessibility and management of the library's extensive collection, providing a seamless and user-friendly experience for all its patrons.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/4.2.1.pdf

**4.2.2 - Institution has access to the following:
e-journals e-ShodhSindhu Shodhganga
Membership e-books Databases Remote
access to e-resources**

B. Any 3 of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

8.00

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

24579

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The institution boasts advanced IT facilities, guided by a comprehensive IT policy that covers Wi-Fi access, data security, and cybersecurity. High-speed Wi-Fi is available across the campus, providing seamless internet access in classrooms, libraries, laboratories, and common areas. To support growing demand, the Wi-Fi network was updated in 2022-23, enhancing both bandwidth and coverage. This upgrade ensures smooth academic and administrative operations, including online learning, research, and the use of cloud-based applications.

Cybersecurity is a key focus, with the institution implementing cutting-edge firewalls, regularly updated anti-virus software, and routine security audits. These measures protect against cyber threats and ensure a secure digital environment for students, faculty, and staff. The institution also uses multi-layered authentication and advanced encryption protocols to safeguard sensitive data, ensuring compliance with data privacy regulations.

Ongoing updates to IT infrastructure and cybersecurity protocols are budgeted annually, demonstrating the institution's commitment to maintaining a secure, efficient, and modern digital environment. These measures allow the institution to support its educational mission while keeping its digital assets protected and accessible.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/4.3.1.pdf

4.3.2 - Student - Computer ratio	
Number of Students	Number of Computers
1984	450
File Description	Documents
Upload any additional information	View File
4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	
A. 750 Mbps	
File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File
4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing	
B. Any three of the above	
File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/4.3.4.pdf
List of facilities for e-content development (Data Template)	View File
4.4 - Maintenance of Campus Infrastructure	
4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)	
134.89	

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

The institution has established a comprehensive policy for the maintenance and utilization of its physical, academic, and support facilities, ensuring their optimal use and upkeep. This policy covers classrooms, laboratories, library, sports complex, computers, and other infrastructure, with well-defined systems and procedures for each.

Classrooms and Laboratories: Regular inspections and maintenance schedules are followed to ensure that all classrooms and laboratories are functional and well-equipped. Any repairs or upgrades are managed through a centralized maintenance department. Laboratories are periodically replaced with new equipment as per academic requirements.

Library: The library follows a structured system for inventory management, utilizing Integrated Library Management System (ILMS) software for cataloguing, circulation, and tracking. Regular audits are conducted to maintain the integrity of the collection.

Sports Complex: The sports complex, including both indoor and outdoor facilities, is maintained through scheduled inspections and repairs. Equipment is regularly replaced to meet the needs of students and staff.

Computers and IT Facilities: A dedicated IT support team manages the upkeep of computers, Wi-Fi, and related infrastructure. Regular software updates, hardware servicing, and cybersecurity measures are in place to ensure smooth functioning.

These systems are supported by an annual budget allocation for maintenance, ensuring that all facilities remain operational and up-to-date, fostering a conducive environment for learning and extracurricular activities.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/4.4.2.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

596

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

175

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://roevercollege.ac.in/wp-content/uploads/2024/12/5.1.3.pdf
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

296

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression	
5.2.1 - Number of outgoing students who got placement during the year	
296	
File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
5.2.2 - Number of outgoing students progressing to higher education	
134	
File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File
5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year	
5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year	
0	
File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File
5.3 - Student Participation and Activities	
5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year	
68	

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The institution has an active Student Council that plays a vital role in representing the student body and contributing to the academic and administrative functions of the institution. The council is elected annually and comprises student leaders from various departments. Its primary activities include organizing cultural events, sports meets, and social outreach programs, fostering a vibrant campus life and promoting student engagement in extracurricular activities.

In addition to these, the Student Council serves as a voice for the student community, bringing forward concerns and suggestions related to academic and non-academic matters. The council works closely with faculty and administration to address student welfare, campus improvement, and other critical issues.

Students also have representation in several academic and administrative committees, such as the Internal Quality Assurance Cell (IQAC), Anti-Ragging Committee, and the Disciplinary Committee, among others. Through these platforms, they actively participate in decision-making processes, contributing to policy formulation, curriculum development, and quality enhancement initiatives.

Their involvement ensures that the students' perspectives are considered in institutional decisions, fostering a collaborative and inclusive environment. This participatory role enhances leadership skills among students while ensuring that the institution remains responsive to student needs and aspirations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/5.3.2.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

2

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The institution's Alumni Association, which is registered and actively functional, plays a crucial role in supporting the growth and development of the institution. The association, along with its regional chapters, contributes in various ways, both financially and through non-monetary support services.

Financial Contributions: The alumni regularly contribute to scholarships and financial aid programs, helping deserving and underprivileged students. Funds are also allocated for infrastructure development, such as upgrading laboratories, classrooms, and IT facilities. Additionally, alumni donations have supported the establishment of new facilities such as libraries and innovation centers.

Career Support: Alumni offer mentorship, internships, and placement assistance to current students, leveraging their industry networks. Workshops, seminars, and guest lectures conducted by successful alumni provide insights into real-world trends and career opportunities, enhancing students' employability.

Collaborative Projects: The association also facilitates collaborations between the institution and industries, research bodies, and global academic institutions. This has led to opportunities for research funding, industry-academia linkages, and student exchange programs.

The Alumni Association's continuous engagement significantly

contributes to the institution's development, fostering a strong bond between past students and their alma mater while ensuring holistic growth for the current student community.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://roevercollege.ac.in/wp-content/uploads/2024/12/5.4.1.pdf

5.4.2 - Alumni's financial contribution during the year

B. 10 Lakhs - 15 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution's governance is deeply aligned with its vision and mission, ensuring effective leadership and collaborative decision-making.

Vision: The institution aspires to be a centre of excellence in education, research, and innovation, aiming to produce globally competent and socially responsible individuals.

Mission: The institution is committed to providing quality education that fosters critical thinking, innovation, and ethical values. It also aims to create a conducive environment for research and holistic development while engaging with the community for societal advancement.

In governance, the institution follows a decentralized approach that encourages participation from all stakeholders, particularly faculty members. Teachers play a pivotal role in key decision-making bodies such as the Academic Council, Internal Quality Assurance Cell (IQAC), and various departmental committees. Their input is valued in areas like curriculum development, policy formulation, and academic planning, ensuring that decisions are

aligned with the institution's goals.

Perspective Plans: The institution regularly develops long-term plans focusing on academic excellence, infrastructure development, and research promotion. These plans are formulated with inputs from faculty, students, and administrators, ensuring shared ownership and active involvement at all levels.

This participatory governance model promotes transparency, accountability, and effective leadership, driving the institution towards fulfilling its vision and mission.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://roevercollege.ac.in/wp-content/uploads/2024/12/6.1.1.pdf

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Case Study: Decentralization and Participative Management in Curriculum Development

The institution emphasizes decentralization and participative management through its collaborative curriculum development process, which involves faculty members, students, and industry experts.

Decentralization: Each academic department is given autonomy to revise and update its curriculum in accordance with the latest trends and requirements. Departmental heads lead the process, encouraging faculty members to propose changes based on their expertise and feedback from students and industry professionals. This decentralized approach ensures that every department has the freedom to tailor its programs to meet evolving academic and industry standards.

Participative Management: To ensure holistic input, a Curriculum Review Committee is formed, consisting of faculty members, student representatives, alumni, and industry experts. This committee conducts meetings and workshops to gather diverse perspectives on curriculum improvement. The proposed changes are discussed in a transparent manner, with all stakeholders actively participating

in the decision-making process. After thorough discussion, the curriculum is finalized and sent to the Academic Council for approval.

This case exemplifies the institution's commitment to decentralization and participative management, fostering collaboration and ensuring that academic programs remain relevant, innovative, and aligned with institutional goals. This practice has led to continuous improvements in the quality of education offered at the institution.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://roevercollege.ac.in/wp-content/uploads/2024/12/6.1.2.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

One significant activity successfully implemented based on the institution's strategic plan is the introduction of diversified courses aligned with industry needs. As part of its Strategic and Perspective Plan, the College has developed a variety of programs that respond to the evolving demands of both the educational landscape and the job market. These courses are designed and approved through a rigorous process that involves institutional bodies such as the Board of Studies, Academic Council, and the Governing Body. This ensures that the curriculum remains current, relevant, and forward-looking.

To further enhance Industry-Institute collaboration, the College has established Memoranda of Understanding (MoUs) with several industries. These partnerships enable students to gain practical exposure through internships, projects, and industrial training. The involvement of industry experts in the curriculum design process, through the Board of Studies, helps bridge the gap between academic knowledge and practical application, thereby boosting the employability of students.

The Internal Quality Assurance Cell (IQAC) plays a key role in overseeing the successful implementation of these strategic goals, ensuring that both academic and administrative functions are continually improved. Through these efforts, the College effectively fulfils its mission of offering industry-relevant education while enhancing the overall quality of academic offerings.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/6.2.1.pdf
Upload any additional information	View File

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

The institution operates with an effective and efficient administrative structure, demonstrated by its policies, administrative setup, service rules, and procedural frameworks. The governance is overseen by various institutional bodies such as the Governing Body, Academic Council, Finance Committee, Board of Studies, and Management. These bodies ensure decision-making and policy implementation align with the institution's vision.

The Principal plays a pivotal role, serving as the bridge between the Management and the staff, and overseeing day-to-day operations. They are supported by a network of committees and key personnel. The Internal Quality Assurance Cell (IQAC) spearheads quality enhancement initiatives, focusing on continuous improvement in education and institutional activities.

The Controller of Examinations handles all matters related to exams and results, ensuring transparency and efficiency. Curriculum development is guided by the Curriculum Development Council, ensuring relevance and adherence to regulations. Each academic department is led by a Head of Department (HoD), facilitating coordination with the college administration through bodies like the College and Academic Councils.

The administrative office, managed by an office manager, handles finance, general administration, and other office-related

activities, ensuring smooth institutional functioning. The institution's organogram visually depicts this structured hierarchy and its smooth operation.

File Description	Documents
Paste link to Organogram on the institution webpage	https://roevercollege.ac.in/wp-content/uploads/2024/12/6.2.2-ornogram.pdf
Upload any additional information	View File
Paste link for additional Information	https://roevercollege.ac.in/wp-content/uploads/2024/12/6.2.2.pdf

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The institution has implemented a range of effective welfare measures and career development avenues for both teaching and non-teaching staff:

1. Health and Wellness Programs:

- **Medical Insurance:** Comprehensive health insurance coverage for staff and their families.
- **Wellness Initiatives:** Regular health check-ups, fitness programs, and stress management workshops.

2. Financial Benefits:

- **Competitive Salaries:** Market-aligned compensation packages with annual increments.
- **Retirement Benefits:** Provident fund, gratuity, and pension schemes.
- **Loan Facilities:** Access to low-interest loans for personal and professional needs.

3. Career Development:

- **Training and Workshops:** Regular professional development programs, seminars, and workshops to enhance skills.
- **Educational Support:** Funding and leave for pursuing higher education and advanced degrees.
- **Career Advancement:** Clear promotion pathways and performance appraisal systems to support career progression.

4. Work-Life Balance:

- **Flexible Work Hours:** Options for flexible working arrangements and remote work where applicable.
- **Leave Policies:** Generous annual leave, sick leave, and maternity/paternity leave policies.

5. Employee Assistance Programs:

- **Counseling Services:** Confidential counseling and support for personal and professional issues.
- **Grievance Redressal:** Established mechanisms for addressing staff grievances and concerns.

These measures collectively contribute to a supportive work environment, promoting staff well-being and fostering professional growth.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/6.3.1.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

74

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

3

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

167

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

A college conducts both internal and external financial audits regularly to ensure transparency, accountability, and proper management of financial resources. These audits play a crucial role in maintaining the integrity of the college's financial operations and ensuring compliance with legal and regulatory requirements.

Internal financial audits are carried out by the college's own team or an internal auditor. These audits focus on reviewing financial records, policies, and procedures to ensure that the college is following its own set of guidelines. The aim is to identify inefficiencies, inaccuracies, or potential risks in financial management, such as improper budgeting or misuse of funds. Internal audits help the college to improve its internal control systems and prevent fraud.

External financial audits, on the other hand, are conducted by independent auditors from outside the institution. These audits provide an objective assessment of the college's financial statements, ensuring that they accurately reflect the institution's financial position. External audits also evaluate whether the college is complying with external regulations, such as tax laws and funding requirements. The findings of an external audit are typically shared with stakeholders, including government bodies, donors, and accrediting agencies, reinforcing the college's credibility and trustworthiness.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/6.4.1.pdf

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

30000

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

The institution's resource mobilization policy focuses on securing diverse funding sources while ensuring optimal utilization of resources for sustainability and growth.

Resource Mobilization Strategies:

1. **Government Grants and Funding:** The institution actively apply for financial assistance through government schemes, research grants, and educational funding programs.
2. **Partnerships and Collaborations:** Collaborates with industries, NGOs, and other educational institutions to raise funds for research, infrastructure, and capacity-building projects.
3. **Alumni Contributions:** Establishes strong alumni networks for donations, endowments, and fundraising campaigns.
4. **Tuition and Fees:** Implements a structured fee system, ensuring affordability for students while generating revenue for operational needs.
5. **Corporate Sponsorships:** Engages with corporate entities for sponsorships and funding through Corporate Social Responsibility (CSR) initiatives.

Optimal Utilization of Resources:

1. **Budgeting and Planning:** A well-structured budgeting process ensures efficient allocation of resources based on priority areas, including infrastructure, academic programs, and research activities.
2. **Internal Audits and Monitoring:** Regular internal audits ensure transparency and accountability in fund utilization.
3. **Cost-Effective Operations:** Emphasizes energy conservation, optimal staffing, and leveraging technology to reduce operational costs and maximize value.

Through these mechanisms, the institution ensures sustainable financial health and strategic resource allocation.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://roevercollege.ac.in/wp-content/uploads/2024/12/6.4.3.pdf

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

As a result of Institutional Quality Assurance Cell (IQAC) initiatives, the following two practices have been institutionalized to enhance quality standards:

1. Continuous Curriculum Improvement:

The IQAC established a robust feedback mechanism involving students, faculty, industry experts, and alumni to assess the relevance and effectiveness of the curriculum. Based on this input, curriculum revisions have been institutionalized to ensure alignment with industry standards and academic advancements. This has led to the inclusion of skill-based courses, research-oriented projects, and interdisciplinary programs to promote holistic education and employability. Regular curriculum updates have significantly improved learning outcomes and student satisfaction.

2. Faculty Development Programs (FDPs):

To enhance teaching quality, the IQAC has institutionalized regular Faculty Development Programs aimed at upgrading pedagogical skills, research capabilities, and knowledge of the latest technological trends. These programs are designed in collaboration with academic and industry experts and focus on innovative teaching methods, digital tools for education, and research-driven teaching practices. As a result, faculty members are better equipped to engage students, promote critical thinking, and improve overall academic performance.

Both practices have resulted in incremental improvements in academic quality, teaching effectiveness, and student outcomes, reflecting the institution's commitment to continuous quality enhancement.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/6.5.1.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The institution regularly reviews its teaching-learning processes, structures, and methodologies to ensure continuous improvement and effective educational delivery. This review process is carried out at periodic intervals through the norms set by the Internal Quality Assurance Cell (IQAC), which plays a crucial role in monitoring and enhancing the quality of academic and administrative activities. The IQAC ensures that the institution adheres to standards of excellence, identifies areas for improvement, and implements strategies to optimize the teaching-learning environment.

The review involves evaluating the effectiveness of various teaching methodologies, the integration of modern tools and technologies in classrooms, and the overall student engagement in learning. It also assesses the curriculum's relevance and its alignment with industry trends, societal needs, and student aspirations. The review process extends to the evaluation of student learning outcomes to determine whether the educational goals and objectives are being met.

By using feedback from students, faculty, and stakeholders, the IQAC helps the institution make data-driven decisions. It fosters an atmosphere of academic rigor and continuous professional development for educators. Regular reviews of these processes ensure that the institution adapts to emerging educational challenges, promotes quality assurance, and ultimately enhances the student learning experience.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://roevercollege.ac.in/wp-content/uploads/2024/12/6.5.2.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://roevercollege.ac.in/wp-content/uploads/2024/12/6.5.3.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution has taken significant measures to promote gender equity and create a safe, inclusive environment for women through a range of curricular, co-curricular, and extra-curricular activities.

Curricular Initiatives:

- 1. Gender Studies Courses:** Introduced elective courses on gender studies and women's empowerment, raising awareness

about gender issues, equality, and human rights.

2. **Workshops and Seminars:** Conducted regular gender sensitization workshops, seminars, and guest lectures addressing topics such as gender equality, workplace harassment, and women's rights.

Co- and Extra-Curricular Activities:

1. **Women's Empowerment Cell:** Established a Women's Empowerment Cell that organizes discussions, awareness programs, self-defense workshops, and leadership training for women.
2. **Gender Equity Campaigns:** The institution runs annual campaigns like 'Gender Equality Week' involving debates, poster-making, street plays, and essay competitions to promote awareness and dialogue around gender equity.
3. **Counseling and Mentorship Programs:** The institution offers dedicated counseling services and mentorship programs that focus on the psychological well-being and career growth of female students.

Facilities for Women:

1. **Women's Common Rooms:** Well-equipped common rooms for female students with lounge areas and basic amenities.
2. **On-Campus Safety Measures:** 24/7 security, CCTV surveillance, grievance redressal committees, and an anti-harassment cell to ensure a safe campus environment for women.

These initiatives ensure a gender-sensitive and supportive campus culture.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://roevercollege.ac.in/wp-content/uploads/2024/12/7.1.1.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

The institution has well-established systems for the management of both degradable and non-degradable waste across various categories:

Solid Waste Management: The institution segregates waste at the source into biodegradable and non-biodegradable. Biodegradable waste is composted onsite, while non-biodegradable waste is collected for recycling or proper disposal through authorized agencies.

Liquid Waste Management: Wastewater is treated using a dedicated treatment plant that ensures safe discharge. Greywater is reused for gardening and other non-potable purposes, while chemical effluents undergo neutralization before disposal.

Biomedical Waste Management: A specialized facility handles biomedical waste, segregating it into sharps, infectious materials, and general waste. Disposal is done as per government guidelines through incineration or authorized vendors.

E-Waste Management: Obsolete electronic equipment is collected separately and handed over to certified e-waste recyclers, ensuring proper disposal and material recovery.

Waste Recycling System: A recycling system is in place for paper, plastic, and metal waste, ensuring maximum material recovery and minimal landfill contribution.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above								
<table border="1"> <thead> <tr> <th data-bbox="76 434 539 506">File Description</th> <th data-bbox="539 434 1445 506">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 506 539 607">Geotagged photographs / videos of the facilities</td> <td data-bbox="539 506 1445 607" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 607 539 678">Any other relevant information</td> <td data-bbox="539 607 1445 678" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Geotagged photographs / videos of the facilities	View File	Any other relevant information	View File			
File Description	Documents								
Geotagged photographs / videos of the facilities	View File								
Any other relevant information	View File								
7.1.5 - Green campus initiatives include									
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	A. Any 4 or All of the above								
<table border="1"> <thead> <tr> <th data-bbox="76 1167 539 1238">File Description</th> <th data-bbox="539 1167 1445 1238">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1238 539 1339">Geotagged photos / videos of the facilities</td> <td data-bbox="539 1238 1445 1339" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1339 539 1480">Various policy documents / decisions circulated for implementation</td> <td data-bbox="539 1339 1445 1480" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1480 539 1547">Any other relevant documents</td> <td data-bbox="539 1480 1445 1547" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Geotagged photos / videos of the facilities	View File	Various policy documents / decisions circulated for implementation	View File	Any other relevant documents	View File	
File Description	Documents								
Geotagged photos / videos of the facilities	View File								
Various policy documents / decisions circulated for implementation	View File								
Any other relevant documents	View File								
7.1.6 - Quality audits on environment and energy undertaken by the institution									
7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 	A. Any 4 or all of the above								

5. Beyond the campus environmental promotional activities

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

The institution fosters an inclusive environment by promoting tolerance and harmony across cultural, regional, linguistic, communal, and socio-economic diversities through various initiatives.

Cultural Diversity: The institution organizes multicultural events and festivals, encouraging students to celebrate and respect diverse traditions. Cultural exchange programs further broaden understanding and appreciation among students.

Regional and Linguistic Diversity: The institution promotes the use of multiple languages in communication and learning, recognizing the linguistic diversity of the student body. Language clubs and workshops are organized to help students appreciate and learn new languages.

Communal Harmony: Various interfaith dialogues, seminars, and community service programs are held to promote understanding and peace between different religious and communal groups. The institution also celebrates major religious festivals, fostering respect for all faiths.

Socio-economic Inclusivity: Scholarships and financial assistance are provided to students from economically disadvantaged backgrounds. The institution also organizes skill development workshops, career counseling, and mentorship programs to ensure equal opportunities for all.

Through these initiatives, the institution strives to create an environment that celebrates diversity, promotes inclusivity, and encourages students to live and work harmoniously in a global society.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File

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

The institution actively engages in sensitizing students and employees to their constitutional obligations by organizing a variety of programs that promote the values, rights, duties, and responsibilities outlined in the Indian Constitution.

Constitutional Awareness Programs: The institution regularly conducts seminars, workshops, and guest lectures on the Constitution of India, focusing on fundamental rights, duties, and

values such as equality, justice, and liberty. Constitution Day is celebrated annually, with activities that encourage students to understand and uphold constitutional principles.

Civic Responsibility Initiatives: The institution promotes active citizenship by encouraging participation in social service, environmental conservation, and community development projects. Students and employees participate in voter awareness drives, Swachh Bharat campaigns, and blood donation camps, fostering a sense of civic duty.

Legal Literacy Campaigns: Legal awareness programs educate students and employees about their rights and duties as citizens. Moot courts, legal aid camps, and panel discussions on contemporary legal issues help inculcate a strong sense of justice and responsibility.

Ethical and Value-Based Education: Moral education is integrated into the curriculum through courses and extracurricular activities that emphasize respect, tolerance, and integrity, in alignment with constitutional values.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution actively celebrates and organizes national and international commemorative days, events, and festivals throughout the year to instill patriotism, global awareness, and cultural appreciation among students and staff.

National Commemorative Days: The institution observes important national days like Independence Day and Republic Day, with flag hoisting ceremonies, cultural performances, and speeches to honor India's freedom fighters and reflect on national values. Events like National Youth Day and Teachers' Day are celebrated with enthusiasm, encouraging students to appreciate the contributions of educators and youth leaders.

International Commemorative Days: The institution participates in global observances like World Environment Day, International Women's Day, and International Yoga Day. These events are marked by awareness campaigns, seminars, tree-planting drives, health workshops, and yoga sessions, promoting global responsibility, gender equality, and well-being.

Cultural and Religious Festivals: Festivals like Diwali, Christmas, Eid, and Pongal are celebrated to foster cultural harmony and respect for diversity. Students and staff actively participate in organizing cultural programs, exhibitions, and food festivals to showcase the richness of India's cultural heritage.

These celebrations and events create a vibrant, inclusive atmosphere on campus while nurturing values of unity, diversity, and global citizenship.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice 1: Career Guidance and Motivational Talk for Higher Secondary Students

The "Career Guidance and Motivational Talk for +2 Students" initiative aims to guide students in higher secondary education by offering career insights and strategies to manage academic pressure. The practice involves hour-long sessions covering key areas such as success stories, exam strategies, stress management, goal setting, concentration improvement, and exploring higher education opportunities. The goal is to inspire students, reduce anxiety, and improve their academic focus. Feedback indicates positive outcomes, with students reporting better stress management, goal-setting abilities, and academic performance. The challenges include resource allocation for regular sessions and adequate training for facilitators.

Best Practice 2: Promotion of Organic Farming through Vermicomposting by Life Science Students

This practice seeks to promote organic farming through vermicomposting, educating farmers in rural Perambalur about sustainable agricultural techniques. Life science students lead awareness campaigns, followed by hands-on training sessions at KVK, Perambalur. The program emphasizes soil health, environmental sustainability, and crop quality. Success is evident through increased awareness and the adoption of organic farming methods among local farmers. Challenges include limited geographic outreach and the need for ongoing support and monitoring to ensure the long-term success of the program.

File Description	Documents
Best practices in the Institutional website	https://roevercollege.ac.in/wp-content/uploads/2024/12/7.2.1.pdf
Any other relevant information	https://roevercollege.ac.in/wp-content/uploads/2024/12/7.2.1.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The institution's performance in the area of sustainability and environmental responsibility stands out as a distinct priority. Recognizing the urgent need for ecological conservation, the institution has integrated sustainability into its core operations, curriculum, and community outreach.

Green Campus Initiatives: The institution has implemented energy-efficient systems, including solar panels and rainwater harvesting units, to reduce its carbon footprint. The campus is a plastic-free zone, and waste is rigorously segregated, with composting and recycling systems in place. Tree plantation drives are organized regularly, promoting biodiversity on campus.

Curriculum and Research Focus: Environmental studies and sustainability modules are embedded in various academic programs, fostering awareness and knowledge among students. Research projects on renewable energy, climate change, and sustainable agriculture are actively encouraged and supported, contributing to global environmental challenges.

Community Engagement: The institution extends its sustainability efforts beyond the campus through various community outreach programs. Students participate in environmental awareness campaigns, clean-up drives, and rural development projects that promote sustainable practices.

Through these efforts, the institution has positioned itself as a leader in sustainability, shaping environmentally conscious citizens and contributing to the global effort to address environmental issues.

File Description	Documents
Appropriate link in the institutional website	https://roevercollege.ac.in/wp-content/uploads/2024/12/7.3.1.pdf
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

The institution's plan of action for the next academic year focuses on enhancing academic excellence, fostering innovation, and promoting holistic development.

1. **Academic Excellence:** The institution plans to introduce new courses in emerging fields such as data science, artificial intelligence, and sustainability studies and interdisciplinary programs. Faculty development programs will be expanded to include more training on digital teaching methods and research capabilities.
2. **Research and Innovation:** Emphasis will be placed on increasing research output by encouraging faculty and students to participate in collaborative research projects. The institution will establish innovation labs and incubation centers to support startups and entrepreneurial ventures. More funding will be allocated for research grants and innovation competitions.
3. **Infrastructure Development:** The campus will undergo infrastructural upgrades, including the modernization of laboratories, classrooms, and libraries to meet international standards.
4. **Community Outreach:** The institution will increase its community outreach through more social responsibility initiatives, focusing on education, healthcare, and environmental conservation in neighboring communities.