

Yearly Status Report 2013-14

ACADEMIC CALENDER FOR THE YEAR 2013 -14

Sl.no.	Odd Semester	For Ensuring New Batch	For Continuing Batch
1	Commencement of academic programme	15 th July, 2013	17 th June 2013
2	Admission activities (for ensuing new students)	13 th September,2013	N.A.
3	Registration activities (for ensuing newly admitted students for the session 2013 -14)	20 th September,2013	N.A.
4	First test slot	3 rd – 9 th September,2013	1 st – 8 th august 2013
5	Second test slot	1 st – 8 th October,2013	3 rd – 10 th September,2013
6	Third test slot	15 th – 21 st October,2013	15 th – 21 st October,2013
7	Semester practical exam	22 nd October to 2 nd November 2013	22 nd October to 2 nd November 2013
8	Semester theory exam	4 th – 23 rd November,2013	4 th – 24 th November,2013
9	Inter semester break	25 th -30 th November 2013	25 th -30 th November 2013

Sl.no.	Even Semester	For Continuing Batch
1	Commencement of academic programme	2 nd January, 2014
4	First test slot	21 st – 26 th January,2014
5	Second test slot	18 th – 23 rd February,2014
6	Third test slot	12 th – 17 th march,2014
7	Semester practical exam	25 th march to 14 th April ,2014
8	Semester theory exam	18 th April to 20 th may, 2014
9	Inter semester break	21 st may to June 15 th 2014

2.7.1. Students satisfaction survey

FEED BACK

STUDENT'S FEEDBACK

The Government Arts College for Women, Nilakkottai was initiated by Government of Tamil Nadu during the academic year 1998-1999 with the only aim of providing higher education for poor, down-trodden and first generation rural women pupil in and around Nilakkottai Taluk of Dindigul district, Tamil Nadu. At present the college offers 11 Undergraduate Courses, ten Post graduate courses and one three M.Phil course. It provides higher education to 2200 women students in various courses. The college is affiliated to Mother Teresa Women's University, Kodaikanal. The college has obtained NAAC Re-accreditation with 'B' grade during 2013-2014

In order to analyse the feedback about college, Researcher used Likert scale technique was adopted. The response to each of the items was weighted on a 5–points Likert type scoring scale. The respondents were free to choose Very Satisfied (VS) = 5 points, Somewhat Satisfied (SS) = 4 points, Neither Satisfied nor Dissatisfied (NSD) = 3 points, Somewhat Dissatisfied (S) = 2 points and Very Dissatisfied (VS) = 1 point. From the scale, a criterion score of 3.00 was adopted. The criterion score was obtained as follows:

$$\text{Criterion score} = (5+4+3+2+1)/5 = 3.00$$

Items having a mean score above the criterion score of 3.00 were accepted as the college has while those under 3.00 were not accepted as enough basic amenities. For the present student feedback analysis data collected from 70 students.

Number	Items	Frequency/%					Mean Score
		VS	SS	NSD	SD	VD	
1	Overall impact of college on Student life	35 (50.00)	26 (37.14)	4 (5.71)	4 (5.71)	1 (1.43)	4.29
2	College Office Support	21 (30.00)	35 (50.00)	5 (7.14)	5 (7.14)	4 (5.71)	3.91
3	Overall ambiance / cleanliness of the Campus	29 (41.43)	33 (47.14)	3 (4.29)	2 (2.86)	3 (4.29)	4.19
4	Canteen Facility	30 (42.86)	32 (45.71)	6 (8.57)	1 (1.43)	1 (1.43)	4.27
5	Sports Facility	31 (44.29)	32 (45.71)	4 (5.71)	2 (2.86)	1 (1.43)	4.29
	Aggregate	41.71	45.14	6.29	4.00	2.86	4.19

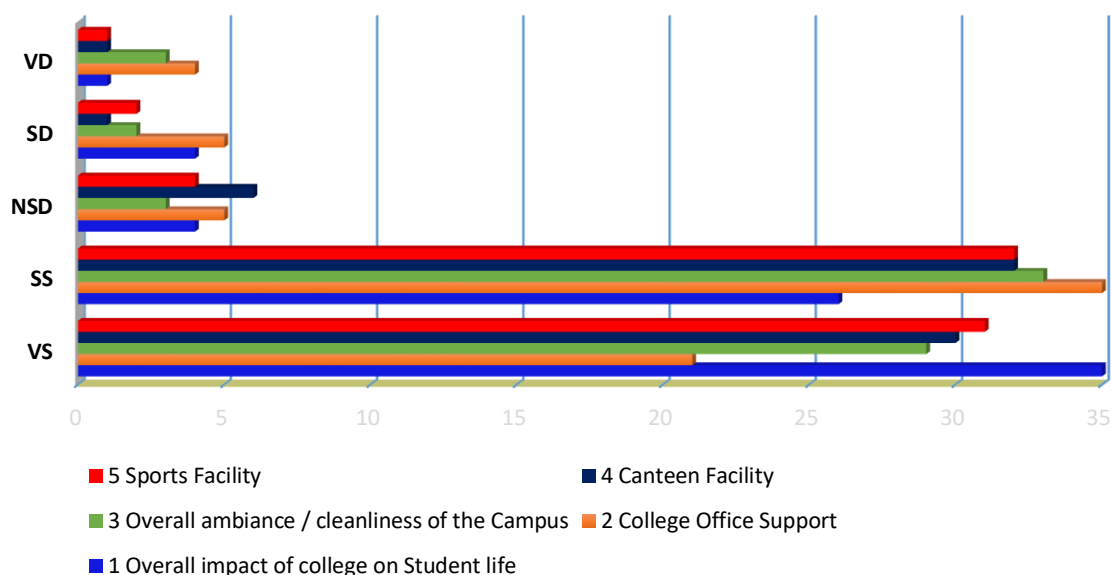
Source: Primary data

Note: Figures in the parentheses represent percentage of respective items.

As revealed in the above table, the some of the significant aspects which are closely related to assessment of basic quality of the college. Here we found that the sample students were viewed that the college had required basic amenities for the students hence, the aggregate mean value of Likert was 4.19 were greater than the criterion mean of 3.00.

About 41.71% of the selected students were very satisfied and 45.14% of them somewhat satisfied about overall facilities in the college. 6.29% Satisfied nor Dissatisfied, 4.00% somewhat dissatisfied and only 4.19% were Very dissatisfied about the basic amenities in the college premises. It is depicted in the following diagram for simple understanding about the college.

Student's feedback during the academic year 2013-2014



PARENT'S FEEDBACK

Most of the student's parents are dependent on agriculture/ agriculture allied activities as their livelihood. The poor parents are play major roles in the educational success of students in the college and are supporting to us to provide positive learning experience to succeed in life; providing support; motivation and quality instruction. Here, we present the feed of the parents about academic, co-curricular and extra-curricular activities of the college is presented below.

Table: 2

Parent's feedback during the academic year 2013-2014

S.No	Particulars	Opinion (Put ✓)					Total/%	mean value
		VS	SS	NSD	SD	VD		
1	Overall ambiance / infrastructure of the College	27 (38.57)	27 (38.57)	8 (11.43)	2 (2.86)	6 (8.57)	70 (100)	3.96
2	Administrative Office Support and response	15 (21.43)	44 (62.86)	4 (5.71)	3 (4.29)	4 (5.71)	70 (100)	3.90
3	Value added programmes offered/ Gandhian thought	31 (44.29)	27 (38.57)	4 (5.71)	6 (8.57)	2 (2.80)	70 (100)	4.13
4	Field trips and other trips	10 (14.29)	14 (20.00)	17 (24.29)	5 (7.14)	24 (34.29)	70 (100)	2.73

5	Placement support	14 (20.00)	34 (48.57)	10 (14.29)	8 (11.43)	4 (5.71)	70 (100)	3.66
6	Industry exposure	20 (28.57)	32 (45.71)	6 (8.57)	10 (14.29)	2 (2.86)	70 (100)	3.83
7	Exposure to extracurricular / inter collegiate activities	22 (31.43)	32 (45.71)	5 (7.14)	6 (8.57)	5 (7.14)	70 (100)	3.86
8	Approachability and sensitivity of faculty	23 (32.86)	38 (54.29)	3 (4.29)	3 (4.29)	3 (4.29)	70 (100)	4.07
9	Overall quality of Teaching Support	29 (41.43)	31 (44.29)	2 (2.86)	6 (8.57)	2 (2.86)	70 (100)	4.13
	Total	191	279	59	49	52	630	3.93
	%	30.32	44.29	9.37	7.78	8.25	100	

Source: Primary data

Note: Figures in the parentheses represent percentage of respective items.

As revealed in the above table, the some of the significant aspects which are accompanying by the parents whom are sent their daughter to this college. The aggregate Likert mean was 3.93, greater than the criterion mean of 3.00. Here we found that the sample parents are viewed that the college had required amenities, i.e. curricular, co-curricular and extra-curricular activities in the college.

Hence the feedback report of both students and parents had revealed that the college is providing a standard and quality education for students with given environment.

About 30.32% of the selected students were very satisfied and 44.29% were somewhat satisfied about the college. 9.37% Satisfied nor Dissatisfied, 7.78 % somewhat dissatisfied and only 8.25% were Very dissatisfied about the educational structure college includes the above said nine components. It is depicted in the following diagram for simple understanding about the college

4.4.2.Procedures and policies for maintaining and utilizing physical, academic and support facilities, laboratory, library, sports complex, computers, classrooms etc.

The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received by the college as per the requirements in the interest of students. The physical and academic facilities including classrooms, computer laboratories and computing are made available for the students who are admitted in the college. The students seek admission to desired courses. All UG first year students admitted computer learning programme course. They are charged fees as for the government facilities at the time of admissions. In addition to that Government funds are allocated for the maintenance of the computer lab and the classroom with other allied facilities which are the part of the teaching, learning activities. The maintenance and cleaning of the classrooms done with the efforts of the Non – Teaching Staff. The requirement and list of books is taken from the concerned Departments and HOD's are involved in the process. The finalised list of required books is duly approved and signed by the Principal. The college students won prizes in kabadi, kho-kho and 100mtrs race in University level sports. The college has a building committee for maintenance and upkeep of infrastructure. At the Department level HOD's submit their requirements to the principal regarding classroom furniture and other. The college Development fund is utilized for maintenance and minor repair of furniture and other electrical requirements.

7.2.1. Best Practices

1. Title of the Practice: Mentor System

2. Objective of the practice:

The main objective of the Mentor System is to ensure that each student is taken care

Individually in which they can about their academic and personal development and career planning.

3. The context:

Mentor system has been introduced for the individual attention of the students. Almost for every 10 students in a class will have a dedicated Mentor. The Mentor looks after the academic and personal development of the students. Mentor involves providing academic advice and support to the student across the programme of study and reviewing wider academic progress continually.

Mentor provides an academic reference to expert services with regards to study, industrial readiness and placements further study. Their support extends to provide a listening ear for problems, both personal and academic. This system provides an excellent chance for strong rapport to develop between mentor and student.

4. The practice:

For a group of 10 to 15 students there is one faculty member as the mentor, who can provide guidance, support and resources to the students, where appropriate, schedules suggested agendas and checklist to maximise consistency in the student experience of personal tutoring in a class. Senior faculties are expected to coordinate and share practice with colleagues in similar rules and additional sources of support and guidance to other faculty members in the college of more complex cases such as those involving disciplinary and fitness to study procedures.

5. Evidence of success:

Whenever a student's academic progress is affected due to personal or other circumstances they will discuss the issue with their mentor in order to resolve the issue.

Best Practice – II

1. **Title of the practice:** Domestic sales programme promote the Entrepreneurial culture

2. **Objective:**

Impress to make the students self-employable skills, self- confidence and an aptitude towards the making of the commercial products and making them . To realize one's competency and capacity in the relevant areas.

3. **The context:**

Students were hailing from interior rural areas and 90% of them were first graduation learners. The family background was economically weak and socially backward. The necessity to secure an employment becomes mandatory for the learners. Also they are unable to leave far away from their place of domestic for employment. A programme like domestic sales of the products generated by students themselves will open an opportunity and area where they can establish themselves with confidence and self-esteem.

4. **The Practice:**

Training the manufacturing of domestic products such as millet biscuits, pickles, home made chocolates, bread, agarpathy etc., were given the campus. The SHG women in the nearby areas were also invited to participated in the programme. The products hence generated were sold both inside and outside the campus. Uniqueness of this activity has promoted a number of skilled trainers and entrepreneurs. Time allotment was the limitation to this activity as it has to involve the students during their working hours. Financial investment for this activity was a constraint part from the number of participants.

5. **Evidence of Success:**

The students have shown a positive response towards the programme. In near future there was a good scope for the students of working together with Small Scale Industry which can provide them the possibility to knowledge sharing.