



# **SELF STUDY REPORT**

**FOR**

**5<sup>th</sup> CYCLE OF ACCREDITATION**

**SRI G.V.G. VISALAKSHI COLLEGE FOR WOMEN  
(AUTONOMOUS)**

SRI VENKATESA MILLS POST, UDUMALPET.

642128

[www.gvgvc.ac.in](http://www.gvgvc.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Sri G.V.G.Visalakshi College for Women was the first women's college established in the district of Tiruppur in the year **1952** by the Philanthropist Sri **G.V.Govindasamy Naidu** under the **G.V.Govindaswami Naidu Charities trust** with a vision to **empower women** through quality education. Upon inception, it was affiliated to Madras University. Since 1982, it has been affiliated to Bharathiar University, Coimbatore.

The college is situated on the NH83 in Udumalpet, Tiruppur District of Tamilnadu. The college is recognized under sections 2(f) and 12(B) of UGC. Ours is the First women's college under the Bharathiar University to be conferred with **Autonomous** status in **1995**. The college has undergone four cycles of NAAC accreditation securing **A+** grade in the Fourth cycle in 2019. It is an **ISO 9001:2015** certified institution. The Institution offers **20** Undergraduate(UG), **8** Postgraduate(PG), **6** M.Phil, and **6** Ph.D programmes, along with 01 PG Diploma.

In 2022, the Department of Biotechnology conferred **Star status** upon four science departments upon successful completion of the **DBT Star College scheme**. The college was identified by DST for the CURIE grant in 2023, for Green Campus District **Sustainability Mentor** by **MGNCRE-MoE** in 2021, and **Mentor Institution** for **six** mentee institutions under the **UGC-Paramarsh Scheme** in 2019. The IIC of our college is registered under IIC-MoE and was accorded four stars in 2022. Our institution has been actively involved in The Unnat Bharat Abhiyan Scheme since 2020, showcasing commendable efforts and achievements in its implementation.

The college received financial support from UGC, DST, DBT, ICSSR, TNSCST, IIC, and UBA to enhance infrastructure and facilitate research, innovation, and outreach activities.

Further accolades include the institution's recognition as Centre of Excellence by the **global education partner, IBM**, Centre of Excellence by the **ICT Academy of Tamilnadu**, and Excellence Award from **MSME**.

The curriculum adheres to the Outcome-Based Education (OBE) pattern incorporating the Choice-Based Credit System (CBCS). Additionally, the curriculum includes industry-linked and skill-based courses crafted to empower students with employable and entrepreneurial skills. The institution emphasizes teaching and research through ICT-enabled interdisciplinary and multidisciplinary approaches.

### **Vision**

The vision of the college is:

Empower Women Through Quality Education by Providing Holistic Learning Experience Resulting in Intellectual Transformation.

### **Mission**

The mission of the college is:

1. To create a benchmark in the field of education through various disciplines of study
2. To provide a learner-centric curriculum for life and living.
3. To equip the students, to face the challenges of the dynamic environment by providing the necessary skills
4. To offer value-based education synthesizing Arts, Science and Spirituality.
5. To train the students for selfless service and nation-building activities.

**Motto: Not for Self but for all**

The Vision and the Mission of the institution are carefully crafted to cultivate resilient individuals with strong character, enabling them to confront global challenges. We aim to equip them with the skills to achieve economic independence, foster a sense of humanity, and exhibit social responsibility. The graduation of more than 50,000 women from our portal, highlighting their empowerment in society, serves as a testament to the realization of our vision.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Supportive management encourages leadership opportunities for women within the academic and administrative spheres, fostering a culture of empowerment and representation.
- Autonomous status provides academic flexibility through a Choice Based Credit System integrating OBE and supporting self-learning through MOOC's.
- MoUs with Global, National, and Local Industries and reputed organizations.
- Qualified, Experienced, Committed, and digitally Empowered faculty. More than 300 e-content modules have been created by them.
- Supported by funds from UGC, DBT, DST, ICSSR, and the Ministry of Education.
- Proactive IQAC to enhance and sustain quality education.
- Very good infrastructure necessary for academic growth is available. Well-maintained laboratories, library, and sports facilities.
- Established Learning Management System, enabling a smooth transition to online teaching-learning, and evaluation during pandemic and has been effectively functional over a decade supporting anytime anywhere learning.
- A sustainable and eco-friendly campus that is free from plastic, promotes cleanliness and embraces green practices.
- Disabled friendly campus inclusive for individuals with disabilities, equipped with the essential facilities to support their needs.
- Consistent high pass percentage and placement.
- MoU with "PrepInsta" provides a gateway through LinkedIn to get certified by leading organizations like CISCO, Google, Amazon etc., thereby providing excellent training to prepare for placement in reputed organizations.
- Visible Innovation and Entrepreneurship Development through IIC and EDC.
- Commendable connectivity to society through outreach programmes.
- Committed and Contributing Alumnae.
- Successful mentoring under the UGC Paramarsh Scheme. Two out of six institutions are accredited and

one is in the pipeline.

- Free education for sports students has led to achievements at both national and international levels.
- Systematic mentoring and counselling to address students' diverse learning capabilities.
- Safe, Secure, and comfortable residential life.
- The history of the college is devoid of any instance of conflict.
- On the college campus, all activities are centered on perfect community bonding.

### **Institutional Weakness**

- Yet to set up Incubation Centre and Startups.
- Faculty with Ph.D needs to be increased.
- Publications in Scopus and Web of Science.
- Consultancy needs to be enhanced.
- International linkages to be established.
- Migration of faculty towards cities resulting in staff attrition.
- Enrolment of students from other states and countries.

### **Institutional Opportunity**

- Potential for increasing student and faculty diversity
- Product based Research and consultancy can be improved
- Possibility of mobilizing more research grants
- Establish linkages with industries/organizations to place students with higher pay packages
- Establishing Start-ups
- Introduce more flexibility in curriculum using CBCS and move towards NEP
- Introduce more credit transfers from MOOC's courses
- **Better utilization of the MoU's** to strengthen networking and collaboration with reputed institutions/industries through faculty and student exchange programmes
- providing seed money to faculty and offering incentives can open the door to securing more funding from government organizations for Research projects and Workshops .

### **Institutional Challenge**

- Attracting and retaining competent faculty
- Decline in enrolment due to
  - the attraction towards Coimbatore is because it come under Tier II category.
  - affordable students have started moving globally for education,
  - the establishment of Government colleges with trending courses in the regions which attracted the students to GVG for the past 72 years and also the lack of interest in basic/generic Sciences and Arts.
- Despite the implementation of Bridge courses, Peer learning, and Communicative English courses, the transformation of students from the vernacular medium, into proficient English speakers is still a daunting task to impart communicative skills.
- The Conservative mindset of parents in getting their children married early results in dropouts. This mindset is reflected in responding to internships and job offers away from their home towns and

therefore their exposure to nationally reputed centres of learning and MNCs is curtailed.

- Difficult to convince the parents of performing Undergraduate students to pursue Postgraduate research programmes due to their conservative mindset.
- Despite the availability and facilitation of numerous entrepreneurship opportunities for students, parents are reluctant to allow their children to pursue entrepreneurial endeavours.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The College with autonomous status for the past 29 years carved a niche in providing quality education by continuously upgrading the curriculum to meet the needs of the day. The curriculum is structured with a robust framework involving the Board of Studies, Subject Experts, Academic Councils, Alumni and Industrial experts. It maintains flexibility within a suitable hierarchical structure.

GVG has **29 Boards of Studies** and a standing committee on academic affairs composed of the Heads of the Departments shoulder the responsibility of designing and developing an effective curriculum that meets the professional and personal needs of the student.

Sensing the local, regional, national and global developmental needs, 3 new UG programmes and one PG programme were introduced during the last five years.

Outcome-Based Education is offered with the CBCS integrated into the curriculum. The curricula are developed to encompass local, national, regional and global needs incorporating the **sustainable development goals** and **tenets of NEP**. These are reflected in the **PEO, POs, and PSO's** of the respective Programmes. **The Course Outcomes (COs)** are thoughtfully formulated, integrating cross-cutting considerations related to professional ethics, gender equity, human values and sustainability. Under CBCS the student can exercise the option to study interdisciplinary / multidisciplinary courses. The curriculum is intentionally designed to equip students with the knowledge, skills and mindset required to enhance their employability and cultivate an entrepreneurial spirit. **85 percent of the courses** are designed in this regard. **363 new courses** have been introduced during the five years. **101 new Value-added** courses with skill orientation have been offered to suit the diverse interests of the students.

All programmes offers Field visits/Internships/Institutional Training/Projects/case studies to provide professional and practical exposure.

Periodic feedback on curriculum is a routine and quality-focused activity of IQAC. Feedback formats for different categories of stakeholders are prepared and feedback is collected as per the feedback policy of the institution. It is analyzed by the IQAC. The Governing Body provides suggestions on the feedback report after perusal. The introduction of new programmes, new courses, and syllabus revamping is based on the feedback, Programme outcome attainment, and course outcome attainment.

### Teaching-learning and Evaluation

The institution takes utmost care to provide an inclusive and equitable education to all students to cater to diverse backgrounds. Student Induction program is conducted to familiarize the new environment for the students. The Bridge course is offered for first-year undergraduates to provide foundational knowledge for those in need facilitating a smooth transition from school to college. Students' learning levels are assessed through the Entry level scores, Continuous Internal Assessments, and classroom responses. **Slow learners** are identified and need-based actions like **remedial classes, tutorials, and mentoring** to address the learning disabilities are carried out.

Advanced learners are offered extra credit self-study courses. Guidance is extended to them regarding state and Central Government examinations, Presenting, and publication of articles and books. Extra credits are permitted for completing MOOCs courses. Admissions are carried as per the norms of the State government and affiliating university eligibility criteria. The mentor-mentee system functions remarkably well and the ratio is 1: 13.

The teaching-learning process is student-centric and is a blend of individual and collaborative learning modes. Participative learning, Experiential learning, and Problem-solving methodologies are integrated into every programme in the form of internships, workshops, group discussions, laboratory sessions, and problem-solving sessions. ICT facilities like Wi-fi, Inflibnet, and smart boards are available. **The LMS-CAMU** provides **anytime anywhere learning** and is an effective communication and information dissemination platform, through which the **syllabus, teaching plans, learning supplements as e-contents, online examinations, and assessments** are made available. **LMS** served as an effective platform for **teaching-learning during the pandemic**.

The faculty profile is enriched with 116 faculty possessing Ph.D.

COE office is automated with an effective EMS. Examination reforms were carried out during the pandemic in conducting online examinations and evaluations. Software updation in EMS has facilitated OBE implementation and also a quick publication of results. A commendable pass percentage of 99.9% was registered. 0.1 percent complaints were received against evaluation. CO, PO attainment was computed for all programmes and scrutinized for further improvement.

Display of the academic calendar on the website and the LMS is a ready reckoner to the students in the teaching-learning process.

### **Research, Innovations and Extension**

In adherence to the **Research policy and code of ethics** the institution fosters research culture and innovation through Research cell, Consultancy Cell, Research Advisory Committee and Ethics Committee with **49 MoU's/ Linkages**. Activities are funded by DST, DBT, UGC, ICSSR, UGC-DAE, TNSCST, Malcolm & Elizabeth Adishesiah Trust, Directorate of Collegiate Education and the Management. Sufficient Research facilities are provided to conduct research and consultancy. **Outcome of** management support in the form of **seed money** resulted in the commendable number of publications in national and international level journals.

**21 fellowships** have been received for collaborative research with faculty at INSA, IIT, IISc, CECRI etc., 23 projects were sanctioned with funds amounting **Rs.3364180**.

**IIC** organised 175 webinars/workshops and hackathons to promote skill, entrepreneurship and innovation.

Students won inter-collegiate hackathons, Pitch Presentations, innovative ideathon.

**IPR cell creates** awareness on innovation and IPR. Faculties have undergone courses on IPR, and the innovation ambassador programme organised by MHRD. **5** patents were published by the faculty.

**Pre-incubation activities** in linkage with organizations include training in cottage industry products, Robotics, 3D printing and Drone Making, Media Training, Medical Textiles, Organic Farming, Mushroom Cultivation, Vermicomposting to thrive entrepreneurial ecosystem. Under “Earn While you learn” activities, institution facilitates part-time Jobs.

Courses like Spiritual literature, Archaeology, Art and architecture **infuse the values of the Indian Knowledge system**. Ms.B.Umanandhini of III B.A. Tamil literature was invited to offer religious services in **New Parliament** inauguration.

The institution has been acknowledged by MGNCRE to serve as a **District Sustainability Mentor for five colleges**.

The Unnat Bharat Abhiyan unit of the college has organised awareness programs in five villages, focusing on central and state government schemes.

The Departmental extension activities, along with NSS, NCC, YRC, RRC, RED Cell and the Health and Hygiene Club, collectively promote social consciousness through a range of activities. This concerted effort has yielded commendable outcomes, leading to the realisation of 54 different schemes among the beneficiaries.

During the pandemic, the college executed the COVID preventive strategies, vaccination and medical camps. The college is bestowed with 40 awards/recognition for the extension activities.

### **Infrastructure and Learning Resources**

The Institution has seven Wi-Fi enabled academic blocks and adequate infrastructure with facilities required for academic activities like

Administrative office rooms, Principal’s room, 2 Conference halls, Gallery rooms, ICT enabled classrooms, staff rooms, office rooms, auditorium, eight computer laboratories (language, science, business and computer), science museum along with science laboratories, Innovation lab with IoT facility, Skill center rooms, server room, generators, UPS, guest room, multi-purpose recreation room, two gallery rooms, Audio-visual studio for e-content development, ATM, canteens, hostel, mess, modernised dining hall along with a separate block for Controller of Examinations are available. Solar energy for residential students. Student-Computer ratio is 5:1. Record room and store room to house archives is available. CCTV surveillance system, ensure safe and secure environment.

Library is housed with 60532 books (text and reference), newspapers, journals, magazines, back volumes, research reports, maps and manuscripts. Library administration is managed using the Integrated Library Management System. Digital libraries provide access to e-resources and journals. It is also supported with DSpace, a digital repository to customise academic needs. Digital library provides access to N-List, DELNET, SWAYAM, National Digital Library, e-books, audio books and podcasts. IRINS web-based research information Management Services is made available. Rare collection of Palm Scripts is available.

Expansive playground facilitates sports, along with outdoor courts for volleyball, throwball, kho-kho, ball badminton, Kabaddi, and Hockey. Coaches are available for all sports. Recreation room is open for indoor games and traditional games. Ecofriendly indoor stadium measuring 909 m<sup>2</sup>, with wooden floor accommodates three Shuttle courts, three table tennis tables with automatic ball feeder, gymnasium, and Yoga practice area.

Green initiatives are RO plant, Bio gas plant, herbal garden, rose garden, vegetable garden, Zodiac plants, mushroom cultivation, vermi-compost, carbon neutrality trees and honey bee rearing.

For people with special needs, wheelchairs, lift, ramps, and special toilets are provided. Facilities for nursing mothers are available.

Institution frequently updates its IT facilities through LMS and EMS and also provides bandwidth of 100 Mbps for internet connection. Reprographic facility, stores, canteen and bus are available for general use.

### **Student Support and Progression**

The Scholarship policy, approved by the Management, supports the academic pursuits of deserving students. The **scholarship cell** facilitates a seamless process for financial support to students. Comprehensive **information on scholarships** is disseminated through LMS-CAMU and Circulars ensuring timely awareness.

83% Students are benefitted by Scholarships and Free ships from Government, Non-government organisations, Management, Industrialists, and Philanthropists

The college regularly organises capacity building and skill development programmes for improving student's capability. Programmes organised in soft skills-50, Language and communication skills-27, Life skills-94 and awareness of trends in technology-91.

**The GVG Talent Academy** offers training for government examinations, hosts motivational talks, and facilitates discussions with esteemed officials such as IAS and IPS officers. In collaboration with **the Career Guidance and Counseling Cell**, the academy provides comprehensive support for career-based examinations and guidance for career paths.

211 have cleared the National/ State level competitive exams. 83 % of the students are either placed or have progressed to higher studies. Some of the students are successful Entrepreneurs.

**Grievance and Redressal cell** is in place to oversee and resolve issues raised by students. Notably, there has been **no reported instance of sexual harassment** or ragging in the past five years.

Awards won for **Sports and NCC include 7 at International level**, National-38, State-306 Inter-University-13. Cultural awards account for State level-52, National level-35, International-1

The college has organized 398 Sports, Cultural, Technical and Academic events through active clubs and forums.



Student council is the core of all student activities. Election to the council is conducted through e-voting in a democratic manner. The student council functions under the guidance of the Union advisor. Students actively participate and hold representation in key decision-making bodies such as IQAC advisory meetings, and various college committees and Associations.

Alumni Association is officially registered and plays integral role in the advancement of students and the institution.

Notably, alumni make substantial contributions in diverse capacities like providing scholarships to students, funding for amenities, Asset creation, leveraging their expertise in specific subjects as resource persons, and offering valuable career counselling support. Their representation extends to the Board of Studies and Career guidance and Counselling.

### **Governance, Leadership and Management**

GVG governance seeks to prioritize its concern for providing inclusive and quality education to empower women, reflecting the Institutional vision and tradition of service as per the motto “Not for Self, But for all”.

The college has a clearly outlined organizational structure, **fortified by policies, processes, Standard Operating Procedures, Long-term and Short-term goals, and documentation** aligned with regulatory standards facilitating effective deployment of documents, and ensuring the seamless operation of the institution.

The governance setup is **decentralized, granting authority to the Principal, the IQAC**, the Controller of Examinations, Heads of Departments, and faculty enabling them to play pivotal roles in academic events and decision-making. Teachers, as participants in participative management, enjoy the privilege of making decisions within the Board of Studies (BOS), coordinating academic activities, guiding students, and participating in social programs.

The smooth functioning of the college is well supported by the e-governance. It facilitates financial management, anytime anywhere learning, communication, and information dissemination. The **adaptability of e-governance systems** became evident as the college quickly adjusted to the changing circumstances imposed by the pandemic. The ability to swiftly transition to online modes of operation **during the pandemic** demonstrated the **resilience** of the **e-governance infrastructure**.

The college management takes utmost care to empower the teachers who are the intellectual capital of the institution, contributing to the sustained growth of the Institution. Management facilitates and provided financial assistance to upgrade their professional competence by permitting them to attend workshops, conferences, fellowship programmes, industrial training, and exchange programmes through MoU's. Nearly **60 percent of the teachers** have attended such programmes stay in line with current trends and technology. Financial support is extended to faculty participating in Faculty Development Programmes. 63 percent of teachers have undergone FDPs.

Funds for such programs are sourced from government entities, non-government organizations, philanthropists, Alumni, and the management itself.

IQAC plays a pivotal role in infusing quality into all the activities of the institution. The quality assurance strategies include Annual action plan, Internal and external audits, IQAC advisory meetings, periodical assessment of action taken, and feedback.

### **Institutional Values and Best Practices**

The college has formulated a Gender Policy to

- develop a Gender-sensitive Curriculum,
- promote Inclusivity and Diversity and
- foster a Safe and Supportive Environment.

**57 gender based** programs have been conducted. **15 CCTV cameras** are installed for the safety and security.

### **Environmental friendly measures:**

**Solid waste from kitchen** is effectively disposed through an MoU. A **Biogas plant** installed as a supplementary cooking facility. **Vermicomposting** is taken care by the Department of Zoology. **Paper bags and pens** out of newspapers by the Environment Club. **Recycling of waste papers** to registered vendors from COE office and Library. **Recycling of e-waste** to registered vendors - Department of Mathematics and Computer Science. **Incinerators** for sanitary napkin disposal.

### **Liquid waste management:**

**7 rainwater rechargeable pits, 1 borewell, 1 Open well, Harvesting Pit-35, Harvesting Tank-1 (Capacity 30 M3), No. of Tanks-6** and an underground water secured drain system through pipelines

**Energy audit** is conducted periodically. It serves as a proactive step towards a more energy-efficient and environmentally conscious institution. **Sensor-based energy conservation** is used for water control and lighting systems. The college has installed **551 LED lights**. Other lights are replaced by LEDs as and when they fail.

**Green audit** was carried out by MGNCRE and Nature Science Foundation. The college was recognized for its **green initiatives** with the distinguishing award **Green champion award** from MGNCRE.

**Vehicles driving** is restricted to the entrance of the campus. Only parking is permitted. Students are **encouraged to use public transport or cycles** as a measure to avoid pollution. **Plastics are banned** within the campus. The college has 13 students and 1 non-teaching staff who are **differently-abled**. There are **9 ramps, wheel Chair 7, Walker Cane, Screen Reading software PC- NVDA, Android Application– Lookout-Assisted Vision, Scribe and Human Assistance, Special washrooms, Talking library, and a lift**. The Website is accessible to the differently-abled.

Celebration of Commemorative days is a customary procedure to inculcate values, tradition and culture. The best practices of the college are **Embracing Sustainable Lifestyles for a Greener Future and Women Empowerment Append Financial Literacy**



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI G.V.G. VISALAKSHI COLLEGE FOR WOMEN (AUTONOMOUS)
Address	Sri Venkatesa Mills Post, Udumalpet.
City	Udumalpet
State	Tamil Nadu
Pin	642128
Website	<a href="http://www.gvgvc.ac.in">www.gvgvc.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	N. Lakshmi	04252-223019	9843897540	04252-233111	gvgprincipal@gmail.com
IQAC / CIQA coordinator	R. Angel Joy	04252-229346	9443421436	-	iqacgvg@gmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	25-06-1952

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		20-01-1995		
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Tamil Nadu	Bharathiar University	<a href="#">View Document</a>		
Tamil Nadu	Bharathiar University	No File Found		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	30-07-1977	<a href="#">View Document</a>		
12B of UGC	30-07-1977	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	MoE IIC
Date of recognition	16-11-2023

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Sri Venkatesa Mills Post, Udumalpet.	Semi-urban	5.8	21862.9

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Economics,Economics	36	Higher Secondary	English	50	24
UG	BA,History,History	36	Higher Secondary	English	50	19
UG	BSc,Mathematics,Maths	36	Higher Secondary	English	50	28
UG	BSc,Chemistry,Chemistry	36	Higher Secondary	English	48	25
UG	BSc,Zoology,Zoology	36	Higher Secondary	English	48	18
UG	BA,English Literature,English Literature	36	Higher Secondary	English	50	32
UG	BCom,Commerce,Commerce	36	Higher Secondary	English	50	50
UG	BSc,Physics,Physics	36	Higher Secondary	English	40	16
UG	BSc,Computer Science,Computerscience	36	Higher Secondary	English	120	84
UG	BCom,Commerce With	36	Higher Secondary	English	60	48

	Computer Applications, Computer Applications					
UG	BBA, Business Administration With Computer Applications, Computer Applications	36	Higher Secondary	English	50	10
UG	BBA, Business Administration With Computer Applications, Business Administration	36	Higher Secondary	English	0	0
UG	BCA, Computer Applications, Computer Applications	36	Higher Secondary	English	45	36
UG	BCom, Commerce With E Commerce, E Commerce	36	Higher Secondary	English	40	0
UG	BSc, Information Technology, Information Technology	36	Higher Secondary	English	55	55
UG	BA, Economics With Logistics And Freight Management, Economics with Logistics And Freight management	36	Higher Secondary	English	0	0

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UG	BA,Tamil Literature,Tamil Literature	36	Higher Secondary	Tamil	50	8
UG	BSc,Statistics,Statistics	36	Higher Secondary	English	0	0
UG	BSc,Computer Science Artificial Intelligence,Computer Science Artificial Intelligence	36	Higher Secondary	English	50	12
UG	BCom,Commerce Business Analytics,Business Analytics	36	Higher Secondary	English	50	0
UG	BCom,Commerce Professional Accounting,Professional Accounting	36	Higher Secondary	English	50	0
PG	MA,Economics,Economics	24	UG Completion	English	36	17
PG	MA,History,History	24	UG Completion	English	36	11
PG	MSc,Mathematics,Maths	24	UG Completion	English	36	13
PG	MSc,Zoology,Zoology	24	UG Completion	English	20	11
PG	MA,English Literature,English Literature	24	UG Completion	English	36	6
PG	MCom,Commerce,Commerce	24	UG Completion	English	36	29
PG	MSc,Physics,Physics	24	UG Completion	English	20	1



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PG	MSc,Computer Science,Computer Science	24	UG Completion	English	30	17
PG Diploma recognised by statutory authority including university	PGDCA,Computer Science,PG Diploma in Computer Application	12	UG Completion	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Research,	36	PG Completion	English	158	88
Pre Doctoral (M.Phil)	MPhil,Research,	12	PG Completion	English	172	1

**Position Details of Faculty & Staff in the College**

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				26				46			
Recruited	0	0	0	0	0	26	0	26	0	40	0	40
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				4				58			
Recruited	0	0	0	0	0	4	0	4	0	58	0	58
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				25
Recruited	6	19	0	25
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				34
Recruited	2	32	0	34
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				9
Recruited	0	8	0	8
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	28	0	0	45	0	73
M.Phil.	0	0	0	0	2	0	0	27	0	29
PG	0	0	0	0	0	0	0	26	0	26
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		1	0	0

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

Self Study Report of SRI G.V.G. VISALAKSHI COLLEGE FOR WOMEN (AUTONOMOUS)

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1445	10	0	0	1455
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	177	2	0	0	179
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	81	7	0	0	88
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	1	0	0	0	1
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	58	56	63	118
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	3	4
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	351	422	421	450
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	155	177	245	477
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		565	656	732	1049

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

Department Name	Upload Report
Business Administration With Computer Applications	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Commerce Business Analytics	<a href="#">View Document</a>
Commerce Professional Accounting	<a href="#">View Document</a>
Commerce With Computer Applications	<a href="#">View Document</a>
Commerce With E Commerce	<a href="#">View Document</a>
Computer Applications	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Computer Science Artificial Intelligence	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
Economics With Logistics And Freight Management	<a href="#">View Document</a>
English Literature	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Information Technology	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Research	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>
Tamil Literature	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	1. The curriculum design and outcome encompasses with the vision and mission of the institution empowering women providing interdisciplinary approach across other disciplines irrespective of humanities and arts and the flexibility in choosing allied and elective courses would strengthen knowledge, broaden understanding and provide wider
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	<p>opportunity. 2 Every department offer Non-major Elective courses which is multidisciplinary in stature that the student can choose courses offered by other departments irrespective of the discipline. 3 The project work in the final year of the study provides an opportunity to explore other related disciplines focusing on major areas, social issues and other general concerns. 4 The institution is accorded with Star Status by DBT-Government of India which aids the science departments - Mathematics, Physics, Chemistry and Zoology to collaborate and organize various workshops, seminars and invited lectures paving multidisciplinary focus. Certificate Course in Communicative English and the value- added courses offered by Entrepreneurship Development Cell and Skill Development Center are multidisciplinary. 5 The institution supports the students to take up Part I Language in their mother tongue promoting multilingualism in line with NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>1 As an autonomous college, with more than 29 years of autonomous status, the students from other universities were allowed to join in the mid of the study without any disruption and receiving degree without any hassle providing a seamless academic journey. 2 The credits she has earned previously has been taken into account in awarding degree.</p>
<p>3. Skill development:</p>	<p>1 Discipline specific Skill Enhancement Courses are offered in four semesters to enhance the necessary skills to meet the expectations of the industry. 2 The invited talks, Student Enrichment Programmes, Seminars and Workshops organised by the institution focus on enriching the skills of the learners. 3 The Curriculum Development Cell jointly with Faculty Development Cell organised Skills Development programme. 4 Bridge Course is conducted in the first semester to educate them on fundamentals in every subject. Under Student Induction Programme, luminaries from different fields are invited to motivate the students towards their career. 5 The students are exposed to experiential learning by visiting industries, institutions, field work, internships, and projects to augment the skills of the students. 6 Non-major Elective courses focusing on various examinations and life skills provide space to improve required skills and prepare for various competitive examinations. 7 The Value Added courses like Media Training, NIFT-TEA, Resin Art,</p>



	<p>Fabric Painting, Garment Designing and Makeup Art supplement with additional skills aiding to become successful entrepreneurs. 8 Under IBM Career Education Program, students are trained in technical and digital skills. 9 Besides, Career Guidance and Placement Cell takes great effort in moulding the capacity of the students to ensure placement. 10 The literary and department associations act as avenues to exhibit their inherent talents and creativity. 11 The Fine Arts Week celebrations organised by Fine Arts Club offers platform to the students to exhibit their talents and skills through various competitions. 12 Stall Day is organised every year to promote entrepreneurial skills among the students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>1 The Indian Knowledge Systems emphasis incorporating Indian Knowledge in Higher Education Curricula. The institution takes efforts in upholding the Indian culture, heritage and tradition which are focused in various programmes. 2 The students are exposed to ancient literature, language, culture, tradition, and administrative strategies through Part I Language courses. 3 One of the unique practices followed in the institution is to promote Indigenous medicine (MANSAAR MARUTHUVAM) wherein the students are asked to collect the natural and traditional medical practice of the ancestors so as to make them realise the incredible value of the age old medical practice and pass on to posterity. 4 The programmes like BA History, BA Tamil Literature and BA English Literature especially focus on Indian culture and courses like History of Science and technology, Archaeology, Indian Art and Architecture, Cultural Tourism, Agricultural Economy, Indian Writing in English, Tamil Ilakkiya Varalaru and Thamizhaga Varalarum Panbaadum focus on Indian Culture and heritage. 5 To embody experiential learning, the students are taken to monumental places and archaeological sites, Heritage walk to historical places like Marayoor, Perur Pateswaran Temple, District Record Office, Government Museum, Ancient Industrial Artefacts Museum and Department of Archaeology to embrace practical knowledge and to inculcate the value of heritage and impart passion towards protecting and conserving the culture. 7 The students of Mathematics created an application to solve problem using vedic maths and they represented significant</p>

	<p>important dates in Indian Freedom Struggles using Ramanujan’s magical square. 8 The institution plays a pivotal role in promoting and instilling the values by specially arranging training to the faculty and students to recite Vishnusahasranamam, a pious practice followed in the institution and in the month of December, Margazhi Maha Utsavam is celebrated by prayers and reciting lyrics from Thiruppavai and Thiruvempavai. 9 A discourse on Kamba Ramayanam is arranged every year on founder’s day to enlight the students on the great tamil epic. 10 Students are trained in Kummi, the traditional tamil folk dance in the Student Induction Programmme and the Department of Physical Education trains the students on Silambam, an Indian martial art. 11 Under Value Education, Yoga training classes are conducted to enable good health and to integrate moral values.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>1 The Curriculum Development Cell (CDC) of the institution plays a vital role in designing the curriculum, framing the assessment and evaluation pattern for all the programmes. 2 Initiatives were taken by the CDC and IQAC to implement Outcome Based Education and it was successfully implemented in 2017. 3 Series of workshops were organised to facilitate the faculty members to familiarize the OBE system and to frame COs, POs and PSOs and evaluation pattern by inviting exponents in the field. 4 The students are also educated on Outcome Based Education - course objectives and outcomes, POs and PSOs. 5 Assessment and Evaluation pattern are also modified to meet the criteria of OBE and the faculty members have undergone further orientation on calculating PO attainment.</p>
<p>6. Distance education/online education:</p>	<p>1 Online education provides a fine platform to enrich knowledge and skills. The pandemic period enabled radical approach in the teaching and learning process. 2 The IQAC and CDC of the institution took effective steps to promote online teaching and learning methods. 3 Further, the curriculum provides an opportunity that a student can earn extra credits by completing online courses and the institution has a good number of students who completed online courses. 4 The Digital club of the college orients faculty to prepare e-content materials for the courses and also aids students to access the online materials.</p>

	<p>5 The students were facilitated to do online learning.          6 The college provides adequate support in organising online programmes like webinars, Student Enrichment Programme, etc.          7 The Learning Management System CAMU serves as a pivotal door where teaching, learning and assessment are carried out vibrantly.          8 The faculty members have prepared learning materials and uploaded in you tube channels to assist the continuous learning process among the students.</p>
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### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club of our college was formed exclusively as per the instructions of the higher education Department in August 2022 till then the College Union sensitized the students on their electoral rights,electoral process of registration through various activities and competitions. The National Service Scheme takes care of creating awareness and enrollment in the adopted villages.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Faculty as the Nodal Officer, Faculty Coordinators and Student coordinators are appointed for every academic year. Yes the ELCs are representative in character.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<ul style="list-style-type: none"> <li>• Electoral Literacy Programmes are jointly organised with Election Tahsildar, VAO and Revenue Inspector of Udumalpet and Madathukulam constituencies.</li> <li>• Taluk office personnel impart the importance of voting and need for enrollment inside the campus.</li> <li>• Importance of exercising Voting rights and participation in Election,</li> <li>• Educate the students about voter registration, the electoral process through hands-on training.</li> <li>• Familiarize students with operation of Electronic Voting Machine, Voter Verifiable Paper Audit Trail.</li> <li>• Emphasize the importance of creating a corruption-free election.</li> <li>• Provide special assistance with braille materials to students with special needs.</li> <li>• Linking Aadhar with Voter ID of Students, Faculty, Non-Teaching Staff and neighbours.</li> <li>• Every year oath is administered by the students' coordinator on National Voters Day.</li> <li>• Create awareness on the responsibilities of students to cast their vote. Regularly organize competitions in</li> </ul>

	<p>the form of poster presentation, oratorical competitions, essay competitions, solo and group songs, drawing, slogan writing, and villupattu. • Rekindle creativity relating to - . • My vote is my right - Power of one vote. • 'Let's raise a finger' • "Merits of voters". • "Nothing like Voting, I Vote for Sure" • As per the instructions from Election Commission, College Union launched One Week National Awareness Competitions with the theme 'My Vote, My Future, Power of One Vote'. 30 teams participated in the quiz competition, 22 teams participated in the song competition, 4 contestants participated in the visual design contest and 11 contestants participated in the advertisement design content. Dr. N. Lakshmi and the prize winners were honoured by the Tahsildar in Tahsildar Office, Udumalpet.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<ul style="list-style-type: none"> <li>• Electoral Literacy club sensitize its students, faculty, administrative staff and their families and neighbourhood in enrolling their votes.</li> <li>• Create awareness among the students that voting is a citizens duty and not a salable product.</li> <li>• Ensure 100% electoral registration in campus.</li> </ul>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<ul style="list-style-type: none"> <li>• Election Tahsildhar provided hands-on training to the student volunteers to register in voters list using Voter Helpline Mobile App and also to fill form 6.</li> <li>• Trained students helped the students(above 18 years), faculty and non- teaching staff to get enrolled in electoral roll.</li> <li>• 2020 - 2021, 108 students were added to the electoral list.</li> <li>• 2021 - 2022, 200 students were applied for new voter ID</li> <li>• 2022 - 2023, 286 students were applied for new voter ID</li> <li>• 2023 - 2024 registration is in process</li> <li>• All the faculty members and non - teaching staff participate in the Election duty as Presiding officer, Polling officer 1, Polling officer 2, and Polling officer 3.</li> </ul>

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1736	2130	2443	2710	2705
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
683	883	883	900	930
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
135	143	147	152	149
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

## 2.2

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

**Response: 135**

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3 Institution

## 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
953.06	839.27	355.05	606.09	729.05
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

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

##### **Response:**

Sri G.V.G. Visalakshi College for Women, with the autonomous status for the past 29 years has carved a niche for itself in empowering young women with quality education. The autonomy has paved the way to continuously upgrade the curriculum to meet the needs of the day and to set a benchmark in higher education. Currently, the college offers 20 Undergraduate, 8 Postgraduate, 6 M.Phil., 6 Ph.D. and 1 PG Diploma programmes and 02 Certificate programmes with CBCS incorporating Outcome Based Education.

##### **CURRICULUM DESIGN:**

- The curricular framework adheres to the guidelines of UGC, Tamil Nadu State Council for Higher Education(TANSICHE), Sustainable Development Goals, NEP, and Affiliating University for autonomous colleges, underscoring the significance of advancements in each field.
- The Choice-Based Credit System introduced in the year 2004 provides flexibility and innovation in the curriculum. Under CBCS, the college offers core courses, elective courses (Discipline-specific, Project/Dissertation/Generic electives) and Skill Enhancement Courses. Group projects introduced at the Undergraduate level involve application of knowledge in solving, analyzing and exploring real-life situations at the local and regional levels.
- **Memorandum of Understanding with Local, Regional, and National level academic institutions and Industries** are signed to provide a panoramic insight into the topics in the curriculum.
- The extra credit courses are **Self-Study Courses and MOOCs like Swayam- NPTEL**. They provide a spectrum of opportunities and a gateway for the students to transcend beyond their curriculum.
- The **OUTCOME BASED EDUCATION** was introduced at the undergraduate level from 2017 onwards. All the programmes offered by the college have a clearly stated unique **Vision and Mission** blended with **Programme Education Objectives, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes** mapped appropriately.
- **Course outcomes** are defined to articulate discipline specific skills also to serve as benchmarks for assessing effectiveness of teaching and learning.
- **Program outcomes** define overarching competencies of students that meet the local, regional,

national, and global expectations on the completion of the programme and also provide a holistic education in accordance with the vision of the college.

- **These COs and POs align** with the mission and goals of the programmes and provide a framework for curriculum development and assessment.

The teaching-learning methodology for each course involves webinars, blended mode conferences, and lectures on recent trends with **Experts/Resource persons** across the globe, and various assessment components corresponding to the course outcomes.

**Feedback Mechanisms** enables the students to contribute their insights through course exit surveys and program exit surveys, offering valuable perspectives on the curriculum's effectiveness. Additionally, the institution values the input of various stakeholders, including alumni, teachers, industry experts, and employers, whose feedback is collected and analyzed annually.

The Curriculum Development Cell carefully evaluates the feedback and proposes recommendations. They are subject to discussion and approval in the Board of Studies, Academic Council, and Governing Body meetings.

The final approved curriculum is implemented in subsequent semesters, reflecting a responsive approach that aligns with the institution's commitment in providing a high-quality learning experience.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

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

#### Response:

Sri G.V.G. Visalakshi College for Women is at the forefront of providing a dynamic and contemporary education experience. The curriculum is designed with a commitment to fostering not only academic excellence but also the holistic development of the students with a focus on employability, entrepreneurship, and skill development.

GVG incorporates effective strategies that go beyond academic knowledge and address the skills and attributes valued by employers. Some of the strategies for **EMPLOYABILITY** are:

- **Regular Curriculum Reviews:** Periodically review and update the curriculum to align with industry trends and demands.
- The inclusion of **Industry-Relevant Courses/Contents** such as Journalism, Polymer and Dye



Chemistry, Production and Materials Management, and the **support from DBT** for science departments indicate a focus on industry-specific knowledge.

- **Internships** establishes **industry-institute interface** with companies to provide students with real-world work experience.
- **Capstone Projects facilitate** students to apply their knowledge to solve real-world problems.
- **Guest Lecturers and Industry Experts** are invited to deliver lectures, share insights and open networking opportunities.
- **Career Counselling** is offered to help students to identify their strengths, interests, and career goals.
- **Workshops** on resume writing, interview skills, and job search strategies.
- **Networking Opportunities** through collaborative programs through MoUs, alumni interactions to connect students with potential employers.
- **Assignments and case studies** imbibe critical thinking and analytical skills.
- Courses or modules focusing on **digital literacy** and technology skills relevant to the industry are offered.
- **Industry partnered programs** B.Com Business analytics and B.Sc Computer Science with Artificial Intelligence meet the current global employment demands.

**ENTREPRENEURSHIP** is not just a subject; it's a mindset that is to be cultivated. Curriculum encourages students to think creatively, take initiative, and develop an entrepreneurial spirit. Whether through dedicated courses, projects, or collaborations with industry experts, aim is to nurture the spirit of innovation and enterprise in the students.

Entrepreneurship is **strategically embedded into the curriculum**. The institution offers **specialized courses such as Ornamental Fishes, Apiculture, Consumer chemistry and Retail Business Management**, aimed at instilling entrepreneurial skills and encouraging students to explore business opportunities. Every programme offers entrepreneurship-oriented courses supported by special pedagogical approaches. To further support and nurture entrepreneurial aspirations, the Entrepreneurship and Skill Development Centre, along with the Institution's Innovation Council (IIC), plays a pivotal role. Awareness programmes on Government and private funding initiatives for startups and innovation are conducted, providing students with practical insights into the financial aspects of entrepreneurship.

GVG offers a diverse array of **SKILL DEVELOPMENT** courses across all programs. These skill enhancement courses, including **Food Preservation and Adulteration, Business Data Analytics, Apiculture, Interactive Media, and Discipline-Specific Professional English**, are thoughtfully integrated into the academic framework to provide and equip the students with specialized skills.

The institution recognizes the importance of practical application and has meticulously designed internal assessment components, including projects, internships, and report writing, for all courses. This approach ensures that students not only acquire theoretical knowledge but also develop and **refine core skills through hands-on experiences** and real-world projects. Moreover, the inclusion of value-added certificate courses serves as an additional layer to the skill development process.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1</b></p> <p><b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b></p> <p><b>Response:</b> 31.76</p>	
<p><b>1.2.1.1 Number of new courses introduced during the last five years:</b></p> <p>Response: 324</p>	
<p><b>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b></p> <p>Response: 1020</p>	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

<p><b>1.3.1</b></p> <p><b>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</b></p> <p><b>Response:</b></p> <p>The institution's vision, centered on empowering students holistically, reflects a dedicated commitment to</p>
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address contemporary cross-cutting issues. Sri G.V.G. Visalakshi College for Women ensures that its curriculum is enriched to encompass crucial themes such as professional ethics, gender, human values, environmental awareness, and sustainability.

Faculty members serve as key influencers in this endeavour, playing a central role in educating students about current societal concerns. Through this approach, the college aims to cultivate socially committed, value-oriented, and principled individuals.

### **Professional Ethics:**

The courses such as *Professional Ethics in Management, Information Security, Cyber Security, Journalism, Research Methodology, Intellectual Property Rights, Human Rights* are offered to foster professional ethics. The programmes offered as a placement initiative by corporate organizations under corporate social responsibility instil professional ethics in students. Activities are organised on Intellectual Property Rights, Plagiarism, Consumerism, and personality development to prepare students to cultivate strong ethical values. Incorporating discussions on professional ethics in internship programs, guiding ethical dilemmas, and encouraging reflective practices also help the students develop into ethical professionals.

### **Gender:**

To offer a comprehensive understanding of gender-related concerns, the curriculum includes courses such as Women's Studies, Women in Development, **Gender Economics, Women Entrepreneurial Development**, Women's Education, Labour Economics, Information Security, and Cybersecurity. These courses emphasize the principles of women's equality, empowerment, and entrepreneurship.

The Women's Studies Centre hosts programs to promote a deeper understanding and awareness of gender-related issues. Furthermore, the institution conducts gender sensitization programs to raise awareness about women's rights, gender issues, and legal aspects, recognizing challenges, and highlighting the importance of women's rights and gender equality.

### **Human Values:**

*Value education* is offered at the undergraduate level for all students. *Customer Relationship Management, Organisational Behaviour, Economics of Human Resources, Children's Literature* include topics related to human values. To nurture human values in students, a spectrum of activities such as Yoga, Kummi, and motivational talks are organised at the entry level of UG Programme through the Student Induction Program. Extension Activities at the adopted villages provide a platform for collaboration between the institutions and local communities in addressing shared goals and values.. Students are involved in active participation in Unnat Bharat Abhiyan, to enable them to work with people in adopted villages under the scheme, identify developmental challenges, and evolve appropriate solutions for accelerating sustainable growth. Programs conducted under NSS, NCC, YRC, RRC clubs help to inculcate social values among students.

**Environment and Sustainability:** Environment and its sustainability are of primary priority in the activities carried out in the institution. Environmental Studies is offered as an activity-oriented course for all undergraduate students. Courses like *Agro-Industrial Chemistry, Environmental Biology & Evolution, Wildlife Management and Conservation, Animal Biodiversity, and Conservation, natural*

**medication, Environmental Economics, and Heritage Conservation** exclusively focus on environment and sustainability.

The environmental club organises invited lectures, Webinars, Competitions, workshops and Eco tours to create awareness and imbibe concern for the environment. Green initiatives encompass nurturing a Herbal Garden, crafting eco-friendly products, cultivating fresh organic vegetables within the campus, and avoiding plastics.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 96

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

### 1.3.3

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

**Response:** 96.43

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

Response: 27

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

Response: 28

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

**1.4 Feedback System****1.4.1**

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 63.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
566	656	732	1049	1027

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

2022-23	2021-22	2020-21	2019-20	2018-19
1301	1361	1241	1241	1241

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 82.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
410	479	475	531	530

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

2022-23	2021-22	2020-21	2019-20	2018-19
593	614	573	573	573

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

**2.2 Catering to Student Diversity****2.2.1**

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

**Response:**

Sri G.V.G Visalakshi College for Women provides an inclusive learning environment that addresses the



diverse needs and learning levels of students, promoting a positive and equitable educational experience for all students.

To cater to the diverse learning nature of students, following strategies are adopted to identify the levels of learning:

- **Diagnostic Pre-Assessment based on classroom**
- **Continuous Internal Assessment (CIA) tests**
- **Consistent academic meritocracy showcased by students**
- **Feedback based on mentor-mentee meetings**
- **Involvement in classroom activities.**

Programmes for **Advanced learners** to hone their skills and nurture their special talents:

- **Advanced learner courses(ALC)** are offered as extra credit courses on an optional basis in the even semester of each year of the UG and PG Programme to the students who meet the eligibility norms. More than 10% of students have enrolled in ALC.
- The learners are encouraged to opt courses of their interest offered through **MOOC/SWAYAM/NPTEL**.
- Students are encouraged to present **research papers** at conferences and seminars and **publish books/articles**.
- They are inspired to engage in creative pursuits such as the creation of **short films**.
- **Hackathon/Ideathon** conducted by Various Institutions are identified and brought to the attention of the interested students and they are facilitated to attend the same with guidance.
- The students are notified about the **Summer Internship/Fellowship programmes** in the nationally reputed HEI's. Consequently, students have actively participated in programmes at institutions such as IITs, TIFR, IISER, etc., guided by faculty.
- Both **Inter and intra-collegiate programmes** are organized for students to exhibit their talents.
- **GVG Talent Academy** conducts programmes to cater to the needs of the students who aspire for civil services/Banking services/Teaching careers, Union Public Service Commission(UPSC)/Tamil Nadu Public Service Commission(TNPSE), NET/SLET/SET etc.,
- Students can avail leave to appear for competitive/MOOCs examinations.
- Students are provided opportunities to serve **different portfolios** in the student council to inculcate leadership qualities.

Programmes listed below are offered for **Slow learners** to address the learning challenges and enhance inclusivity:

- Ten-day **Bridge Course** is offered at entry-level, to students when there is a gap or disparity in their foundational knowledge.
- **Remedial classes/Need-based tutorial sessions** and tests are given after regular class hours to raise the merit scale of the slow learners
- **Information through various formats** (text, audio, video) is provided to address the diverse learning preferences.
- **Psychological counselling mentors** are invited to conduct one-on-one sessions, either online or offline, with students experiencing emotional and psychological challenges.
- **Peer learning** is arranged to benefit the slow learner and the advanced learner.
- **Self-paced learning** through videos to learn and review the basic concepts.

- **Parent-teacher meetings** are organized periodically to update parents on their wards' academic performance to assure them of proper guidance under tutelage of the teachers.
- **Students Induction Programme(SIP)** facilitates the new students to adapt and feel at ease in new environment.

These consistent efforts resulted in **high pass percentage**(99.85) in the programme completion.

**Capacity-building programmes** are conducted for all the students

**Special teaching methodologies** are adopted for **students with long-term disabilities** and chronic illnesses, such as Attention Deficit and Hyperactivity Disorder(ADHD).

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

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

**Response:** 12.86

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The institution focuses in providing a spectrum of student centric methods enabling them to experience various dimensions of quality education.

### **Experiential Learning Methods**

- **Internship programme** is included in the curriculum of all programmes as an industry-institute interface. Students participated in Research Fellowship Programmes offered by IIT's, IISER, TIFR, etc., and in Industries like SITARC, Roots, Banking sector, to get exposed to research culture and to get experience with the expertise in laboratory, library and Financial sector.
- **Laboratory experience** provides realisation of the theoretical concepts. Demonstration classes are arranged whenever necessary.
- **Hands-on training** provides personalised learning experience and imbibes confidence while working with experts.
- **Industrial and Institutional visits** to reputed institutions like **ISRO, TamilNadu Agricultural University, IISc, IBM Center**, expose the students to real-time applications of the topics.
- **Field Visits and Excursions** provide multisensory learning experience by bridging the gap between education and society, hence connecting to society.
- **Language Lab and Movie telecast** improve **LSRW** skills.

### **Participative Learning Methods**

- **Paper Presentation, Seminar, Role play, Debate, Interactive methods** are included in the curriculum to hone the presentation and communication skills.
- **Group tasks and panel discussions** include deliberations on the union's annual budget, and group projects inculcate team spirit and cooperative learning.
- **Case Studies and report writing** enhance analytic and writing skills
- **Exhibitions** showcase creativity and innovation. It is conducted annually for school students exhibiting models, Art Gallery, historical posters, Eco products etc.,
- **ED Cell** facilitates budding entrepreneurs to exhibit their talents through training, advertisement, and Marketing the products.

### **Problem-Solving methods**

- Curriculum-based projects like **Project and Viva Voce** and **field projects** provide opportunities to address societal issues and derive solutions.
- **Aptitude tests, Numerical tests** and National-level tests like IAPT, NET/SET train them to compete at National Level.
- **Problem-solving sessions and Gamification** infuse challenging spirit and confidence to solve problems on the go.

### **Use ICT- Enabled Tools**

All departments in the institution use information and communication technologies for effective teaching-learning.

- Digital and technological instruments like **computers, laptops, smart interactive boards, phones, LCD projectors, scanners, and printers** are used.
- Faculty share course materials in the form of **syllabi, notes, image files, PPTs, video links, and E-contents** in their classroom teaching and through the LMS portal to experience anytime anywhere learning.

- **e-content cell** provides training on current digital trends.
- **G-Suite, Zoom, Google Classroom, and Microsoft Teams** are used as technological tools and modes to conduct classes and to organize Webinars and online Workshops to gain knowledge shared by national/international experts. The institution's LMS-CAMU, enabled online teaching, learning and evaluation during the Pandemic-COVID19 without any hassle.
- **Department YouTube channels** stream lectures and are a repository for learning material.
- Videos, films/movies are screened for the improved learning experience, and are encouraged to produce them.
- **Virtual Laboratory** is used for science experiments during the pandemic.
- **Kahoot, padlet, nearpod, quizizz** provide game based learning experience with instant reports.
- **Open-source Software** like Oracle, SPSS, Tally, SCILAB, PYTHON, LATEX, etc., are used to present practical and theoretical concepts and research.
- **E-resources** are available through **NLIST-INFLIBNET, Delnet**, and D-space, for research.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

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

##### Response:

The distinctive feature of Sri G.V.G. Visalakshi College for Women is its strategic mentoring system, which bridges gaps and creates new opportunities for building strong relationships between the teachers and students. This system addresses adolescent concerns and promotes an environment conducive to one-on-one interactions, enabling the students to overcome anxieties and fostering personal growth.

**Process:** Newly enrolled students in each department are allocated mentors as per the mentor-mentee policy framed by IQAC. The Ratio of mentor-mentee does not exceed 1:20. Initially Mentor collects the mentee's family history, life goals, interests, hobbies, and health concerns and **sets achievable goals** for the mentee, aligned with the mentee's academic, career, and personal aspirations.

**Two formal mentor-mentee meetings** are conducted within a fortnight after the internal assessment tests, to observe the progress of the student. The mentor discusses the academic performance, grades, and improvements shown by the student as a result of the counseling received, with the parents.

Mentors greatly **appreciate the achievements** or progress of the students.

The measures taken for the mentee to enrich their overall personality include:

- **Need-based meetings are conducted to identify/resolve** problems and difficulties of the late

bloomers and individual attention is given to enhance their achievement.

- **Remedial measures** are taken as scheduled.
- **Study supplements** are made available in CAMU.
- **Self-paced learning resources** like video recordings, PPT presentations, weblinks, Blogs are also available for anytime anywhere access.
- Mentors also **share resources like** academic materials, professional contacts, internships, Competitive examination details, career options etc.,
- The students are **motivated** to take part in extracurricular activities, intercollegiate competitions, and sports.
- They are advised to **combat** the harmful effects of cell phones and social media.
- **Emotional imbalances** and psychological problems are **addressed** through online/offline **counseling sessions** with a consultant psychologist.

**The residential students were** facilitated to take up paid translation tasks as a part of the “**Earn while you learn**” initiative enabling them to gain confidence, knowledge, and financial assistance.

#### **COVID-19 initiatives:**

- Myriads of activities were executed in alignment with the schemes and initiatives taken by the government, to emphasize the necessity of staying at home, use of sanitizers, masks and gloves, social distancing, and the need to have a nutritious and healthy diet to enhance immunity.
- Online **parent-teacher meetings**, mentor mentee meetings were arranged.
- The evaluation pattern was revamped, such as the **relaxation** of attendance, the structure of internal components, and the question paper pattern of the continuous assessment test.
- Students hailing from rural and remote areas were **provided instructional videos** demonstrating the online examination process to enable them to complete the examination successfully. Additionally, an extension of time was granted to upload answers.
- Students were **permitted** to write the **examinations on campus** when they had no access to the Internet.

#### **Outcome:**

- Improved performances of slow learners,
- Spectrum of online/ offline activities participated.
- Accolades received by students including slow learners.
- Could visualize personal and academic growth in the three years of study.
- Students have gained confidence and expertise in exploring career and higher education opportunities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

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

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

#### **Response:**

Sri G.V.G. Visalakshi College for Women, being an autonomous college, prepares its own **academic calendar**. The Academic Calendar is prepared by the **Calendar Committee** well ahead of the beginning of an academic year and it consists of two semesters. The **Principal, IQAC Coordinator, and Controller of Examinations** decide the schedule based on the norms of the affiliating university and the State Government. The Head of departments and committees present their **plan of action** and the **master time table** is shared with the faculty members and students.

- The **academic calendar** is displayed on the college **website** and is also available to faculty and students in the **Learning Management System - CAMU**.
- At the end of each semester, the staff secretary of that academic year convenes a meeting with all the **heads of the departments** to prepare the **overall ensuing semester time table** with common hours for the necessary courses.
- In each department, the **workload** for that particular semester is calculated and the **allotment of courses** to each faculty is carried out according to the preference given by the faculty. Then the department level **time table** is prepared and the same is entered in the LMS-CAMU which can be viewed by both **students and faculty**.
- For each course, **date wise, topic wise lesson plan** is prepared by the concerned faculty and the same is made available in the **LMS-CAMU** so that the students can view the topic to be taught on a specific date in advance.
- The course teacher **designs the teaching plan** for the **allotted** hours based on the **credits** of the course and the units to ensure a **uniform pace** of teaching with the perfect blend of classroom and other innovative **ICT enabled teaching**.
- The **progress** of the course is monitored by the concerned **Head** of the Department and the **Principal**, once a month and ensures effective **completion** of the course in the stipulated time frame. Deviations if any, are discussed with the concerned faculty.
- The **COE** presents the dates of the **continuous assessment tests, end semester theory and practical examinations**; and the **declaration of the results**.
- Teachers mark period wise **attendance** and **component-wise** internal marks for each course in **LMS** and the same is displayed to students on their portal for their verification.
- **Internal assessment and End Semester Examination** timetable, fee payment dates, **Mentor-mentee** meeting dates, and **holidays** are included in the **calendar**

- Other details like **faculty members** in each department and non teaching staff, the **Committees** and **Clubs** and their conveners, **Value added courses**, Skill development courses, scholarships, and **code of conduct** for students are provided in the **calendar**.

**Assignments** with submission dates, scheduled **online assessments**, and **feedback** within a time frame are available to the students in their **LMS portal**. All the **schedules** are **strictly adhered** to, except for any **extraneous** circumstances. This enables the students and faculty to **strategically plan** and **execute the events** and **activities** as per the **schedule**.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 99

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

2022-23	2021-22	2020-21	2019-20	2018-19
137	143	149	152	151

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

**2.4.2****Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 88.15**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 119

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

**2.4.3****Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 12.54**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1693

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.4****Percentage of full time teachers working in the institution throughout during the last five years****Response:** 63.76



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

Response: 95

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1**

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

Response: 18

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	20	13	17	24

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

**2.5.2**

**Percentage of student complaints/grievances about evaluation against total number appeared in**

**the examinations during the last five years****Response:** 0.1**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	0	1	5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1736	2130	2443	2710	2705

**File Description****Document**

List of students who have applied for re-valuation/re-totalling program wise certified by the Controller of Examinations year-wise for the assessment period.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

**2.5.3**

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

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

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

**Response:**

Past five-year period encountered some major reforms. The advent of COVID necessitated some temporary reforms in the examination system.

## Examination Procedures:

Major reforms are

- **During the pandemic, a Screen Video recording of the online Examination process** of the LMS was provided to all students to orient them to take up the online examination with ease. Later as a follow-up, a **Mock examination** was conducted.
- **Online examination** with remote invigilation and submission of answer sheets later.
- **Extra time** to complete the examination for students residing in remote areas.
- **Online valuation** of answer scripts.

As an autonomous college, Sri G.V.G.Visalakshi College for Women has a technically updated Controller of Examinations office that organizes and manages all exam-related procedures strategically. At the beginning of each semester, an examination committee is constituted by the Principal for the smooth and efficient conduct of Continuous Internal Assessment tests (CIA), End semester, and Supplementary Examinations.

Initiatives taken to ensure standards in the processes of examinations

- Academic Calendar mentioning the schedule for the Registration of the courses, CIAs, ESE, and **examination fee payments and results.**
- **Centralized conduct** of CIA and ESE.
- ESE **question papers** are set by the **subject experts** as per the policy.
- **Scrutiny of question papers** by the Board Chairman to ensure quality.

## Processes Integrating IT

- Apart from the regular updates, **COE Software is updated** to incorporate **course outcomes** and **blooms taxonomy** levels.
- Internal Assessment evaluation is processed using **LMS-CAMU.**
- **OMR sheets for internal** and end-semester examination marks are replaced by digital mark transfer.
- **Medium of Instruction** in the consolidated mark sheet.
- **Photo** of the student is inscribed on the mark sheet.
- B.A Tamil Mark sheet is provide in the **regional language.**
- End Semester examinations data processed with **updated IT integration** in the COE office. resulting in quick processing and early publication of results.
- **Publication of End Semester results** on the website in short time.
- **Thirteen security features** are incorporated in the mark sheets to ensure security.
- **The quality of the Mark sheet** is improved, wrinkle-free, and waterproof sheet.
- **Master register mark** entry is replaced with a simpler procedure. (soft copy)
- Availability of **verification of educational Qualification** for the former students through direct verify system.

## Continuous internal assessment system

- Students take up Two Continuous Internal Assessment Tests and One Model Exam before the ESE of Theory and Practical Exams.

- Internal Assessment components taken for evaluation are Assignments, Quizzes, Seminars, and other components like PPT Presentations, debates, and role play as per the OBE pattern.
- Formative assessment through tests and other components blended with **periodic and need-based mentoring** has shown up as improved performance compared to their entry-level.
- **CO and Bloom's taxonomy levels** of each question are specified in the question paper to assess students' learning comprehensive levels.
- OBE pattern has enabled to gain a deep insight into the academic performance of students. **Course and Programme Attainments** are computed and analyzed for further corrective measures in curriculum delivery.
- **Supplementary exams** are conducted for special category of students.

Necessary facilities are provided for the **Divyangjans** to write examinations.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

Sri G.V.G. Visalakshi College for Women implemented **Outcome Based Education (OBE)** for the Undergraduate Programme from the academic year **2017-2018** onwards and for Postgraduate Programme from the academic year 2021-2022 onwards.

The **IQAC** and the **curriculum development committee** are entrusted with the responsibility of planning, monitoring, and evaluating the implementation of OBE. **UGC guidelines for Learning Outcomes-based Curriculum Framework (LOCF)** and **Stakeholders inputs** were considered while developing the **OBE curriculum**.

#### Process of development:

- A series of **orientation programs and workshops** were conducted for the faculty on **defining learning outcomes** for each program and course. Learning outcomes were defined to be SMART -specific, measurable, achievable, relevant, and time-bound. **Programme Specific Outcomes(PSOs)** and Programme educational objectives were also formulated based on the vision and mission of the college.
- **Defining learning outcomes:** For each course, the Course objectives, Syllabus, the Course Outcomes, and the Blooms Taxonomy Levels were framed at the department level. The **six levels of Blooms Taxonomy** are utilized to describe the **cognitive levels**.
- **Mapping matrix** relating the various **course outcomes** to the programme outcomes is prepared, stating the levels as **low, medium, and high** for every course in a programme.
- To maintain consistency and objectivity in evaluation, **assessment rubrics** are formulated to provide clear criteria for evaluating student performance.
- OBE Curriculum is **scrutinized** by the **CDC** and **IQAC** to ensure that the outcomes have been clearly defined.
- **Curriculum** is then approved in the **Board of Studies** after carrying out the suggestions/ revisions if any. Subsequently, the Academic Council approves the same after scrutiny.
- The approved **Curriculum Book** is provided to the respective departments for further implementation.
- **Orientation session** for the students is conducted to **communicate OBE pattern** of education and the outcomes of each course. They are also educated on Blooms taxonomy levels.
- The **Course Outcomes and Blooms Taxonomy Levels** are specified in the **question papers** of CIA and ESE.
- As OBE entails continuous feedback, At the end of each semester, course exit survey for each course is conducted through the LMS. This serves as an indirect component of assessment.
- **Attainment of CO's** is evaluated on the basis of the performance of students in **Continuous Internal Assessment tests** and **End Semester Examination**. Under the direct mode of assessment, two internal tests and one model exam are conducted along with components like assignment, seminars, and quizzes at different knowledge levels.
- **Attainment of COs and POs** for each programme is **computed** using the **mapping matrix**.
- **Programme attainment** for each programme is **analysed**. Observations of the **analysis** are **utilised** for further **corrective measures** in curriculum delivery.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 2.6.2

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

**Response:** 99.85

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

Response: 682

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.78

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

**Response:**

Sri G.V.G. Visalakshi College for Women has a vibrant Research Cell which plays a crucial role in fostering research culture and innovation.

Research facilities include science laboratories with electrochemical workstation, FT-IR spectrometer, Multilamp Photoreactor, UV Spectrophotometer, Planetary ball mill, museum housing rare specimens, Biotechnology lab with PCR – Polymerase Chain Reaction, Laminar Air Flow Chamber and incubator, Electrophoresis Unit, eight Computer laboratories including a business lab with access to IBM software, and an Innovation lab with IoT facilities. These labs are frequently updated based on the need and funding received from various organizations such as DST, DBT, UGC, College management etc..

Faculty and Research scholars are facilitated to learn the use of modern software and technology for teaching, learning, and research through short-term programs, visiting research institutes, and interactions with experts.

Necessary help like seed money, sabbatical leave, financial support to attend conferences, permission to do fellowships, seminars and workshops is extended to Faculty and Research scholars to continuously update their research skills. Need based national/international seminars, workshops, conferences are conducted by the institution to provide a platform to nurture and update trending research areas, techniques and networking with experts for collaborative research. MoU's/Linkages are signed with research laboratories/organizations like SITAR'C, CBNR, NIFT TEA, Bannari Amman Institute of Technology, New Technology to explore new areas of research.

The cell facilitates research activities from the grass root level by coordinating and supporting budding research scholars with programs focusing on all aspects of research such as Research questions, Journal selection, ethics, indexing, impact factor, article writing etc.,.

Introducing latest research methodologies in curriculum, field projects, internships, Industry/instrumentation center visits, programs under IPR and IIC-MoE cell enable the research scholars to acquire a strong foundation to pursue research with innovative ideas.

The college has a well-crafted research policy which provides a clear roadmap for developing research culture in the college and leverages the innovative and creative ideas of the young generation in finding solutions to societal issues and keeping them well connected to the society.

Research Advisory Committee and Ethics committee are constituted to facilitate the ethical research potential in the campus. The committee scrutinizes the project proposals of the faculty and provides

appropriate suggestions to increase the acceptance level for funding from the government and non government funding agencies.

Certification from SIRO.

The college library is well-equipped to cater to the research needs with Books, Journals, Open source plagiarism software, Periodicals, Newspapers, Manuscripts, D Space, DELNET, N-list and also provides customised access to e-books and e-journals.

### Outcome of the research promotion measures

Commendable number of publications in journals listed in WOS/Scopus and UGC care.

**Patents filed by faculty: 5**

**Research Funding received :**

- **CURIE Core Grant**
- **Star Status Award- DBT**
- No. of Research projects :23

**Research collaborations :**

- **Summer Research Fellowships from IITs, CSIR, INSA, NASi, IASc, TIFR CAM**
- Research publications in collaboration with reputed international universities and Research Centres.
- Tamil Nadu Governor's Special Research Project

**Best Researcher Award**

- Malcolm & Elizabeth Adiseshiah Trust
- International American Council for Research and Development
- Nature Science Foundation

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2



**The institution provides seed money to its teachers for research****Response:** 17.73**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
11.86480	5.126	0.74	0	0

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

**3.1.3****Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years****Response:** 6.67**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years****Response:** 09

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

### 3.2 Resource Mobilization for Research

#### 3.2.1

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

**Response:** 2.22

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

#### 3.2.2

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

**Response:** 0.04

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

Response: 5

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

**3.2.3****Percentage of teachers recognised as research guides as in the latest completed academic year****Response:** 30.37**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 41

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

**3.3 Innovation Ecosystem****3.3.1**

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

**Response:**

Driven by the mission to establish benchmarks in the realm of education, the college has a clearly outlined framework that fosters an environment conducive to innovation and creativity. The framework includes the Institution's Innovation Council, Entrepreneurship and Skill Development cell, IPR cell, e-content cell, ICT academy, IBM career education, and Multidisciplinary Projects funded Department of

Biotechnology. The Indian knowledge system is integrated into the curriculum wherever possible and the History Association, Nudge Club, AIM, English Literary Association, and Senthamizh Mandram focus on the various aspects of IKS.

The Institution's Innovation Council registered under MoE-IIC has framed the Innovation and Entrepreneurship Policy to impart the required skills to transform rural women into a self-empowered and skilled entrepreneur. **GVGVC IIC received funding from MoE-IIC during 2019-2020 & 2021-2022 and organized Impact Lecture Sessions to motivate and create awareness about innovation and entrepreneurship.** The college in association with IBM Career Education operates an Innovation lab with IoT facility and Value-added courses on digital aspects. To nurture and provide a platform for the students to showcase their innovation and creativity they are facilitated to participate in internal and external hackathons, SIH organized by MoE-IIC, Seminars, and Workshops.

The EDC and Skill Development Centre in linkage with various skill development agencies offer pre-incubation training in Organic farming, Terracotta jewellery, Media training, Aari work, Baking and Confectionery, Candle making, Soap making and Silk thread bangle making, Mushroom cultivation, Medical Textiles, Vermicomposting, Crochet and Embroidery, and Makeup art to thrive an entrepreneurial ecosystem. These skills form the bedrock of innovation and preincubation.

The IPR cell organizes awareness programs on Intellectual property rights and patent filing procedures. The research policy of the institution nurtures innovation and research by way of seed funding for proposals.

The e-content cell of the college orients the faculty and students to create digital learning resources with innovation. It also contributes to the development and sharing of open educational resources (OERs).

GVG has a legacy of incorporating the IKS in the curriculum and other extracurricular activities of the college ever since the conferment of autonomy. Activities in this regard are

- **Discourse on the Epic Ramayanam on Founders birthday for the past 72 years.**
- Courses such as Archaeology and Art & architecture in the curriculum
- Chanting Vishnu Sahasranamam, and Bhagavad Gita
- Faculty and students completed courses on Sanskrit
- Margazhi devotional celebrations for 30 days.
- Student Induction program with Regional folk arts and visit to places of historical importance
- Programmes on Vedic Mathematics and Astronomy

## **Outcome:**

- The vibrant GVGVC IIC is awarded 3.5 stars by MoE-IIC for its commendable performance

- Ms B.Uma Nandhini, the talented ethicist student, was invited to recite hymns at the inaugural ceremony of the New Indian Parliament.

### Transfer of Knowledge/Technology

- Patents published by the faculty:5
- Created a Ramanajum’s magic square portraying major events of the Indian freedom struggle
- e-content- four quadrants module:2 national level OER
- Technology-based knowledge transfer -Translation work funded by SWAYAM-AICTE, IGNOU:6
- Prizes, Jury Mention Awards, Best Mentor Awards in intercollegiate Ideathons and Pitch Presentation programs at the national level

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

## 3.4 Research Publications and Awards

### 3.4.1

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

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.2**

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

**Response:** 2.07

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

Response: 85

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

**3.4.3**

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

**Response:** 1.53**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 207

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

**3.4.4****Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.8**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 108

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

**3.4.5**

**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 4.08

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6*****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 7

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 0**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

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



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

### 3.6 Extension Activities

#### 3.6.1

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

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

#### **Response:**

Our founder envisions the greatest virtue of any woman is her service extended to society. The institution strongly believes that engaging the students in community and extension services exposes them to new challenges, sensitization of others' needs, issues, and varied perspectives. This exposure also contributes to their holistic and personal growth by infusing adaptability, resilience and the ability to work efficiently in different environments.

The NSS cell of the college organizes and participates in various community outreach programs including health camps, awareness campaigns on cleanliness, literacy, and government schemes in collaboration with Government departments, local bodies, and NGO's. NSS volunteers participate in various environmental protection activities in the neighbourhood like cleaning water bodies, seed ball preparation, Tree plantation, organic farming, and Plastic Eradication.

One of the remarkable services of the NSS cell was the **Beat Covid Campaign, which earned the**

**award for the institution and faculty members.**

NSS Volunteers quickly responded to the urgent need of the pandemic crisis and carefully devised its outreach initiatives to efficiently implement COVID preventive measures in the surrounding community, **encouraging 350 individuals to install the Aarogya Setu App.**

COVID awareness campaigns, such as seminars, poster creation, were organized in an online format and **broadcasted through the College NSS YouTube channel.** Despite the challenges posed by the pandemic, the NSS units extended assistance to those in need through activities like Corona vaccination drives, medical camps, surveys of vaccinated individuals, awareness rallies, distribution of Herbal medicine for COVID, as well as providing household provisions and food to the underprivileged.

Other remarkable achievements include an **award of Rs.25000 from MGNCRE under the sustainability mentor scheme to mentor 5 colleges.**

**Popularisation of Government Schemes through the Extension Cell and Unnat Bharat Abhiyan** was planned diligently and strategically implemented with the involvement of all the students.

Every department was assigned one welfare **scheme of the central/state government** and tasked with the responsibility of organizing camps to assist villagers and target groups in accessing eligible welfare schemes.

**Some of the schemes covered are**

- Rashtriya Poshan Maah, 2022
- Indira Gandhi National Old Age pension scheme and Widow Pension Scheme
- ICDS under Poshan Abhiyaan
- Swachhhta and Jalsakthi Abhiyan
- Government Schemes for Women Entrepreneurs
- Pradhan Mantri Gramin Digital Saksharta Abhiyan
- Pradhan Mantri Shram Yogi Maandhan Yojana
- National Oral Health Program
- Financial literacy
- Swacchtha Pakhwara (Fortnight) Campaign

**No. of schemes covered: 54**

**No. of agencies collaborated: 76**

**Awards and recognition in this regard**

**Blind Empowerment Champion 2022-Gold Zone** award from the **Indian Association for the Blind.** Kona Kona Shiksha Award from the Institute of Securities Market

**Appreciation Certificate from Pradhan Mantri Gramin Digital Saksharta Abhiyaan,** Regional Joint Director (Employment), District Food Supply and Consumer Protection, and Department of Animal Husbandry Dairying & Fisheries.

The NCC, YRC, RRC, Health and Hygiene Club, RED Cell and Women Studies Centre have contributed largely to society through various programs like blood donation camps, rallies including drug awareness.

**The total number of Rural Empowerment activities carried out accounts for 198.**

**No. of Awards received by college for Community Service: 50**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

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

**Response: 194**

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	53	40	31	31

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

### 3.7 Collaboration

#### 3.7.1

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

**Response:** 357

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for

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

**Response:**

#### PHYSICAL FACILITIES

Spanning **5.8 acres**, with a built-up area of **21862.9 sq.m**, the college campus is self-contained. It offers state-of-the-art amenities for academic, cultural, and sports needs, showcasing optimal space utilization for diverse activities

#### Teaching-Learning Facilities

- The campus is Wi-Fi enabled with 100 Mbps speed and 4 Internet broad band lines
- With a total of **86 classrooms**, the college provides ample space for academic activities. There is a dedicated discussion room available for research scholars. 100% of our classrooms are equipped with ICT infrastructure, enhancing the overall learning experience for students.
- The Science labs are fully equipped with facilities for learning, research, and consultancy like
  - **Fourier transform infrared Spectrometer**
  - **PCR, Trinocular microscope**
  - **Electrochemical workstation**
  - **UV Spectrophotometer**
- The contemporary instruments of the science labs are partially-funded by Central and State government agencies like DST, UGC, and DBT.
- There are **seven** dedicated **Computer labs** with high-end configurations, **Business Lab, IoT lab**, and Language lab, providing students access to cutting-edge computing facilities and enhancing language learning and proficiency
- The campus has an e-studio for developing and disseminating teaching resources.
- The college is equipped with 420 computers for administrative and academic purposes, along with 27 LCD projectors and a range of printers, scanners, and copiers.
- To promote online and self-learning the institution is recognized as a Resource Centre for Spoken Tutorial Project of IIT, Mumbai. **26** Department faculty rooms, **12** rooms for other activities and research, Two conference halls, 2 gallery rooms, and an auditorium seating for 1200 people, ideal for events and gatherings. Board rooms with sophisticated facilities for executive meetings.
- Spacious dining hall.

## Digital Library

- Digital Library with 15 computers, provides access to the online resources **N-LIST, DELNET, Swayam, NPTEL** Local Portal, and **National Digital Library of India**. By leveraging podcasts, audiobooks, and other digital resources, the Digital Library ensures that users have access to a rich and dynamic learning environment.

## ICT facilities

- ICT-equipped classrooms blend traditional teaching with digital tools like **interactive smart boards and projectors**, facilitating dynamic presentations and online engagement, enhancing students' interactive learning experience.
- The college uses the **CAMU** portal for its **LMS**. Faculty and students are trained to share and access resources, offering 24/7 anytime anywhere learning.

## Cultural and Sports facilities

The college has an expansive playground, a recreation room with indoor games, an eco-friendly glamet poly eurothane galvalume roofed multipurpose **Indoor stadium** housing **3 badminton courts, Table tennis** and **Yoga practice area**, volleyball, handball, and kabaddi courts, as well as a modern gymnasium. These facilities promote student engagement in various sports and recreational activities, fostering a well-rounded campus experience.

## Other Facilities:

- IQAC Room
- Administrative Block
- Controller of Examination Section
- Counselling Centre
- Health Centre
- Garden
- NSS/NCC
- Board Room
- Placement Cell
- Museum
- Hostel
- Cafeteria/ Nudge Club -Student-run Eatery selling organic & healthy snacks
- Women Studies Centre
- Reprographic Facility
- Stores
- CCTV Surveillance facility
- Compound wall
- Fire Extinguishers in each corridor
- Sand Bucket
- Lift
- Ramp
- Disabled Friendly Washrooms
- Wheel Chair

- RO Water Purifier
- Convenient parking facility
- Generators
- Restroom facilities with convenient access
- ATM
- Institutional and Department YouTube Channels.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 3.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
101.07	2.03	0	6.52	18.43

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

Sri G V Govindasamy Naidu Library provides information and support services to the learner community. It is traditionally designed, measuring 6935 sq. ft with a seating capacity for about 250 readers. The library has a collection of 60532 Volumes.

- **E-books & E-journals** can be accessed through the online Consortium of **INFLIBNET-N LIST, DELNET and NDLI**
- College is recognized as one of the top ten colleges of NLIST users for April 2022 and September 2023.
- The library houses a distinctive assortment of rare books, palm manuscripts of Telugu sundarakandam-Ramayana fostering an appreciation for literary heritage.
- Career Guidance for various examinations and higher education.
- Insight into employment prospects are displayed
- The library offers a digitally equipped setup, including a dedicated server for accessing resources, an e-resource portal, and streamlined operations via barcoding and management software.

To digitalize and automate the Library Housekeeping Operations like Cataloguing and Circulation of books, 'Myliny' is being upgraded to KOHA – Integrated Library Management Software (ILMS).

- Installation year : 2022
- Circulation Management
- Acquisition Module
- Library Usage Statistics Module
- OPAC
- Digital Library with 15 computers, is available with online resources N-LIST, DELNET, Swayam, NPTEL Local Portal, and National Digital Library of India. By leveraging podcasts, audiobooks, and other digital resources, the Digital Library ensures that users have access to a rich and dynamic learning environment

#### **GVG– IRINS;**

The Library initiated an **Indian Research Information Network System** web-based Research Information Management (RIM) service, facilitating faculty members in gathering and showcasing their research endeavours to society via a scholarly network: **gvgvc.irins.org**.

#### **Institutional Repository**

- The DSpace software is installed which is more supportable to the academic, to build digital repositories. DSpace institutional repository helps to customize the academic needs of the organization.



- Students' project details are uploaded in DSpace, facilitating easy access and sharing of their academic projects and research work among the students.
- The Online Public Access Catalog (OPAC) provides seamless access to the comprehensive database of the library's resources for efficient search and retrieval
- The Library has a CCTV Surveillance System to monitor users' activities which provides a safe and secure environment for resources and equipment

### Library Utilization

- The library houses **60532** volumes of books including **1045** Reference books, **2719** book bank books.
- **1300** back volumes of journals
- Students and staff effectively utilize library services for their academic needs, ensuring access to resources and support for their studies and research endeavors. Students refer to books purchased under the DBT Star scheme and include them as references in their projects. During the Pandemic the users referred to the external links provided in the library web page for academic and career development.
- Thesis and Dissertation references using shodhganga supports academic research and reference

### Best Practices

- Question Bank
- Best Library User recognized and awarded.
- Displaying New Arrivals
- Organising research orientation programs, Annual BookFair, Competition for students
- Preparing organic pesticides for preserving documents
- Conducts Book reviews with the Madras Library Association to encourage reading habits among students and reviewers.
- Books are purchased under UGC, DBT, DST, and Management funds.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.2.2

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

**Response:** 0.51

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.21	1.29	0.56	4.64	8.01

  

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The college is a technology-enabled campus with updated IT facilities.

- The Campus is equipped with necessary IT facilities like Wi-Fi, high-speed internet connectivity, ICT-enabled classrooms, and a digital library CCTV cameras, ensuring vigilance and personal safety of students, teachers, and other stakeholders.
  - The college comprises 7 computer labs and a language lab, housing a total of 420 computers for administrative and academic purposes.
  - The institution also has 04 Internet lines on the campus with (broadband) bandwidth of 100 Mbps,
- **LMS - CAMU:** The College utilizes a Learning Management system called CAMU and it serves as a digital hub for modules such as Admissions, Student, Staff, Academic Plan, Assignment, Exam Management, Assessments, Announcements, communication, Leave Management, and dashboard, it has four portals exclusively for Faculty, Students, Parents and Admin.

- CAMU serves as a robust communication platform for the inmates of the college. It facilitates seamless interaction between students, faculty, and administrators through various features such as announcements, discussion forums, messaging tools, and notifications. Students can receive updates on course materials, assignments, and deadlines, while instructors can provide feedback, clarification, and support.
- Additionally, CAMU supports multimedia content sharing and virtual classrooms enhancing communication and engagement in both traditional and online learning environments.
- Currently, "PrePInsta" is offered under the Engage facility of CAMU. It opens up to the LinkedIn facility for students to pursue MOOCS courses with certifications from leading IT organizations like Google, Microsoft, Amazon, CISCO, etc.
- Job portal linkages are integrated as add-on facilities under the Engage module for a secure yet effective IT tool.

#### **Network Infrastructure:**

- High-speed internet connectivity and a reliable network infrastructure to support the transmission of data and communication across the campus.

#### **Computing Devices:**

- Interactive whiteboards, projectors, audio-visual equipment, and presentation tools to facilitate teaching and learning activities in classrooms and lecture halls.

#### **Computer Labs:**

- Well-equipped computer labs with access to specialized software and hardware for practical training, simulations, and hands-on learning experiences.

#### **Library Management System:**

- An integrated library management system for cataloging, circulation, and resource management in the college library, enabling students and faculty to access academic resources.

#### **Wi-Fi Connectivity:**

- Campus-wide Wi-Fi coverage to provide seamless internet access supporting mobile learning
- Cybersecurity measures, firewalls, and antivirus software, to safeguard from cyber threats.

#### **Student Information System:**

- A centralized student information system to track student enrolment, academic progress, attendance, grades, and extracurricular activities.

**Assistive technologies:**

- Gsuite - Online collaboration tools, video conferencing platforms, and virtual meeting software to facilitate group projects, faculty meetings, academic discussions, and administrative collaborations.

Research Computing Resources: **SPSS, SCILAB, IBM –Watson Studio, Worklight studio, R**

**Online Examination and Evaluation:**

- Additional features in the ERP CAMU support online exams and assessments. End-semester exam results are published online.

**Technology Infrastructure:**

- The campus is equipped with Smartboards in meeting rooms, and CCTV cameras, including one focused on entrance surveillance.
- Lab Modernization: The institution continuously modernizes its labs by upgrading software, hardware, and electrical equipment.
- Uninterrupted Power supply and Backup is available with 3 generators and UPS for every lab.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

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

**Response:** 4.89

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

**Response:** 355

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

### 4.3.3

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

#### **Response:**

The Digital media club and e-content cell of the college are responsible for overseeing the e-content development, management, and implementation.

#### **Facilities:**

The **audio-visual center** of the college facilitates e-content development and has **lecture capturing system** with

- Professional-grade cameras and microphones
- Live it Pro software for live streaming,
- **A powerful digital audio workstation** Nuendo version 4.3, for creating/setting **soundtrack in post-production**. It is integrated with a comprehensive suite of tools and features tailored for professional-grade audio recording, editing, mixing, and mastering.
- Logic Pro for music production.
- Lighting equipment.
- Green screens.
- Higher-end computer with software for recording, editing, and producing multimedia content.

Additionally, the center has other accessories to facilitate smooth development and ensures quality output for e-content development.

**Android-powered 75" Interactive boards** are installed in the **audio-visual center with high resolution**.

**Touch-sensitive screens(10 points)** allows to interact directly with the display using fingers or a stylus. This enables the teacher to annotate content, write notes, and manipulate on-screen elements during lectures or presentations.

**High Definition Display(3480 x 2160 pixels- 4K)** ensures that the lecture content and visuals are displayed crisply and clearly, for broadcasting purposes.

**Integrated Cameras and Microphones** capture the presenter's image and voice during lectures, ensuring that the audience can see and hear clearly.

**Recording and Broadcasting Software** enables screen recording, video streaming, and integration with lecture capture systems.

**Wireless Connectivity through Wi-Fi and Bluetooth** allows presenters to easily connect their devices for content sharing or control.

**The multi-User Collaboration feature** enables multiple participants to simultaneously interact and support group discussions.

**Content Management and sharing** software enables managing lecture content, organizing files, and sharing materials with students or remote viewers.

**Compatibility with other Lecture Capture Systems:** It is compatible with other lecture capture systems and platforms.

**Faculty training for e-content preparation:**

The Digital Media Club offers hands-on training and Workshops for faculty on the use of current technologies and software like the interactive flat panel with integrated features, leveraging both AI tools and traditional digital media techniques. These sessions aim to enhance skills in creating engaging and effective educational materials for online platforms.

Faculty have expanded their repertoire of tools for e-content development by incorporating

- OBS (Open Broadcaster Software),
- FreeCam for screen recording,
- Canva for graphic design,
- Openshot and Inshot for video editing,
- Screencast-O-Matic for lecture capturing
  
- Gamification techniques, Kahoot, Quizizz.

These facilities have enriched the interactive learning experience for students. With the principles of blended learning and the flipped classroom model in mind, our faculty have strategically designed e-content to encompass various phases of development adherence, ensuring alignment with learning objectives and student needs throughout the implementation.

**Outcome:**

More than five hundred videos have been developed and uploaded to YouTube by faculty members, providing students with accessible and engaging educational resources. Video links are provided to the students through LMS and WhatsApp.

The college has a dedicated **YouTube channel** to house the videos of various activities in the campus. Videos are created using various resources depending on the context and availability of video-capturing devices.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 52.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
505.12	618.64	232.60	185.44	300.67

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

##### 4.4.2

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

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

**Response:**

A Maintenance Supervisor oversees campus upkeep. Annual budget allocation covers equipment, consumables, repairs, and maintenance, ensuring optimal facilities for students and staff.

**Laboratories:**

- Technicians perform regular inspections, equipment calibration, and safety checks with routine upkeep, repair, and replacement to ensure functionality and adherence to safety standards.
- Annual updates of stock registers, accession registers, and logbooks are maintained.
- A standardized waste disposal system is in place.
- Specialized equipment maintenance (e.g., microscopes and Spectro photometers) is outsourced.

**Museum:**

- Lab assistants maintain the Zoology Museum.
- Regular replacement of specimens and preservation with formalin.
- Routine cleaning and dusting performed by housekeeping staff.

**Library:**

- Library staff manage tasks such as book upkeep, expanding the collection, and cataloging, ensuring efficient organization and accessibility of resources.
- The organic Preservation method is followed once in 3 months.
- Periodic pest control and bookbinding are out sourced.
- Once in three years, Newspapers are disposed of as per the solid waste management policy
- Students were given training to make bags, paper pens and dolls from old newspapers.
- Faculty members annually verify library book stock to ensure the accuracy and integrity of the inventory records.

**Sports Complex:**

- Support staff and Marker maintain courts, playgrounds, gymnasium, and sports equipment.
- Equipment is replaced regularly to uphold operational efficiency and ensure optimal functionality.
- Faculty members conduct yearly stock audits to verify inventory accuracy and ensure proper asset management.

**Computers and Digital Network:**

- Electrical maintenance staff oversee electrical and electronic equipment.
- Continuous servicing and updates are carried out.



- Software in laboratories is updated regularly, and antivirus software is updated whenever necessary.
- Lab assistants are responsible for the routine upkeep and cleanliness of laboratory spaces. A complaint register is maintained to rectify faulty systems in the Lab.
- Preventive measures are taken before the Online and Offline Examination as per protocol.
- **COE, Admin-Office, and ERP-CAMU software** are updated as and when the necessity occurs. Database is maintained as per the e-governance policy

#### **Classrooms:**

- Regular cleaning includes sweeping, mopping, and furniture cleaning.
- Fans and lights are serviced on demand.
- Boards are maintained annually.
- ICT equipment is repaired and maintained as needed.
- Standard procedures for ICT usage are enforced.

#### **Green Campus:**

- Emphasis on maintaining a clean and green campus.
- Students from all departments maintain small gardens as a part of the EVS Club activity with self-prepared Organic vermicomposting.
- Plastic-free initiatives are enforced.
- The Herbal Garden and Rose Garden are well maintained.

#### **Overall Campus:**

- Regular maintenance of Buildings, PlayGround, Restrooms, water tanks, and fire extinguishers to uphold a clean and appealing environment for students, staff, and visitors.
- Servicing of intercoms, closed circuit cameras, Wi-Fi and digital boards as and when needed.

#### **Canteen:**

- Regular canteen cleaning ensures hygiene, fostering a healthy environment.
- Emphasis on sustainability with the use of paper bags.
- Daily cleaning of the noon meal shed.

#### **Other Maintenance:**

- Lift, Generators, and UPS, are periodically serviced and maintained.
- The EDC store and tailoring training center are maintained by support staff and students.
- The institution's holistic maintenance approach assures smooth operations, sustainability, and quality across campus, prioritizing efficiency and excellence.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 83.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
1674	2123	2437	1766	1735

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

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

**Response:**

*GVG envisions transforming students into employable graduates upon the completion of the programme of study.*

**The Career Guidance and Counseling Cell** strategically plans to improve the employability skills in the core disciplines and also areas of interest of the students. Some of their initiatives are:

### **Placement Preparatory Programmes**

#### **Counselling**

- Career Counselling Sessions
- Orientation Programmes
- Career Awareness in different Disciplines

#### **Training Sessions**

- Soft skill and Aptitude
- Personality Development
- Communication Skills
- Problem-solving and Ideation Workshops
- Resume Preparation
- Interview skills
- Mock interviews
- Job search workshops

**Entrepreneurship and Skill Development Centre** transforms students into budding entrepreneurs/Agripreneurs and promotes self-employment by offering exposure to various domains such as:

- Robotics and Drone Technology
- Candle making, Silk Thread Bangles Making
- Organic Farming
- Glassware, Teddy Bear products Making
- Hand Embroidery
- Baking and Confectionery
- Art & Craft
- Make-up Arts
- Mushroom Cultivation & Vermi-Composting
- Aari Work
- Beautician
- Tailoring
- Medical Textiles

**Department-level programmes** include Training sessions in micro-entrepreneurial domains related to **core disciplines** like Poultry Farming, Apiculture, Sericulture, Mushroom cultivation, Vermi Composting, Mobile Phone servicing, software app development, and Web Technologies.

**Earn-While-You-Learn Scheme** in collaboration with the agency Viveka Sadhana for translation work provides a platform for the residential students to earn while learning, to meet their expenses, and also exposes them to the world of work before actual employment.

**Corporate Partnership and Internships** facilitated by IBM, ICT Academy of Tamilnadu, MSME, Research Laboratories like CBNR labs, SITARC, Air Media Broadcast Solutions, Government Museum and Universities.

**Certification Pathways** through **Virtual Career Platforms**, Courses offered under LinkedIn Prime, ICT academy – **Learnathon** and **Internshala**.

In network with the Indian Institute of Remote Sensing (IIRS), ISRO, Dehradun, certificate courses in the use of Remote Sensing Geographical Information Systems, Global Navigation Satellite Systems, and associated geospatial technologies are offered.

**E-counseling** is provided through "**PrepInsta-LinkedIn**", an **OTT** learning Platform to up-skill through certified courses, live sessions, and mentorship.

**Department-specific Career Counseling** strategies ensure that students receive guidance that aligns with the unique demands and opportunities within their chosen fields of study which includes Internships, Guest Lectures by Industry Experts, Networking Facilitation with Professionals, and Hands-on Training.

Students are facilitated to attend **on-campus and off-campus Job fairs** to earn a placement of their choice.

**The GVG Talent Academy** creates awareness on preparations for competitive examinations for the public sector, and higher studies, trains, and harnesses students' potential to become future leaders. Preparations begin at the first-year undergraduate level for aspiring students.

- Organize Motivational Talks inviting IAS, IPS officers, and other Civil Servants
- Conduct Aptitude classes
- Guidance in accessing the Online Job Portal of the Government of Tamilnadu, Tamilnadu Career Service Portal, National Career Service portal of the Ministry of Labour & Employment

**Outcome**

- Students succeed in International, Central, and State Government entrance Examinations and pursue their master's Degrees in India as well as abroad.
- Students have passed Public Services/Bank Examinations, Tamil Nadu Uniformed Service Recruitment Board ,Teachers Recruitment Board Examinations ,NET/SET and are in service.
- Among the 683 passed-out students in the 2022-2023 batch, 373 are placed and 207 have progressed to Higher education.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**5.1.3**

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

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

**Response:** A. All of the above

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

**5.1.4**

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 83.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
580	781	664	726	801

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

**Percentage of students qualifying in state/ national/ international level examinations out of the**

**graduated students during the last five years**

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

**Response:** 4.93**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
47	63	30	23	48

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

**5.3 Student Participation and Activities****5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 200**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
75	29	09	37	50



File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

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

**Response:**

**The College Union - the Student-Centric Core Association of the Institution, plays a crucial role in fostering communication between students and the administration, promoting a collaborative and inclusive educational experience.**

The student council in GVG functions under the guidance of the Union Advisor (Senior Faculty) and her team of faculty(Members).

**Student Council comprises of**

College Student Union Chairman,

Secretary,

Joint Secretary,

various Club Secretaries and Joint Secretaries.

A system of **direct Election** to the office bearers is carried out democratically through **E-Voting**.

Elections are conducted every year within 6 weeks from the date of commencement of the academic session. Except for the new entrants, all students are eligible to vote. Students with arrears and a history of misconduct are not eligible to contest in Elections. The election process includes Nomination, Scrutiny, Withdrawal, Campaign, Voting, and declaration of results. The elected student representatives are inducted into their positions in an investiture ceremony after rendering an oath administered by the Principal.

**Functioning of the Student Council**

- Student office bearers discharge their duties and fulfill their responsibilities under the direction of the Union Advisor.
- An exclusive room is available for periodical/need-based meetings and discussions. A systematic plan of action is drafted for execution.

**Programs / Events organized concerning:**

- Cultural
- Sports
- Technical / Academic Fests
- Commemorative Days
- Student Enrichment Activities
- National Festivals
- Founder's Birthday, Founder's Day, College Day
- Extension Activities
- Activities of NSS, YRC, RRC, RED Cell, Electoral Literacy Club
- Prayers, Bhajans
- ED and Skill Development Activities
- Department Associations - AIM, Yuva Bharat, Galaxy Blasters, The Nudge Club, Bumble Bee, Fanaticuz, Gateway
- Inter-Collegiate Competitions.

**The Student Editors** play a pivotal role in the collection, selection, organization, editing of articles, poems, etc. from the students, and forward them to the Chief Editor for publication in the College Magazine.

At the Department/ Club level, the student Representatives take up the role of Editors of Newsletters.

They rise to the occasion during natural calamity/disaster and send relief materials to the affected.

**Student Representatives (academic & administrative bodies/committees)** actively engage in

- Discipline Committee
- Anti-ragging Committee
- Internal Compliance Committee
- Grievance Redressal Committee
- Students Welfare Committee
- SC/ST Welfare Committee
- Student Induction programme
- IAS Studies Cell
- Library Committee
- Research Cell
- Board of Studies
- IQAC

and work in tandem, acting as a bridge between the students and the administration.

The Office Bearers, Discipline Committee members, and Class Representatives meet periodically to

discuss requirements and issues, represent them to the Principal, and seek solutions. They disseminate information from the Principal to all the students through groups, Circulars, LMS, Social media including WhatsApp and operate in unison ensuring discipline and decorum on the campus.

### Hostel Representatives

- Voice out the requests and requirements of the hostellers to the Principal.
- Establish the equilibrium between the students and the Management.

Active Student Council develops leadership, influencing, multitasking, organizing, communicating, and negotiating qualities among the students.

The forum provides a close glimpse of the basics and workings of a democracy, where and how to express their concern or redress their grievances thereby challenging youth power for nation-building.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

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

**Response:** A. All four of the above

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:** 58.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.90959	20.16876	8.02683	8.36675	9.80327

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

## 5.4.2

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

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

#### **Response:**

Sri G.V.G. Visalakshi College for Women takes pride in the vibrant community of alumni who, long after graduation, continue to contribute significantly to its development.

- The Alumnae Association of the College has been functioning since the 27th of July 2005 and was registered under The Tamilnadu Act, 1975 (Tamilnadu Act 27 of 1975) on the **26th day of September 2005** with Sl. No **101/2005** as

#### **‘UDAMALPET SRI G.V.G. VISALAKSHI COLLEGE FOR WOMEN ALUMNAE ASSOCIATION’**

- **Composition**
  - Patron- Secretary of the Institution
  - Principal
  - Convenor- Alumna Faculty in the Institution
  - Members- 2 Alumna Faculty in the Institution
  - President- Alumna
  - Secretary- Alumna
  - Treasurer- Alumna Faculty in the Institution
- Convenor convenes a meeting at the commencement of the academic year and the President and Secretary are elected.
- Communication is forwarded in the social media like Whats App and Telegram regarding meetings, programmes organized and celebrations in the college.

#### **Good will Ambassadors**

- Alumnae, the Ambassadors, fortify the institution's standing, reputation and Good will.
- They participate in institutional events and offer their services in the perpetuation of the tradition and culture of the Alma mater.

#### **Motivation and Training**

- The alumnae contribute to the academic enrichment of the students through
  - Guest lectures
  - Workshops
  - Seminars & Conferences
  - Training sessions
  - Motivational sessions
- They share their professional experiences, insights, and expertise.

## **Career Opportunities**

The Alumnae associate themselves with the institution as follows:

- Recruiters and trainers
- Offer avenues for employment through Entrepreneurship and Self-employment
- Guide the students on the industry trends
- Facilitate the seamless transition from academia to the professional world
- The Alumnae entrepreneurs offer job opportunities through on-campus placement drives
- Several Alumnae hold positions as Assistant and Associate Professors in the college and serve as live examples.

## **Scholarship Endowments**

A significant attribute of alumni support is the establishment of scholarship endowments

- Offered by Retired Faculty and Alumnae
- Helps sustain the financial assistance to economically backward students

## **Infrastructure Management**

- Alumnae contribute to the growth of the institution in the form of asset creation by contributing to the infrastructure development of the institution
- The meetings of various Alumni Chapters have resulted in
  - Donations for the construction and maintenance of buildings
  - Enhancement of laboratories
  - Augmentation of Library resources
  - Upgradation of facilities of the Department and institution

## **Alumnae Events and Reunions**

- Alumnae events and reunions provide a platform to reconnect with their peers and the institution.
- These gatherings foster a sense of community and nostalgia, reinforcing the bond with the institution.
- GVG Shopping Kondattam 2018 - Exclusive Shopping Mela for the public - an opportunity for Alumni entrepreneurs to exhibit their products.

## **Alumnae Participation**

- Alumnae serve as members of
  - Advisory Committee
  - Board of Studies
- Provide valuable insights and perspectives in planning, restructuring, and enriching the curriculum.
- Contribute to the progress of the institution in the shifting academic landscape.

The alliance developed between the alumnae and the institution transforms into a lifelong commitment to the institution's success, creating a symbiotic relationship where the institution molds its students, and the

alumnae, in turn, silhouette the legacy of the Alma mater.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

Sri G.V.G. Visalakshi College for Women was founded in 1952 with the Vision, “**Empower Women through Quality Education by providing Holistic Learning Experience Resulting in Intellectual Transformation**” and the motto “**Not for Self but for All**”. The Governance and Leadership of the College are well aligned with the **vision and mission** of the college. It is evident through the sustained institutional growth which is visible in the **academic achievements**, adapting to the **paradigm shift in the educational landscape**, and incorporation of new technologies and methodologies. Thus, keeping the institution pertinent and approachable to the evolving needs of education to empower young women.

The Governance of the college embodies the College Committee, Governing Body, Academic Council, Boards of Studies, and IQAC with an inclusive involvement of the stakeholders in the decision-making process to ensure that the institution's practices resonate with the broader community that it caters to. The transparent decision-making processes, designing perspective plans, communication of goals to stakeholders, consistent adherence to ethical standards, and commitment to continuous improvement reflect the effective governance of the college.

The perspective plans are

#### Short-term plans:

- Provide multi-disciplinary inputs by designing curricula that integrate content from multiple discipline.
- Infuse the generic Indian knowledge with values in student.
- Strengthen the IIC to visualize more output through innovation.
- Promote research from the undergraduate level.
- Promote entrepreneurial culture by setting up an incubation centre.
- Increase student and faculty exchange programs for collaborative learning and research.
- Submission of research proposals focusing on societal needs.
- Evolve new strategies to establish continuous networking with Alumnae.

#### Long Term plans:

- Initiate global linkages.
- Augment state-of-art infrastructure for higher-end research.
- Enrich faculty profile by deputing the faculty to gain core-based industrial experiences.
- Facilitate students to achieve at the global level in academics and sports.



- Establish industry-linked start-ups.
- Enhance skill-based activities by inducting Professors-of -Practice.

**Participation in institutional governance:**

Teachers are the intellectual capital of the institution and hence contribute to the sustained growth of the institution through their involvement in all spheres of college activities . Industry experts as stakeholders of the institution provide rich input through their participation in curriculum design through the board of studies, supporting placement activities, and facilitating internships, industrial visits, and field projects. Parents are the brand ambassadors of the institution realizing the empowerment of their ward through quality education.

**Institution's initiatives in implementing NEP:**

Orientation sessions were conducted for the faculty and students.

The IQAC and CDC, as an initiative to implement NEP, organized a National level two-day conference on “Paradigm Shift in Education for 21st Century: National Education Policy 2020 "and an Online Faculty Development Programme on Establishment of R&D Cell in HEIs and National Research Foundation as Per NEP2020.

The ‘NEP Implementation Committee’ was framed to take all the measures to educate the faculty and students about all core aspects of NEP.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.2 Strategy Development and Deployment**

**6.2.1**

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

**Response:**

Sri G.V.G. Visalakshi College for Women, bestowed with autonomous status for the past 29 years, in its pursuit of excellence chalks out annual perspective plans with a regular follow up for effective deployment of the policies and procedures. This proactive approach to institutional development is crucial for maintaining and enhancing the quality of education and overall institutional functioning.

**Policies:**

Statutory bodies of the College are composed as per the UGC guidelines and function as per the regulations. Standard Operating Procedures are formulated for the smooth functioning of all the non-statutory committees and clubs. Policies for appointment, service rules and Career advancement of the Principal, Faculty and Non-teaching staff are followed as per the UGC, State Government and University norms. Policies for Research, Scholarship, Environment etc., are framed by the IQAC for efficient and effective implementation. Admissions are carried out as per the State government and University orders.

### **Administrative setup**

Governing Body, Finance Committee and the Academic Council represent the core of the administrative setup. Major decisions regarding the quality of education and efficient functioning of the college are discussed and approved by the administrative bodies.

The Principal oversees and controls the general operations of the College as the de-facto Chairperson of every committee. The Principal develops and executes strategic plans to realize the vision and mission of the college through curriculum enrichment, faculty development, student performances and success, admissions, stakeholder relations, community engagement, maintenance of ethical standards etc.,

The Controller of Examinations (CoE) manages and regulates the conduct of examinations as per the academic schedule. The office of the COE functions as per the standard operating procedures approved by the Governing Body.

At the institutional level, the IQAC plans, monitors and provides guidance regarding the quality assurance and enhancement activities of the college. It sets the benchmarks for academic, operational and administrative activities. Regular follow up of the activities in the college are carried out by the IQAC through Action Plans, Action taken report, Feedback mechanism, Internal audit, ISO audit, and External Academic and Administrative Audits. The efficient and effective deployment of the policies is also visible through the annual reports of all the committees and clubs and effective feedback of all programs.

The ultimate implementation of plans through activities rests with the Head of the Departments, Committee and Club Convenors, and the Student Office Bearers of the Student Council under the guidance of IQAC.

IQAC, thus, ensures quality and effective functioning through deployment of the policies and procedures and is visible through the periodic meetings, annual report, and submission of AQAR and Assessment by NAAC on the basis of seven criteria.

### **Deployment of Perspective Plan:**

- Multidisciplinary courses introduced.
- Received research grant of Rs.1.25 crores under DBT Star College Scheme and 1.5 crores from CURIE.
- The infusion of knowledge system enabled our student to participate in inaugural ceremony of New Indian parliament for chanting.
- The activities of pre-incubation centre and few patents received as enabled the GVGVC-IIC to secure four star status.
- Established National Level Linkages.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

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

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

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**Appraisal System:**

The college follows a Four-tier performance Appraisal system for teaching and non-teaching faculty

- Annual Performance Based Appraisal System (PBAS) / Self-Appraisal, with follow-up, conducted by the IQAC for newly inducted faculty.
- Performance appraisal is carried out during the Annual Academic Audit and ISO audit.
- Peer Team Assessment: Teachers' performance is analysed through feedback received from the Head of the Department and the Principal.
- Teachers' performance is analysed through feedback received from the students.

**Welfare Measures for Teaching and Administrative Staff**

**Staff Club:**

All the teachers of the college are members of the club. It holds regular feedback sessions. Faculty issues are resolved through the club. Staff Secretary and members of the club participate in the family functions of the faculty and non-teaching staff. Attend the issues faced by teachers due to hospitalization and express solace to the family.

**i. Statutory Welfare Schemes**

- Contributory Provident Fund.
- Group Insurance for accidents.
- New Health Insurance Policy.
- Leave Encashment for Earned Leave.
- Gratuity benefits.
- ESI benefits for eligible staff.
- Casual, Maternity, Compensatory, Special leaves (Covid) and permissions as per Government norms.

**ii. General welfare measures:**

- **Staff Induction Programme**
- **Ladies restroom** with essential facilities to rest during illness.
- Annual get-together of staff and management as a token of gratitude.
- Felicitation to retired staff. The management honours all the retired faculty with Gold Coin on the day of farewell.
- Teachers Day Celebration, picnics and celebration of festivals.
- Priority in admission to children of faculty and non-teaching staff.
- Compassionate appointments to family members of the non-teaching staff in deserving cases.

**iii. Medical Benefits**

- Periodic **health check-ups**, Eye check-ups and blood group identification for faculty and Nonteaching staff.

- Kapasura Kudineer was provided for all staff, students, alumni, and the public to prevent Dengue fever.
- COVID Test and COVID Vaccination drive was organised during the COVID-19 pandemic.
- **Yoga**, Gymnasium, and sports activities are organized for faculty.
- Practice sessions for faculty to chant Devotional scripts.
- Special **COVID medical Insurance** during Covid.

#### iv. Other Benefits

- Festival Advance.
- Free Wi-Fi.
- Hostel and canteen Facility.
- Surveillance system for security.
- Games and competitions.
- Creche for children.
- Special permissions for feeding mothers.
- Vehicle parking.
- Stress relief programmes.
- Bus facility.

Support to apply for Personal and Home loans and also loans for the purchase of materials from government-supported agencies like Cooptex and Khadhi.

#### v. Career Development Benefits:

- Permission and **Sabbatical leave** to pursue Ph.D.
- **Increment** and recognition to the staff on successful completion of Ph.D.
- Infrastructure facilities for research and consultancy.
- **Leave on duty/ Financial support** to attend Faculty Development Programmes, Refresher courses, orientation courses, short-term courses, Conferences, Serve as Resource persons, attend **fellowship** programmes and **Travel abroad** to attend conferences.
- **Seed money** to do research.
- Encouragement/**Incentives** for the faculty to **publish** books, book chapters, and articles in reputed journals.
- Guidance to the faculty to prepare and apply for funded projects.
- Incentives for producing Ph.D.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 6.3.2

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

**towards membership fee of professional bodies during the last five years****Response:** 57.02**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
108	99	97	75	35

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

**6.3.3****Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 50**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
88	100	87	70	18

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

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

**Response:**

**Strategies for mobilization of funds**

1. The institution seeks to mobilize funds from **Government and Non-Government organizations** for improving infrastructure and to knowledge assets by submitting proposals to government funding agencies like UGC, DST, DBT, ICSSR, TNSCST, and Non-government funding agencies like Malcom Adishesiah trust, ICT academy and NGO's.
2. The Alumni Association plays a crucial role in supporting the institution in the creation of physical and knowledge assets.
3. Research funding by way of scholarships, fellowships, and stakeholders.
4. Other sources are Philanthropists, Stakeholders, and Individuals.

**Funding Sources of the college**

**I. Central Government Funds**

- University Grants Commission
- DBT
- DST
- ICSSR

- Unnat Bharath Abhiyan
- NAAC
- MHRD Ministry of Education- MGNCRE
- National Commission for Women
- Scholarships

## **II.State Government Funds**

- Tamilnadu State Council for Science and Technology
- NSS
- NCC
- Consumer Forum
- Mahatma Gandhi National Council of Rural Education

## **III.Other Funds**

- PTA
- Management
- Faculty contribution
- Philanthropists
- Stakeholders
- Alumni
- Former teachers
- Funds received as sponsorship
- Funds generated from e-waste, trash, garbage and interest from corpus fund.

## **IV.Consultancy Funds:**

- UGC PARAMARSH
- ICT Academy
- IGNOU
- Sri Ramakrishna Institute of Technology
- Tamilnadu Textbook Corporation
- AICTE
- Central Hindi Directorate, New Delhi
- Tamil Nadu Public Service Commission
- Governors Special Projects on Unsung Heroes- Bharathiar University, Coimbatore
- National Testing Agency- NEET Examination
- District sustainability Mentor fund from MGNCRE
- Students of Diploma in Child Care and Crèche Management (Community College)
- School of Science, Tamil Nadu Open University, Chennai.

## **V. Fellowship Funds:**

- Grant for Participating in Conference - International Association of Tamil Research (IATR).
- Summer Research Fellowship Programme- Indian Academy of Sciences, Indian National Science Academy, and The National Academy of Sciences.
- INSA Visiting Scientist Programme- Indian National Science Academy.



- Summer Faculty Research Training Programme-IIT Delhi.
- CSIR-Summer Research Training Program- CSIR.
- Grant for Participating in Conference- Ministry of Science and Technology, Ministry of Earth Sciences, Ministry of Health and Family Welfare & Vijnana-Bharati.
- Dr. Prema Kasthuri Endowment Prize- Women studies - Tamilnadu History Congress.

**Utilization of Funds:**

Funds are utilized strategically based on the budget approved by the finance committee.

The institution utilizes the funds for:

- Infrastructure development and maintenance.
- Library resources.
- Procurement and maintenance of Laboratory resources.
- Conducting the workshops, seminars, Faculty Development Programs, Board of Studies, conducting examinations and evaluation.
- Conducting Students’ Support Activities, Scholarships, Sports and Games, and Cultural Activities.
- Seed money to faculty and financial support to attend training programs, and conferences for faculty empowerment.

**Measures to ensure optimum utilization of funds:**

- Preparation and approval of budget and expenses by Finance Committee.
- Review meetings with the coordinators to scrutinise the utilisation of funds.
- Auditor-certified utilisation certificates are submitted to the concerned funding authorities after utilising the funds.
- During administrative audit, clarifications are provided to the relevant authorities and spending records are kept in accordance with protocol.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.4.2**

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

**Response:** 39.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.5	0.30	0	16.05	19.84

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

### 6.4.3

#### **Institution regularly conducts internal and external financial audits regularly**

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

#### **Response:**

- The institution has a definite and perpetual system of financial audit to have self-control and transparency in financial management.
- The Finance Committee is the apex authority empowered to plan and monitor the institution's financial requirements.
- The Finance Committee, in consultation with the Management, the Principal, the Planning and Evaluation committee allocate the finance to various academic activities.
- The annual financial budget is prepared and placed before the higher authorities and required funds are received from the management at the beginning of every year.
- The purchase committee is entrusted with the power to finalise and purchase the requirements for the academic year.
- The Internal and External audits are conducted for government and management accounts separately, at regular intervals to ensure the effectiveness of financial transactions.
- Separate audits are conducted for Minor/Major Research Projects and the **Utilisation certificates** are submitted to the authorities in time.
- The Directorate of Collegiate Education entrusted the authority to the secretary to approve the salary and grants to the aided stream.
- The Principal has the responsibility for the allocation of funds, the effective utilisation, Form-16 to the Income Tax Department for salary, submission of Utilisation certificates to the concerned authorities and Audited Statements of Accounts.

**Internal Audit**

- The management appoints Certified Chartered Accountants for proper maintenance of accounts.
- The office accounts are maintained through TALLY ERP to ensure the transactions entered are error-free and up-to-date to enable the preparation of financial statements.
- Every year the internal auditors after thorough scrutiny of accounts, prepares the annual report and files the Income tax returns.
- The institution submits all relevant documents and audited utilisation certificates for the funds and grants received from the Government and funding agencies.
- The college submitthe report to the Regional Joint Directorate of Collegiate Education, Coimbatore and the Accountant General (AG) for the funds received from the Government.
- Laboratory and library audits are conducted every year with the internal peer team to verify the stock with the registers and bills.
- Parent Teachers' Association and Alumni Association funds are audited separately.
- The ISO, and Academic and Administrative Audits are conducted annually.

**External Audit:**

- External auditors verify and certify the Annual Report of the institution.
- The Accountant General (AG) conducts audits at periodic intervals for Government funds
- The audit team of Regional Joint Directorate of Collegiate Education, Government of Tamil Nadu visits the college for auditing at regular intervals, verifies the documents, ensures the procedural formalities, raises queries and finalises the report of the audit.
- The audit exercise is conducted to ensure that any suggestions given or ratifications required in handling of accounts are further incorporated into the financial management system of the college in future.

**Mechanism for settling Audit objections:**

The institutions takes every efforts to ensure the openness in financial records and the relevant financial transactions. Objections and inquiry during the audit are addressed immediately by submitting the required documents and by initiating timely action.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.5 Internal Quality Assurance System****6.5.1**

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by**

constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

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

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

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

**Response:**

The Internal Quality Assurance Cell of GVGVC has taken several initiatives to execute, and monitor the quality assurance strategies in the institution.

**Incremental improvements made during the five years**

- **Introduction of three UG, one PG programme and two research programmes.**
- **Sanction of Proposals – DBT(Star Status), DST and UGC-Paramarsh**
- **Feedback** from all the stakeholders collected, analysed and action taken accordingly.
- **Conduct of Academic and Administrative Audit, Autonomous Peer Team Audit and ISO, Green, Environmental and Energy Audits.**
- **Research initiatives include submission of 33 Proposals to SERB, ICSSR, TANSCST, Malcom Adisesiah for projects and Seminars.**
- **Application for SIRO certification** was approved.
- **Training** programmes for Non teaching staff
- **National level conference on NEP with policy makers** as resource persons.
- **Conduct of two workshops** supported by NAAC and **55 programs** for sustaining and enhancing HEI Quality.
- **Induction of scholarship cell** to cater to the needy students.

**Practice 1: To encourage, enable, and empower rural women entrepreneurs: IIC and ED cell**

The GVGVC Institution's Innovation Council (GVGVC-IIC) established in 2018 with the support of IIC-MoE, Government of India imparts necessary skills to transform rural women into self-empowered and skilled entrepreneurs.

GVGVC-IIC articulates its policy through yearly action plan in line with the IIC-MoE for every academic year.

The action plan of GVGVC-IIC is executed through IIC -MoE sponsored Impact Lecture Series, training programs in association with our MoU partners, Inter and intra-collegiate Hackathon, pitching events, webinars on Entrepreneurial awareness, Innovation, Design Thinking, IPR, and Start-ups. To motivate students towards entrepreneurship events like Panel Discussions on Successful start-ups, Motivational

sessions by entrepreneurs, and on-campus and domestic sales programs were organized. This enabled our students to win many prizes in inter-collegiate Hackathon and competitions. The GVGVC IIC, and Entrepreneurship and Skill Development Centre offers pre-incubation training for many skill development courses and supports the budding entrepreneurs.

**Outcome:**

- The vibrant **GVGVC-IIC** was awarded **4 stars** for its commendable performance.
- Six faculty members (Advanced Level) and nine faculty members and fourteen students (Foundation Level) are recognized as **Innovation Ambassadors of MoE-IIC**.

**Practice 2: To Promote Quality in Higher Education: UGC-Paramarsh Scheme**

Our Institution with an acclaimed A+ star in the fourth Cycle was approved by UGC as a Mentor institution under the **UGC-Paramarsh Scheme** introduced in the year **2019**.

The scheme was introduced with the main aim of mentoring NAAC accreditation aspirant institutions for promoting quality assurance in higher education.

As a first step **Six mentee institutions** were identified and MoUs were signed as per norms. Action plan was submitted and approved by UGC. As per the guidelines of the UGC **Standing committee** was constituted with a University representative and an **Accreditation Ambassador**.

The action plan was implemented by organizing seminars, workshops, and webinars, and through interactive sessions in the Mentor and Mentee Institutions and regular audits were conducted in the mentee institutions.

**Outcome: Two mentee institutions** have been **accredited** by NAAC at B++ and B levels. Rest of the institutions are in the process of submitting their IIQA to NAAC.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.5.2**

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

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

**Response:**

### **Reviews by IQAC**

#### **Outcome Based Education:**

- Outcome Based Education was introduced during the academic year 2017-18 to provide clear and specific learning objectives and outcomes, enabling the teachers, students and stakeholders to understand the target of the students at the end of a programme, in terms of knowledge, skills, and abilities.
- To **extemporise the existing system** of OBE, the IQAC and CDC conducted awareness programmes and workshops to educate the faculty in redesigning the POs, PSOs, Cos, mapping of POs and COs, Bloom Taxonomy based assessment, suitable system of evaluation and calculation of attainment of PO's.
- IQAC guided to **design and develop** the curriculum giving significance to core competencies, employability, entrepreneurship and practical skills needed for industries, inculcation of critical thinking and problem-solving skills necessary to meet the emerging national and global trends.
- The OBE curriculum reviewed and approved by the **Board of Studies** and **external experts** was placed before the **academic council** for ratification.
- To ensure the effective implementation of OBE and attainment of POs, the **Course exit survey** was conducted for all the students and CO attainment calculations and computation of **articulation matrix** were made by the teacher to identify the level of attainment and gap for each course at the end of the semester.
- **Feedback** collected annually from the Students, Alumni, Teachers, Employers and Academic peers, are analysed and Report with suggestions for improvements is prepared and submitted for approval to the head of the institution.
- On the completion of the programme, **PO attainment** was computed to assess the success of the programme and new courses were introduced.
- **Innovations in programmes**, courses, pedagogy and evaluation were introduced as ongoing processes.

#### **Teaching Learning Process**

- At the **beginning of every year**, the academic calendar, course allotment and the workload to faculty, and time table of all departments and laboratories are verified to confirm the norms.
- **IQAC reviews** the Teaching plan for the scheduled hours for all the courses, the e-contents prepared, delivery mechanism as per the pedagogies stated in the curriculum, the Methodology for assessment of each course and teaching contents uploaded in ERP-CAMU.
- The **Orientation programmes are organised** for the fresher's for the effective implementation of ERP CAMU and OBE.
- To cater the needs of the **diversified students**, special programmes like the Students Induction Programme, Mentor-Mentee Meetings, remedial coaching and advanced learners courses are planned and implemented.
- **Need based MoUs** are entered with institutions and industries, for field projects research projects and internships to enhance the student centric methods, such as experiential learning, participative

learning and problem solving methodologies.

- IQAC aids the professional development of the faculty by conducting an **Internal Peer Team Audit** every year for the faculty with less than five years of experience and also providing necessary inputs for improvement.
- **IQAC reviews online and e-content resources** prepared by the faculty and the usage of ICT tools like e-quiz, e-assignment, paper presentation and project reports are integrated into the curriculum to chisel various dimensions of learning.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.3

**Institution has adopted the following for Quality assurance:**

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

**Response:** A. Any 5 or more of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Gender parity is an inherent phenomena in an exclusive women's institution. The following are other steps being taken to promote gender equity:

The institution's gender policy guides the Women's Studies Center in creating an annual action plan, which serves as the framework for organizing relevant programmes and initiatives throughout the academic year, promoting awareness and understanding of gender-related issues.

Gender equity and sensitization in curricular and co-curricular activities, as well as Campus amenities for women on campus, are crucial aspects of creating an inclusive and supportive environment.

#### **Curricular Activities:**

- Gender equality is fostered in the curriculum domain by using inclusive course materials that reflect a range of viewpoints and experiences.
- This entails acknowledging the contributions made by women to a variety of professions, dispelling gender stereotypes, and investigating gender issues across disciplinary boundaries.
- Sensitization in curriculum activities includes raising students' knowledge of prejudices, discrimination, and issues connected to gender.
- It also entails providing courses or modules with a particular emphasis on **feminism, women's rights, and gender studies.**
- Courses with Gender Equity Awareness are Part I and Core Tamil, **Value Education, Human Values and Gender Equity**, Information Security, Cyber Security, **Gender Economics** etc.,

#### **Co-Curricular Activities:**

- Co-curricular activities have a crucial role in promoting gender equity since they provide equal opportunities for participation and leadership roles to all students, regardless of gender.
- Organizing workshops, seminars, and other events that tackle gender problems, advance gender inclusion, and encourage polite interactions among students is part of sensitization in co-curricular activities.

#### **Awareness programmes on gender equity include:**

- Primary Prevention of Violence against Women,



- Awareness Programme on Self defence against Sexual Harassment,
- Gender Equity among Tribal Women,
- Creation of awareness programme on Child Abuse,
- Awareness on Kavalan App,
- Cyber Security and Women Safety,
- **UNESCO initiative -Orange the World**, etc.,
- Additionally, a faculty member published a book on "Acid victims and Skin donation" and delivered lectures on gender equity and recognized with several honors.

**Campus amenities for Women:**

To foster a secure and encouraging atmosphere, it is imperative to guarantee that women have access to sufficient amenities on campus.

- Entails having
  - **Clean** facilities,
  - Dedicated **recreational rooms** for faculty and students,
  - Enough illumination in public spaces,
  - **CCTV surveillance cameras, and**
  - **Security guards** to improve safety.
- As per UGC norms, the institution has constituted **gender sensitization committees**,
  - Internal Compliance Committee (Sexual Harassment Cell),
  - Anti-Ragging Committee,
  - Students Grievance Cell, and
  - Women Studies Centre.
- Supporting the mandatory committees, the Institution has discipline committee, and NCC work in synchronisation to monitor the students regarding gender based issues that creep up with time.
- Furthermore, granting women on campus access to resources like
  - Hostel,
  - Day Care Center,
  - College Bus,
  - Sanitary Napkin Vending Machine and Destroyer,
  - Two counselors: medical and psychological, provide confidential gender - related support, encouraging students to openly discuss their challenges. Alumni Lawyer provides legal awareness.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**7.1.2**

*The Institution has facilities for alternate sources of energy and energy conservation measures*

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:**

The institution provides comprehensive facilities for the management of degradable and non-degradable waste.

**Degradable Waste:**

- The institution has established a **robust composting facility** to handle biodegradable trash, including yard waste, food scraps, and other organic items.
- To promote appropriate disposal of biodegradable trash, the institution has marked separate garbage collection locations with properly labelled organic waste bins across the campus.

**Non-Degradable Waste:**

- The institution has established proper collection and disposal facilities for non-biodegradable garbage and other recyclable materials in an ecologically friendly way.
- To guarantee that non-biodegradable garbage is disposed of and recycled, the institution has also

**partnered** with licenced recycling and waste management firms.

**Various activities of waste management are:**

- Waste collection bins are used to collect **solid waste** from classrooms, which are then separated into biodegradable and non-biodegradable garbage at the source and collected by the municipality for appropriate disposal.
- Biodegradable items are used as a green initiative and the use of plastic cups, plates, water bottles, and bags is banned inside the campus.
- Used paper is gathered and given to approved vendors for recycling.
- Disposing of sanitary napkins is done using the incinerators.
- Waste from the hostel kitchen is disposed of in using **vermicompost**.
- For the purpose of disposing of non-hazardous waste in practical classes, bases, acids, and organic liquids are collected separately in three different containers. These are neutralized, diluted, and disposed of on a regular basis.
- **Liquid waste** is managed through collection channels like **rainwater rechargeable pits, borewell, Open well, etc.,** and a safe underground water drainage network system through pipelines.
- **E-waste** is collected in two different ways
  - On-Campus: Lab instruments, circuits, desktops, laptops and accessories, printer, charging and network cables, Wi-Fi devices, cartridges, sound systems, display units etc., which cannot be utilized are kept in a secluded storage room.
  - Off-Campus: As an Extension Activity by Department of Mathematics and Computer Science to avoid improper disposal of e-waste in to the environment, Students are requested to bring unused electronic waste from home. The same is collected and kept in a secluded storage room.
  - The on-campus and off-campus e-waste is disposed of through the MoU with an authorized e-waste recycler, when a considerable amount is generated.
- No radioactive or hazardous materials are utilized in the laboratories.
- Rules are posted in laboratories to ensure waste disposal and safety.

**In addition to these facilities reducing wastage generation strategies are:**

- Paperless communication via the Learning Management System-CAMU,
- Computer simulation is used for dissection in compliance with UGC requirements, eliminating the production of animal waste,
- Regular awareness programs and campaigns to educate the campus community about the importance of waste segregation,
- Recycling, and sustainable waste management practices like Art Fest from Waste, News Paper Doll Making, and Paper Pens, Eco bricks and wealth from waste(Extension Activity), Paper Bags are supplied to cafeteria, etc.,

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>

#### 7.1.4

##### Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** B. Any 3 of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.5

##### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

##### Response:

The Institution is firmly dedicated to implementing sustainable practices and fostering a greener, more eco-friendly campus environment with well defined green campus/plastic free campus policy. As part of its Green campus initiatives, the institution has introduced a range of measures aimed at reducing its carbon footprint and promoting environmental consciousness. Here's a comprehensive description of the various components of the Green campus initiative within the institution:

**Restricted Entry of Automobiles:** In a bid to minimize emissions and reduce air pollution, the institution has implemented policies to restrict the entry of automobiles on campus. This not only promotes a cleaner atmosphere but also enhances the overall safety and tranquility of the campus environment, making it more conducive to academic and recreational activities.

**Use of Bicycles/Battery-powered Vehicles:** The institution encourages sustainable modes of transportation by promoting the use of bicycles and battery-powered vehicles. To facilitate this, designated pathways and parking areas have been specifically allocated for bicycles and eco-friendly vehicles, enabling students, faculty, and staff to commute in an environmentally responsible manner.

**Pedestrian-Friendly Pathways:** The campus has been designed with pedestrian-friendly pathways that prioritize the safety and convenience of individuals on foot. These pathways are designed to encourage walking and promote physical activity while minimizing the need for motorized transportation within the campus.

**Ban on Use of Plastic:** In alignment with its commitment to sustainability, the institution has implemented a ban on the use of plastic across the campus. This includes the restriction of single-use plastics, plastic bags, and other non-biodegradable materials. The focus on plastic-free practices aims to mitigate environmental pollution and promote responsible waste management, thereby contributing to a healthier ecosystem.

**Landscaping with Trees and Plants:** The institution has undertaken extensive landscaping efforts to enhance the natural beauty of the campus while also contributing to environmental conservation. This includes the strategic planting of trees, shrubs, and native plants, which serve as natural habitats for wildlife, improve air quality, and contribute to the overall biodiversity of the campus.

**Herbal gardens, vegetable gardens, rose gardens,** and a variety of other plants and trees with **stickers with QR codes.** Anyone with a smartphone, iPhone, or other device can scan the QR code. The destination URL appears on the phone, providing information about the type of tree, its health advantages, and other facts in **PDF format in Tamil and English with audio.** **101 Tree QR code tags** are available

In addition to these facilities, the institution conducts regular **awareness programs** and campaigns like Green Entrepreneurship, making of Eco Friendly Seed embedded Ganesha during Ganesh Chadurthi, Planting of Herbal Species, Role of Students in the conservation of Trees, Awareness on Indoor Plants, Flora and Fauna in the Campus, etc., to educate the campus community about environmental consciousness.

The Green campus initiatives of the institution reflect its unwavering commitment to environmental stewardship and sustainable practices. Through a multifaceted approach that encompasses sustainable transportation, plastic-free policies, and conscious landscaping, the institution is actively fostering a campus environment that prioritizes the well-being of the planet while instilling a culture of environmental responsibility among its community members.

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.6**

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.7**

***The Institution has Differently-abled (Divyangjan) friendly, barrier free environment***

***Write description covering the various components of barrier free environment in your institution in***

*maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

### **Response:**

The Institution believes in creating an inclusive and supportive environment for everyone, including individuals with different abilities. As such, the institution has meticulously designed a barrier-free environment to accommodate the needs of Differently-abled (Divyangjan) individuals with clearly stated policy.

### **Built Environment with Ramps/Lifts:**

- The institution is committed to providing easy access to all areas for individuals with different abilities. To facilitate this, ramps and **lift** have been strategically installed to ensure smooth and convenient access to classrooms, lecture halls, administrative offices, and other essential areas within the institution. This allows **Divyangjan** individuals to **navigate the campus** independently and without obstacles.

### **Divyangjan-friendly Washrooms:**

- In line with the institution's commitment to inclusivity, the washroom facilities have been designed to be Divyangjan-friendly. This includes **spacious layouts, non-slip flooring, grab bars**, and other features that cater to the specific needs of individuals with different abilities, ensuring comfort, safety, and dignity.

### **Signage:**

- The institution has implemented comprehensive signage solutions that cater to the diverse needs of all individuals, including Divyangjan. Clear and visible display boards, and signposts with clear, easy-to-read information.
- **Various signage are :**
  - **Informational signage** like maps, Anti-ragging policy display board,
  - **Directional signage, Signposts**, directing to different blocks, section like COE office etc.,
  - **Warning Signs** on electric panels, generators etc.,
  - **Regulatory signage** at vehicle parking bay
  - **Identification signage** like Principals room, Conference halls, Classroom numbers etc.,
  - **Instructional signage** in all the laboratories with instructions to be followed inside the lab and utilizing equipment.

The signage is designed to facilitate seamless navigation and communication throughout the campus for individuals with different abilities.

**Assistive Technology and Facilities:**

- The institution is equipped with a range of assistive technologies and facilities to support Divyangjan individuals in their academic and professional pursuits.
  - Screen-reading software **PC- NVDA** and **Android Application– Lookout- Assisted Vision** for individuals with visual impairments
  - Text-to-Speech (TTS) Software.
  - Mechanized equipment **Walker Cane**, and **Wheel Chairs** to aid in mobility and communication.

**Provision for Enquiry and Information:**

- Recognizing the diverse needs of individuals, the institution provides
  - Multiple avenues for enquiry and information.
  - **Human assistance** for individuals who may require guidance or support,
  - **Scribe Assistance:** Candidates with particular disabilities and a valid disability certificate as per the current norms are qualified for scribe.
    - As per the government guidelines regarding the employment of scribes for differently abled persons the scribe services are offered. The identity and eligibility details of the scribes are verified before appointing them. Later, their performance is analysed based on the feedback of the differently abled person.
    - Before employing a scribe the differently abled person’s authentication certificate is verified.
    - The facility provided to the student during the earlier public exams is also taken in to consideration.

Apart from these resources, the institution regularly **organizes awareness campaigns** and activities, such as helping like human assistance, Assisting in the Registration Work for Job Fair & Direct the Person with Disabilities, International Disabilities Day, Access to Livelihood for Persons with Disabilities, etc., Teaching especially in online and offline mode to learn Vishnusahasranamam and Bhagavad Gita is also facilitated.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**7.1.8**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**



## **Response:**

In response to cultural, regional, linguistic, communal, socioeconomic, and other diversity, the institution has taken adequate steps to create an inclusive atmosphere that foster mutual tolerance and concord, and to celebrate diversities. This inclusive atmosphere is a result of several projects and efforts, including:

### **Policy and Support Systems:**

- Well defined Standard Operating Procedures and Policies are in place to address prejudice, harassment, and discrimination.
- The institution has set up support networks and rules that guarantee a welcoming and secured environment for all students.
- Counsellors are available for individual medical and psychological counselling. In addition to counseling services for individuals in need, this also offers grievance redressal processes through Grievance redressal, Anti-ragging, OBC, SC/ST Welfare, Discipline committee.
- Mentor-Mentee system in the college bridges the gap between the students and the teaching community and addresses adolescent concerns and fosters an environment that is favourable for uninterrupted education.
- The campus, faculty and nonteaching staff ensure a supportive environment to all and particularly for people with different abilities

### **Support for Linguistic Diversity:**

- To cater to the linguistic minorities studying in the college, **the curriculum offers Hindi, Malayalam and French together with Tamil in Part I under CBCS system.** Also in the college office, all forms are available in both **English and Tamil.**

### **Initiatives for Socioeconomic Inclusivity:**

- To address socioeconomic diversity the institution provides financial assistance, scholarships, and support programs to ensure that all students have equitable access to educational opportunities. The scholarship cell of the college helps the students to avail Government, Non-Government scholarships and also to utilise the funds from philanthropists and Alumni. Considering the financial impacts after the pandemic the management given fee waiver to all students of unaided programmes. In admission and appointments, the state government's reservation policy is observed.

### **Initiatives towards Religious and communal Inclusivity:**

- The Institution celebrates Pongal, Onam, Ramadan, Christmas, Saraswathi Pooja and chanting Vishnu sahasranamam, Bhagavad Gita and Narayaneeyam to understand, respect, and recognise people from different origins and religion.
- The institution's celebrations include College day with cultural fest, Founder's day with Ramayana talk, Gandhi Jayanthi, Bharahiayar birth anniversary, Kamaraj Birth Anniversary, Bravery Day, Ramanujan Day, Martyr's Day, Communal Harmony Day, World Poetry Day, International Mother Language Day, Literary Exhibition, National Mathematics Day, Telecommunication and Technology Day, International Yoga Day, Womens Day, National Voters Day etc., for inclusive environment.

- English Literary Association and Senthamil Mandram(Tamil Literary Association) give rooms to voice your view,essay writing,debate and oratorical competitions.Yoga programs were held in order to build a strong mind and body.Students induction programme assist the first year students to break geographical,social,and cultural barriers and Bridge course to meet the knowledge gap between school and college.

### Community Engagement and Outreach:

- Through NSS,NCC,YRC,RRC,UNNAT BHARAT ABHIYAN and Department Extension various activities are carried out to the society. Students and faculty jointly extend their helping hand to the people affected by natural calamity and pandemic.

The history of college in all her 72 years of existence takes pride in claiming no conflict of any type ensuring a harmonious ambience both for staff and students.NSS,NCC,Band support the local municipality,colletrate in managing crowd during seasons, in the celebration of government and non-government programmes and in regulating traffic also.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.9

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

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

#### Response:

The Institution was established with the aim of empowerment of women, hence from the inception of the college sensitization of students and employees on national integration, economic growth, constitutional obligations, citizenship duties, spiritual guidance have been ensured through regular programmes and activities.

#### Events on Constitutional Obligations:

Regular programmes on fundamental rights, posters in every corridor in the college on fundamental rights and responsibilities, celebration of Azadi ka amrit mahotsav,etc., are held to impart Indian Constitution knowledge. Participant insights into their obligations as responsible citizens are facilitated by the interactive conversations throughout these sessions.

### Curriculum Modules for Citizenship Education:

- Modules for citizenship education have been incorporated by the institution into the academic program. The rights and duties of citizens are main topic of courses.
- **All UG students** learn "Value Education" as part of curriculum, with goal of instilling values, rights, obligations, and responsibilities as an Indian citizen.
- **Regular oath and pledge** taking on civic responsibilities organized by student council under college union.

### Activities for Ethical Leadership and Governance:

- The goal of specialized courses on ethical leadership and governance is to help participants develop a sense of moral obligation.
- The ethical aspects of citizenship and value of integrity in both public and private life are highlighted in activities of various clubs like **college union election**.
  - The II UG, IIIUG, and IIPG students choose a chairman, secretary, and joint secretary in a democratic manner by casting e-vote.
  - With the assistance of faculty convenor, each club has a secretary and joint secretary to handle club activities.

### Initiatives for Community Engagement:

- Employees and students are encouraged to take part in community involvement initiatives that include volunteerism, civic engagement, and social cause advocacy.
- These initiatives foster civic engagement and a feeling of social duty in NCC, NSS, YRC, RRC, Voter's and Extension club activities.
- Every department carries out **outreach initiatives** within and beyond its borders to inform the public about federal and state government programs such as
  - E-shram,
  - Pradhan Mantri Awas Yojana,
  - Pradhan Mantri Shram Yogimaan Dhan,
  - Kisan Credit Card, Sukanya Samridhi Yojana Scheme,
  - Financial Literarcy,
  - Digital Literarcy,
  - Blood Donation camp,
  - Awareness programmes and rally etc.,
- The institution conducts **regular activities and events** like National Voter's Day, Independence Day, Republic Day, Fit India Movement, Blood Donation Day, International Volunteers Day, National Unity Day, Youth Awakening Day, Constitution Day, National Consumer Protection Day, International Day of Democracy, Investiture Ceremony, Exhibition on Indian National Movement, World Heritage Day, Awareness on Good Governance and Effective Participation, National Anthem Recitation & Certificate, Webinar on "Responsibilities of Citizens", Ektha Bharat Shrestha Bharat, etc.,
- Students rose up to special occasions like flash flood, and pandemic Covid19 to extend services to society by collecting and distributing food packets, dress materials, and other needy accessories during the disasters.

All students and staff are enrolled in electoral roll. Various competitions and activities to

exercise. Faculty members play a proactive role in executing a smooth conduct central and state election. NCC cadets are deployed to regulate the traffic during peak hours as the Institution is located on NH-83.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.10

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

**Best Practice 1:**

**1. Title of the Practice: EMBRACING SUSTAINABLE LIFESTYLES FOR A GREENER FUTURE**

**2. Objectives of the Practice:**

- Reduce carbon footprint.
- Embrace renewable energy sources
- Energy and Water conservation.
- Address campus air pollution due to the proximity of the college to highways.
- Implement comprehensive recycling methodologies to manage waste.

- Minimize the generation of waste.
- Influence aesthetic pleasure and eke out livelihood.
- Prioritize educational campaigns and awareness programs to engage the campus community in sustainability efforts.
- Encourage organic farming.

### 3. The Context:

Embracing sustainable lifestyles for a greener future prioritizes lowering carbon emissions, utilizing renewable energy, encouraging environmental stewardship, and educating students and communities. To serve as a model for larger sustainability initiatives, this practice seeks to establish an environmentally sustainable campus, educate students, and exhibit environmental responsibility.

### 4. The Practice:

#### Recycling:

- Collection and ethical disposal of paper, electronic, and biodegradable waste.
- Provision of recycling bins in key locations across campus.
- Organized awareness campaigns like Art Fest-2022 from Waste, **Eco bricks** and wealth, Workshop-Making paper. pen, Sale and Exhibition of Eco-Friendly Paper Pens.

#### Energy Efficiency and Renewable energy measures carried out

- LED fixtures
- Installation of sensors
- Solar panels
- Biogas plant

#### Waste Management Strategies:

- Vermicomposting unit
- Banned single-use plastics

#### Water conservation:

- Harvested rainwater is used for laboratories, gardening, hostels, recharge wells, and groundwater.

#### Sustainable Landscaping:

- Herbal Garden, Rose Garden, Organic Vegetable Garden, and various trees on campus.
- Raising **indoor plants** in all classrooms and departments by **students**, like succulents for air purification.
- Students project to create “Tree Tags”- **101 tree QR tags** for campus trees.
- Regular **Energy and Green audits** for authentication and improvement.

#### Ikebana and Bonsai Exhibition:

The Institution organized a 3-day Exhibition inaugurated by Ms.MamiTeraoka, Culture **Consulate-General of Japan** in Chennai, Mr.Ravindran Damodar, President of South Asian Bonsai Federation, Mrs.Anupama Vedachala, International Bonsai Master. Mrs.Oh ka Meenakshi Devi, Sub Grand Master, Ohara **School of Japan**. The students were taught the art of **Ikebana and Bonsai**.

**Educational initiatives: Courses on** Environmental Studies for all UG students, Natural medication, Environmental Economics, Wildlife conservation and management, Agricultural Economics, Agro-industrial chemistry, Environmental Biology etc.,

- Several on-campus activities like **seed ball preparation** and distribution to students and faculty in association with Ananya Trust for **forest conservation**.
- Organic cultivation and sale of vegetables on campus as **sustainable food options**.
- **Rooftop gardening** initiatives by distributing kits to faculty and students.
- **31** programmes beyond the campus **conducted with NGOs**.

#### 5. Evidence of Success:

- **Green Initiative Awards** for 4 faculty members
- District Sustainable **Mentor Awards**
- Certificate of **Social Responsibility**
- District **Green Champion** Award
- Best **Green Campus** Award
- Rupees **one Lakh** sanctioned by Malcolm Elizabeth Adiseshaiya trust for the project “Economic assessment of **Ground Water pollution**” in Tirupur District
- Collaborative **Micro forest** project by GVG Environmental club
- **Organic farming** at Somavarapatti Village
- **Savings** on amount incurred towards **Energy** bills
- The institution is identified as **district sustainability mentor** by **MoE-MGNCRE** for five neighbouring educational institutions.

#### 6. Problems Encountered and Resources required:

- Home Vertical Vegetable garden growing and Miyawaki forest initiatives are yet to be realized despite awareness programs and space and funds constraints.
- Home Rooftop gardening encountered destruction by peacocks and birds. Safety measures taken at home.
- Gradual recognition among students that environmental activities in and out of campus are inclusive and academically relevant.

#### Best Practice 2:

##### 1. Title of the Practice: **WOMEN EMPOWERMENT THROUGH FINANCIAL LITERACY**

##### 2. Objectives of the Practice:

- Empower the students to handle financial decisions.

- Educate on savings, financial goal setting and investments.
- Sensitize on financial issues and cyber-crimes.
- Provide a roadmap to pursue employment, entrepreneurship, and investment opportunities.

### 3. The Context:

- Students as **prospective earners** contribute significantly to the upliftment of family and society.
- Proper streamlining of **income and savings** at household level is necessary for efficient financial short and long term goal setting.
- Financial literacy enables to know the ideal timings, **channels, methods of savings and investment by practice**.
- Financial literacy educates students to **manage debts** due to pandemic.
- Fostering financial literacy empower young women, to make better financial decisions for individual level upliftment and economy.
- Utilize the extended services of SEBI and financial intermediaries in promoting financial literacy.

### 4. The Practice:

- The commerce discipline of the institution has formulated policies to broaden the curricular learning by empowering women through financial literacy. Various programmes focused on
  - Opening of savings accounts.
  - Importance of KYC and PAN Card.
  - Earn while you learn scheme and entrepreneurial ventures.
  - Investment in schemes according to their financial goals.
- SEBI and its registered training companies sponsor investor awareness programmes along with celebrating Global Money Week and World Investors Week.
- Two certificate courses sponsored by BSE were administered for 200 students (10 hours each).
- SEBI trained empanelled **38** resource persons provided awareness on savings, investment and capital market.
- **88** investor awareness programmes were conducted for students and staff.
- The students are trained in certain investment schemes.

### 5. Evidence of Success:

- **1125** students were motivated to open and operate savings account on their own, and thereby avoided the risk of holding idle cash.
- Number of beneficiaries of the Financial Literacy Programmes:
  - Ayushman Bharat Health Account—**923**
  - Sukanya Samridhi Yojana Savings Scheme and PPF Account—**20**
  - National Pension Scheme—**04**
  - ATAL Pension Yojana Scheme—**14**
  - Demat and Share trading account—**10**
- Motivated **40** students to enrol under **paid internships** to manage their financial needs.
- **25** residential students were benefitted in the "**Earn while you learn scheme**".
- **46** students in post COVID-19 financial crisis were guided to apply educational loans.
- Regular conduct of SEBI and Financial Intermediaries sponsored Investor Awareness Programmes resulted in strengthening the linkage.
- The National Institute of Securities Markets (NISM) **honoured** the Institution with **four**



**appreciation certificates** and **five appreciation certificates** to the faculty coordinators **during 2021-2023** continuing the legacy of MHRD:VISAKA award earned in 2017 for financial literacy.

## 6. Problems Encountered

- Since the students are not financially independent, outcome of awareness cannot be measured immediately. But it is expected to have **great impact on financial planning** as future income earners.
- Difficult to visualize the savings and investment options due to their age which attracts spending rather than saving.
- Initial hesitation to attend the programmes, but quality and number of programmes ensured a futuristic vision.

## 7.3 Institutional Distinctiveness

### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**Bridging the Gap: Engaging Students and Communities through Socially Responsible Curriculum Integration**

Sri G.V.G. Visalakshi College for Women with its **72** years of educational legacy envisions to empower women to be socially responsible citizens.

The college seamlessly strives to realize a transformation in the society by educating young women through a quality curriculum.

Envisaging the paradigm shift in educational scenario the Institution is committed to provide socially responsible transformative curriculum by offering 2 credits for outreach activities that includes service-learning projects, community-based research, internships and outreach programmes that enable students to engage directly with community issues, fostering a sense of responsibility towards society.

**1) The DBT star college scheme** (2018-2022) implemented at our institution effectively empowers students for advanced education and careers, bridging gaps in science education from early schooling.

Major objectives of the scheme is to

- Develop standard curriculum.
- Provide practical training into the curriculum.
- Enhance conceptual understanding through small-scale projects.
- Visits to industries, research institutions, or places of academic value.
- Face-to-face discussions with eminent scientists, and career counselling.

- Networking with other institutions through MoU's.
- Provide them clear roadmap towards higher education and research.
- Popularizing Science.

Four science departments, Zoology, Physics, Chemistry and Mathematics are covered under this scheme with fund amounting to Rs.45,00,024/-.

These departments' curriculum included interactive and experiential learning elements such as group projects, internships, expert lectures, hands-on training, community visits, and scientific exhibitions.

- To impart knowledge and to infuse skills 34 hands on training and workshops were conducted.
- To give them a practical exposure 49 field visits were undertaken.
- Group projects were carried out to incorporate team works and to apply conceptual theory into practices. 180 group projects were done.
- To bring out creative, critical and analytical skills to students they are encouraged to publish articles. 23 publications were brought out.
- To expose them to expertise and recent trends in their respective courses, 80 expert lectures were drawn in.
- To cater to capacity building of the faculty, 195 Faculty Development Programmes were organised.
- Internships, Exhibitions, Outreach activities were carried out to assess their knowledge of application.
- Mentored 3 colleges, as a part of reaching out to academic fellowships.

#### Outcome:

- The success stories of the students are illustrated through the recognition of following apex bodies **TNSCST**, **CECRI-Karaikudi**, **IIT-Delhi** and **Madras**, **ICTS and TIFR-Bangalore**, **IISER-Mohali**, **Trivandrum**, and **Andrapradesh**, **INSA**, **IITDM Kancheepuram**, **CSIR-SRTP** as project fellows, as research associates and visiting scientists.
- The activities under strengthening component of star college scheme has earned the **Star status** for the college in the year 2022 with funding of Rs.1.25crores.

The exposure of the students to the community through their services is the hall mark of this **DST** Scheme.

2) **Young scientist student programme** is an initiative of Tamilnadu State Council for Science and Technology(**TNSCST**) towards bridging the gap between school and college education through Promotion and development of Science and Technology.

- Institution was selected to conduct the two weeks training programme for 80 Class IX students from various schools of two districts.
- Students were made to work on Scientific Exhibits/Models.
- More than 50 models and Scientific exhibits showcased the excellence of students learning from the programme. Our students supported school students in creating models.

3) **Community outreach programme** is a part of **curriculum mandate** for the final year students.

- It opens up opportunities to address community needs while **earning academic credit**.
- It was planned to conduct community outreach programs by addressing the gaps in implementing government schemes and also to create awareness on financial literacy for empowerment of women.
- The major focus was on **54** Central and State government schemes. Students advocate for social welfare schemes to raise awareness and accessibility among villagers lacking benefits.

**Implementation Methodology:** Each department identified neighbouring villages where there are **gaps in accessing the government schemes**, schemes offered by banks and educational literacy.

The gaps are addressed through outreach for covering all aspects like environmental, health, national integrity, human values, gender sensitization and were also taught to meet the challenges of disaster management and to cope with current trend in digital literacy.

**4) Funded research projects of students with social impact:**

- Inequalities in Home Learning Experience During Covid-19: Time Use Pattern of Children and Parents in Investment on Human Capital in Tamil Nadu (Rs. One Lakh)
- Economic Assessment of Ground Water Pollution with Special Reference to Tiruppur District - Malcom & Elizabeth Adiseshiah Trust ( Rs. One Lakh )

5) Under Part IV in the curriculum, **fostering value based education UGC-Community College** offered certificate course on child care and creche management. As an outcome, the first day care center “TotVille” was established in Udumalpet.

6) **Under Part V of the curriculum** Institution entered into a **MoU with rehabilitation center** for people with neurological disorders to expose students to serve them and to engage them in bajans, story-telling and book reading besides supporting them with goods and finance.

7) Through **Unnath Bharath Abhiyan**, 5 villages were provided services to engage infertile and unfertile needs of villagers.

**8) Faculty advocacy:**

The college was identified as a Mentor institution under **UGC PARAMARSH SCHEME in 2019** by the UGC for mentoring and facilitating **six Mentee Institutions** aspiring for **NAAC accreditation**.

- **MoU's** were signed with the following mentee Institutions,
  - Maharani Arts and Science College, Tiruppur.
  - Sree Abiraami Arts and Science College for Women, Gudiyattam.
  - Pollachi College of Arts and Science, Pollachi
  - RVS Kumaran Arts and Science, College, Dindigul
  - Cheran College for Women, Tiruppur.
  - Rev. Jacob Memorial Christian College, Ambilikkai
- Action plans for mentoring the institutions were drafted by IQAC.
- Meetings were conducted at Mentor and Mentee institutions to **bridge the gap regarding accreditation process**.
- Workshops, training Sessions, Institutional visits, Demonstrations on ICT-Enabled Classroom,

etc., were conducted.

- Seamless training through a series of Webinar sessions were provided on the Seven Criteria of NAAC assessment during the pandemic COVID-19.
- Regular audits were conducted when lock down rules were relaxed.

**Outcome:** Two of this mentee institutions Sree Abiraami Arts and Science College for Women, and Rev.Jacob Memorial Christian College were accredited with B++ and B Grades by NAAC in 2023 and others are in pipeline.

The socially responsible curriculum advocated through Part I-V ensured both the students and the community they could reach out to the unreached.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

- Our management, driven by a philanthropic mindset, has extended support to students who excel in sports at both national and international levels. These students receive waivers for tuition fees, as well as for boarding and lodging expenses. A total of 57 students have benefitted from this initiative over five years.
- Our management with their philanthropic outlook has reached out to students who excel in sports at national and international levels. They are granted a fee waiver for tuition fees, boarding, and lodging. 54 students have benefited in all the five years.
- The philanthropists who run trusts, our retired teachers, and our Alumnae have generously helped the students with the payment of tuition fees and examination fees, especially during the pandemic.
- During the pandemic period, the COVID patients were well attended by the institution like donating 40 steel cots to the government Covid center.
- An insurance scheme was implemented for both teaching(self-financing stream) and non-teaching staff covering the canteen, mess, and other supporting staff.
- **Building bridges:** The Community College, an integral part of our college acted as a bridge between students and the community. The establishment of a daycare center is a distant dream in the entire region, and is made a reality by establishing a center for our staff children, and for other public. The certificate course on childcare and crèche management is a boon to the students who are going to be future mothers.
- **The outstanding performance of the NCC students.** Bagging first place in the shooting competition is an appreciable factor.
- One of our students was the only girl invited to recite holy hymns at the inaugural ceremony of our New Parliament in New Delhi.
- **The band troupe** of the college have earned the accolades for extending their services in leading the guest of honour like district Judges, Government Officials etc.,
- Setting up **Community Radio** to carry out **outreach programmes** in our campus is in the pipeline. It will indeed be a significant milestone in the academic journey of the college.

### Concluding Remarks :

The Vision and Mission of the founder, to educate, empower rural women, has been ably carried out by the management and Educational administrators over the past seven decades. The Success stories of our graduates, post graduates, as M.P'S, as Vice-Chancellor as professors, as Scientists at national level and International levels confirm that the education imparted on Campus has been translated and transformed the individuals from rural. Each G.V.G. student carries a special tag and impact the society in a vibrant manner. Thousands of homemakers excel in identifying themselves as entrepreneurs and have entered into the market with their startups.

The institution takes pride in claiming the students who pass out from our portals are sure to carry the ethos and culture imbibed in here and would cast their influence on the succeeding generations.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p><b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b></p> <p>1.2.1.1. <b>Number of new courses introduced during the last five years:</b>            Answer before DVV Verification : 363            Answer after DVV Verification: 324</p> <p>1.2.1.2. <b>Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b>            Answer before DVV Verification : 1020            Answer after DVV Verification: 1020</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.</p>																														
1.3.2	<p><b>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</b></p> <p>Answer before DVV Verification :            Answer After DVV Verification :96</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.</p>																														
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>410</td> <td>479</td> <td>487</td> <td>572</td> <td>559</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>410</td> <td>479</td> <td>475</td> <td>531</td> <td>530</td> </tr> </tbody> </table> <p>2.1.2.2. <b>Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	410	479	487	572	559	2022-23	2021-22	2020-21	2019-20	2018-19	410	479	475	531	530	2022-23	2021-22	2020-21	2019-20	2018-19					
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2022-23	2021-22	2020-21	2019-20	2018-19																											

593	614	573	573	573
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
593	614	573	573	573

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded in 2.1.2.1 due to excess of seats in reserve category.

3.1.3	<p><b>Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years</b></p> <p>3.1.3.1. <b>Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years</b>          Answer before DVV Verification : 21          Answer after DVV Verification: 09</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.</p>
3.2.1	<p><b>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification :          Answer After DVV Verification :2.22          Remark : DVV has made necessary changes.</p>
3.2.2	<p><b>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</b></p> <p>3.2.2.1. <b>Number of research projects funded by government and non-government agencies during the last five years.</b>          Answer before DVV Verification : 23          Answer after DVV Verification: 5</p> <p>Remark : DVV has made necessary changes.</p>
3.4.3	<p><b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b></p> <p>3.4.3.1. <b>Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b>          Answer before DVV Verification : 247          Answer after DVV Verification: 207</p>

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as those publication were not UGC care and further we have followed calendar year (JAN-DEC)

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

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

Answer before DVV Verification : 178

Answer after DVV Verification: 108

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as those publication were not having ISBN Number and have followed calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.90051	3.62439	1.15128	18.43110	1.80309

Answer After DVV Verification :

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

Remark : DVV has considered input value as "0" as we have excluded Mock Visit -NAAC, Unnat Bharat Abhiyan, guidance for NAAC except for UGC paramarsh scheme may not be considered

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	54	41	32	31

Answer After DVV Verification :

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



39	53	40	31	31
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Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded days celebration and national festivals

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

Answer before DVV Verification :

Answer After DVV Verification :357

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded MOU less than 5 days.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
231.50	132.00	105.50	140.56	133.32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
101.07	2.03	0	6.52	18.43

Remark : DVV has made necessary changes.

**6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
108	99	101	79	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
108	99	97	75	35

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded financial support less than 2000 and also due to repetitive names.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
110	114	113	94	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
88	100	87	70	18

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded Faculty Development Programmes (FDP)/ Management Development Programs (MDP) less than 5 days.

**7.1.4 Water conservation facilities available in the Institution:**

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made necessary changes.

**2.Extended Profile Deviations**

ID	Extended Questions
1.2	<p><b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b></p> <p>Answer before DVV Verification : 216</p> <p>Answer after DVV Verification : 135</p>