

DETAILS OF BEST PRACTICES

1. Title of the Practice:

COMMUNITY ORIENTED PHYSICAL FITNESS AND WELLNESS ACTIVITIES

Objectives of the practice:

- To improve the health status and level of fitness of the inmates of the college and the neighbourhood community through an effective Physical fitness programme.
- To offer a variety of exercises to encourage general fitness in all walks of life.
- To recommend the necessary nutrients to meet the needs of Physical and Cognitive growth and development.
- To educate on the techniques of maintaining good health.
- To promote physical, psychological and social wellbeing.

The Context:

In the modern era, there has been a great threat to the physical and mental health of the people. This is largely due to the life styles of the people. It is well said that prevention is always better than cure. This theme has necessitated for the maintenance of keeping oneself fit. People who are physically fit are also healthier and are able to carry out their daily activities in an effective manner. It also provides a relaxed state of mind.

Physical Fitness, Yoga and Recreative activities are much significant for healthy growth and development. The inventions of electronic devices and mobiles have taken away the physical and mental health of everyone, be it children or the elderly. The college takes utmost care to create awareness among the faculty, the students and the community about their wellness.

The Practice:

The sports and infrastructural facilities of the college are provided as a platform for the physical and wellbeing of the inmates of the campus and the neighborhood. The management is benevolent to open the facilities to anyone in need, be it public, the employees of the institution or the students. The physical education and the value education cell have devised some free health and wellness oriented plans for the employees, students and the community in the neighborhood of the college. Community people who utilize the campus facilities range from children to elderly who visit the campus.

In order to reduce the stress of the employees in the organization, the management motivates the teaching and non-teaching faculty to play games in the indoor stadium either in the early hours or in the evening. Most preferred games by the teaching and nonteaching faculty are the shuttle badminton, throw ball and tennikoit. Competitions are conducted for the faculty at the end of each year and they are honored by prizes. A good number of teachers utilize the Indoor stadium to relaxe their body and mind. Practices are indeed done with a sense of commitment to maintain a good health and also to have some fun around.

Students and Teachers practice together. This makes the teachers feel young and energetic and also to create a good rapport. This practice creates a feeling of togetherness and motivates the students psychologically too.

The indoor stadium is open to the public and some of them use the shuttle badminton court for Practice. It mostly used in the early hours of the day. A professional coach is also available to provide tips for badminton.

The indoor stadium , the volley ball court and the hockey ground(multipurpose) are open to tournaments conducted by external agencies, associations etc., The hockey ground is open to the public without any restriction for morning and evening walk, It is also used by children to play games of their choice and the teens to practice football and cricket..

Students of nearby schools use the volley ball and throw ball court for practice. During the conduct of any tournament the hostel rooms are also offered for outstation participants.

Hostel students enjoy playing carom and chess on during leisure time. Students also use the ground for NCC parade practice and cross country running practice. The students train themselves with self - discipline.

Conduct of Yoga classes is a significant activity to be highlighted. Yoga classes are conducted in the multipurpose hall in the second floor by a well trained yoga faculty. The indoor stadium, the volley ball court and the hockey ground (multipurpose) are open to tournaments conducted by external agencies, associations etc.. Apart from the campus inmates children and their parents from the neighborhood also attend the yoga class on a free basis.

Evidence of Success:

The ultimate relaxation and happiness by reducing the work stress is the best evidence of success. The fun and frolic during the play creates a strong bonding within the working community and the happiness derived out of these activities improves the efficiency in work.

The practice relaxes the muscles and improves the general health conditions of the participants.

It also induces the sportive spirit among the players.

It enables the participants to keep their body and mind fit and also increases the metabolism.

Practicing **yoga** enables oneself to keep their mind and body in control. Many faculty undergo yoga training regularly. Staff club makes necessary arrangements for the regular and smooth conduct of yoga classes. This is a great boon for the faculty are unable to spend their family time after working hours. They have expressed their happiness in attending and reaping the benefits of yoga and meditation.

Children who visit from the neighborhood enjoy the yoga classes and they try to attend the classes whenever they are scheduled during the holidays.

Participants of yoga class feel that they are conscious about their postures while in work place and at home. They also feel the flexibility in muscles and agility in their day-to-day activities.

Problems Encountered and Resources required:

At present the Resources are adequate for the number of takers/participants. In case of increase in takers, the management is ready to support with more facilities.

Problems regarding the employee participation are, the inability for many staff to participate in the exercises due to their family commitments and working hours cannot be relaxed much for the same.

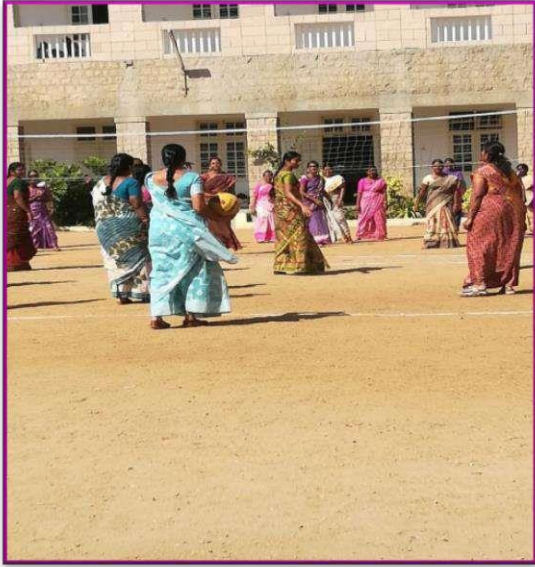
Even though there is coach, due to irregular attendances and practices, a professional coach cannot be made available on all days.

Children attend the yoga classes only during their quarterly/half-yearly or annual holidays.

**Best Practice: COMMUNITY ORIENTED PHYSICAL FITNESS AND WELLNESS
ACTIVITIES**

Active and healthy lifestyle among faculty







A variety of exercises to encourage general fitness in all walks of life.(Public)



Walking Ground for Public



Play Ground for Elders



Yoga for Kids



2. Title of the Practice:

ACCESS TO LIVELIHOODS FOR PERSONS WITH DISABILITIES (PwD's)

OBJECTIVES:

- To identify PwD's in Udumalpet and provide all possible access to their Livelihoods.
- To address the social problems faced by the PwDs and construct a consulting support system.
- To conduct **Cutting Edge Campaigns** to empower people with disabilities.
- To setup GVG as a **Satellite and Inclusive Centre** for persons with disabilities in Tirupur District.
- To provide **advocacy programs to promote and protect the rights** for the persons with disabilities.
- To identify individual competencies and provide appropriate skill training.
- To facilitate employment for PwD's for their Livelihood.
- To create awareness among the students about PwD's and their commitment to the society.

THE CONTEXT:

About 15% of the global population live with some form of disability. Rates of disability are increasing due to ageing population and global increase in chronic health conditions. In India 3% possess disability of some kind and nearly 50% are illiterate and unskilled. In a survey conducted on the number of persons with disabilities in Udumalpet Taluk, Tiruppur District, there are 2568 PwDs. The different categories identified were:

- Mentally retarded
- Cerebral disorder
- Visually impaired
- Locomotive disorder
- Low vision
- Leprosy
- Deaf and dumb

People with disabilities are more likely to be unemployed and have worse living conditions including insufficient food, poor housing, lack of access to safe water and sanitation than others. The community and family members perceive that petty business is the only way to earn money. Hence, the need of sensitizing the access to their livelihoods was considered by the college as an area of immediate concern and focus.

THE PRACTICE:

Initially the college provided employment opportunities to persons with disabilities. Students with disabilities were provided free education and necessary facilities were provided for them within the campus.

Next, the Women studies Centre, NSS units, Extension wing of the college along with the **International NGO, The Cheshire homes**, took up the task of addressing these issues and subsequently a study was conducted to identify the persons with disability in the Udumalpet Taluk and study their individual needs.

To begin with, following **facilities** were provided

- A special comfortable training room was allotted for PwDs.
- Ramps were constructed in the Training Center- Computer Lab and Tailoring Unit.
- Accessible washrooms were made available in the college campus.
- Wheel chairs are available for use.
- Providing transport allowance for those who take up training.
- Adapting tables/ chairs for ease of use.
- Flexible learning hours(part time/additional breaks/change of work time/extra leave).
- Employing intervenors trained in sign language.
- Scribes for examination,Lift, walking, sticks, audio recorder, support persons are made available

Activities involved in the practice:

- Identifying the potential of disabled persons through need assessment program.
- Skill development through vocational and computer training programmes.
- Suitable employment through job facilitation. PwD's were made to participate in the job fair camps and were assessed for their life skills.
- Promotion of self-employment opportunities and distribution of various supporting devices to the needy.
- Programmes to maintain a Healthy life through medical assessment were conducted .
- Training programmes imparting the necessary skills in association with the Cheshire Homes, Coimbatore were conducted.

- 60 Students participated in the extension activity promoted by WSC and Cheshire Homes in learning about the PwD's , their difficulties and their needs.
- A Workshop on CII - UNICEF Knowledge Management Hub for corporate social responsibility organised by CII and Cheshire homes was attended by the WSC coordinator.
- Conduct of Insurance campaigns to create awareness and to help them to secure needy insurance policies.
- Complete assistance to secure government pension was provided by the WSC convenor and her team.
- Advocacy programs were conducted .
- Faculty members provided practical computer literacy for the PwD's in the campus.

EVIDENCE OF SUCCESS:

- Upliftment of the living condition of the PwD's through Government supported and other sources like Cheshire homes.
- 1445 disabled persons received Govt. Aid in the form of wheel chair, free bus pass,
- Card for disabled and Old Age Pension card.
- 311 were placed in the Victor ready-made garments, Udumalpet.
- Differently abled persons were assessed in various camps and were provided with the Self-employment kits like Lamination machine, Electronic Weighing Machine and provisions for Petty Shop and Bakery shop, Vessels to run hotel, carpentry Kit, Nathasvaram for Musicians and financial assistance for shop alterations were provided to the needy PwD's to enable them to be an independent entrepreneur.
- Distribution of Wheel chairs, walking sticks, Special wheel chairs for persons with much immobility.
- Students who participated in the activities of supporting PwD's have realized their social commitment .

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED: 150

- Students were motivated to identify the PwDs. The time required for the activity was insufficient.
- The cooperation of the public was inadequate. Hence more PwDs could not be pooled.
- The mobility of the PwDs were a matter of concern.

S.No	Date	Name Of The Programme	Beneficiaries
1	16.02.2018	Kit Distribution	1
2	15.02.2018	Evaluation For PwD	15
3	08.11.2017	Government Facilities	315
4	01.09.2017	Government Monthly Pension	10
5	14.07.2017	Insurance Campaign & Self Employment Kit Distribution	309
6	15.07.2017	Insurance Campaign & Self Employment Kit Distribution	239
7	15.07.2017	Self-Employment Kits – Distribution	30
8	12.4.2017	Govt Aid Facilitation programmes	375
9	21.3.2017	Advocacy Program	77
10	23.2.2017	Self-Employment Kit Distribution Activity	129
11	2.2.2017.	Government Schemes Facilitation	428
12	2.2.2017	Community Advocacy programmes	40
13	18.1.2017	Training Facilitation programmes	51
14	29.1.2017 -31.1.2017	Government AID Facilitation	526
15	21.10.2016	Volunteers Support programmes	612
16	17.10.2016	Volunteer Sensitization Event(3 Session)	1300
17	4.8.2016	Govt Aid Camp	27
18	16.6.2016	Re – Assessment	62
19	21.2.2016	Differently abled and mobilization and job fair camp	100
20	18.02.2016	extension activity for pwd	148
21	1.11.2015	Identification and assesement camp	55
22	16.10.2015	Self employment kit distribution activity	34
23	10.10.2015	World Mental Health Day	120
24	20.01.2015	Placement camp	30
25	27.1.2015 -16.2.2015	Training program.	38
26	6.1.2015	Job fair	36
27	19.12.2014	Volunteers training programmes	2
28	25.11.2014 26.11.2014	Identification and assesement camp	218
29	11.10.2014	Creating awareness on volunteerism	2500

30	8.11.2014 -8.11.2014	Training programmes	20
31	20.9.2014	Need Assessment camp	105
32	7.9.2014	Inauguration on training center for pwd	92
33	26.6.2014- 26.6.2014	Identification and assesement camp	139

Notes: Women's Study Center programmes- Cheshire Homes, Coimbatore(Livelihood Resource Centre) Special Activities for PwD's.

Activities in Support of PWDs

Need Based Assessment for persons with Disabilities -1445 beneficiaries

S.No	Kinds of Benefit	No. of Beneficiaries		
		Male	Female	Total
	Training details			
1.	Vocational Training	51	13	64
2.	Tailoring Training	16	29	45
3.	Computer Training	28	21	49
4.	Skill Development Training	2	-	2
	Training Total	95	65	160
5.	Medical Assistance Glass ware distribution	22	13	35
6.	Medical Aid	101	31	132
7.	Assistive devices Wheel chair, smart cane device, artificial limb and legs	47	8	55
8.	Insurance	195	92	287
9.	Government Programmes Identification Card (ID)			64
10.	Monthly Pension Card			170
11.	Employment Wage Employment	41	101	142
12.	Self Employment	59	22	81
	Total			1126

Best Practice II: ACCESS TO LIVELIHOODS FOR PERSONS WITH DISABILITIES

(PwD's)

Kits Distribution:

1. Wheel Chair





3. Title of the Practice:

INTEGRATIVE AND TRANSFORMATIVE LEARNING THROUGH DIGITAL CONVERGENCE (Selected by ICT and published in special Compendium)

Objectives of the practice:

- ❖ To provide an integrative and transformative learning experience for the young women from rural background.
- ❖ To introduce strategic teaching by way of making decisions based on the learning pace and interest of the students.
- ❖ To provide a learning environment that meets the distinctive interests of each student.
- ❖ To introduce the ICT supported teaching and learning environment so as to extend and enhance the learning domains.
- ❖ To provide anytime anywhere learning.
- ❖ To provide access to quality learning for students using the power of networking technology and teaching community.
- ❖ To enhance strategic decision making and planning of various academic activities.
- ❖ To provide a platform for the faculty to teach, conduct research and communicate with the student community.
- ❖ To continuously evolve and implement policies and programmes for blended learning which transforms the students into self paced learners with professional skills.
- ❖ To provide a holistic learning experience and a student centric sustainable higher education.

The context:

Today technology is pervasive and has become an integral part of an individual's life. More distinctively the younger generation have adapted to all forms of technological usage and communication. Hence, the higher education component of the new education policy focuses on ICT supported global learning environment with a student centric curriculum and learning domains. These domains are expected to nurture the distinctive interests of every student in an educational organisation. Our College has chosen to provide an integrative and transformative learning experience for the young women from rural background, with an equitable access to knowledge and skills that are necessary for professional readiness and also align with the new knowledge economy through digital convergence.

The Practice:

The integrated learning management system consists of CAMU -the ERP system, the language lab and the computer laboratories. The CAMU operates in real time to plan, educate and communicate with the administration, faculty, students, and parents. The data base system comprises of the details of students, faculty, course, and teaching plan, teaching content, assignments, student and staff activity, Question banks, question papers, examination details and other administrative related details.

The generic components are:

The Academic **plan** comprises of teaching content, teaching plan, elective enrolment, timetables, field activity plans, setting advisors, holidays and events for the current semester.

The **teaching component** is used to display and manage the teaching content. It enables the faculty to make decisions about the topics to be taught; the pedagogical methods to use. It enables the faculty to supplement each topic with any form of content, like video/ audio clipping, photos, etc.

The **teaching plan** lists the topics to be taught, learnt, discussed or assessed by a student on a particular day and is also displayed on the student portal. Based on the students feed back or their learning pace the faculty can reschedule the plan.

The **dash board** gives a quick view of the progress and outcomes of teaching plan, class wise examination performance, daily attendance and daily academic view.

The **assignment module** enables the faculty to assign topics to students for homework, discussion, collection of information etc., and to collect back the submitted work by the students, review, assess, grade and provide feedback.

Assessment module is used to assess the learning outcomes of the students and to schedule online tests and practice tests for the students. Question banks store the questions. Students' performance is analyzed using the test scores.

Examination management module enables to communicate the examination details like internal assessment timetables, internal assessment marks with the class average to the students.

Student portal displays the personal details, syllabi, teaching supplements, assignments, assessments, communications, online tests CIA marks, attendance, events, announcements, timetables and fee details.

The Parent portal can be used by the parents from their mobile devices to view the complete details of their children and their performances.

Language lab

- Trains the students to master various aspects of pronunciation like rate of speech, intonation and voice modulation.
- Regulates the method of learning communicative English, enhances the learners LSRW skills and confidently face an interview.

Evidence of Success:

When compared to the traditional method of teaching- learning, the current system provides a very quick communication between the administration, faculty and students on campus affairs. It enables to rapidly update the teaching content and provides variety in assignments. The visual supplements improve the comprehensive and application skills. Online assessments provide an immediate feedback of students performance, enabling the student to self -assess and to take corrective measures. Teacher student communication component establishes a good rapport between the student and the teacher and even the most introvert student can reach the teacher to reap the best of her expectations and need.

The practice has transformed the students into confident women with a sound knowledge in using the technology for their education, communication, improving skill sets, aptitude and attitude. This is reflected in their in-campus and off campus performances and also in their profession after graduation.

254 online tests were conducted by various departments and 916 assignments were given to the students by various departments. Students took up the online tests and the results were analysed the respective course teachers. Assignments were valued online, comments and marks were sent to the student through CAMU.

Complete reports of the teaching content upload and completion of teaching plan were taken and analysed.

Problems encountered and resources required:

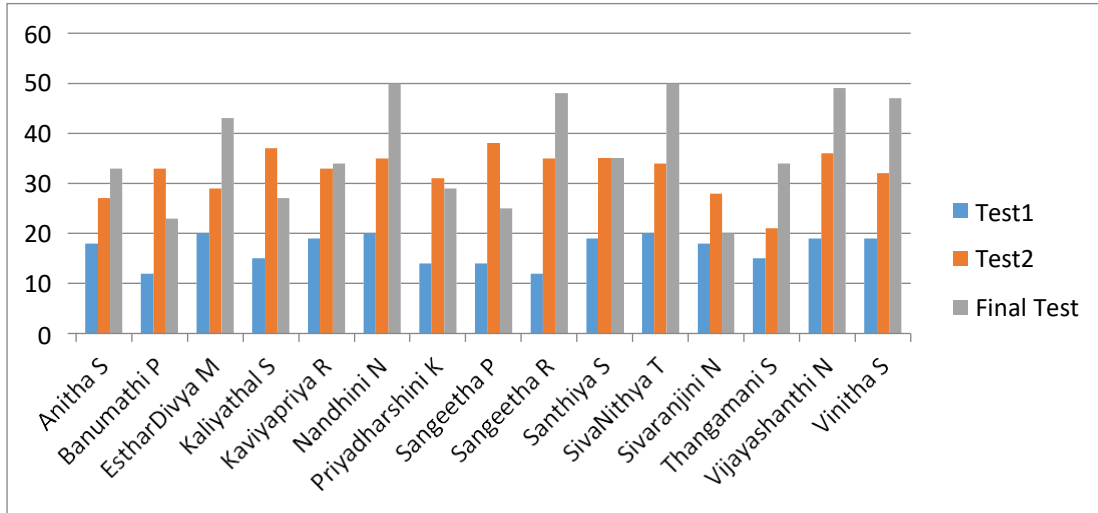
Being in a rural setup some student's do not have access to internet facility or affordability. Internet speed has been a constant problem. Frequent fluctuations in internet speed results in the Interrupted access. Problems with bandwidth while spread across multiple devices. Some students are yet to get familiar in using digital media. Anytime anywhere

learning could not be achieved completely for all students due to lack of internet resources at home.

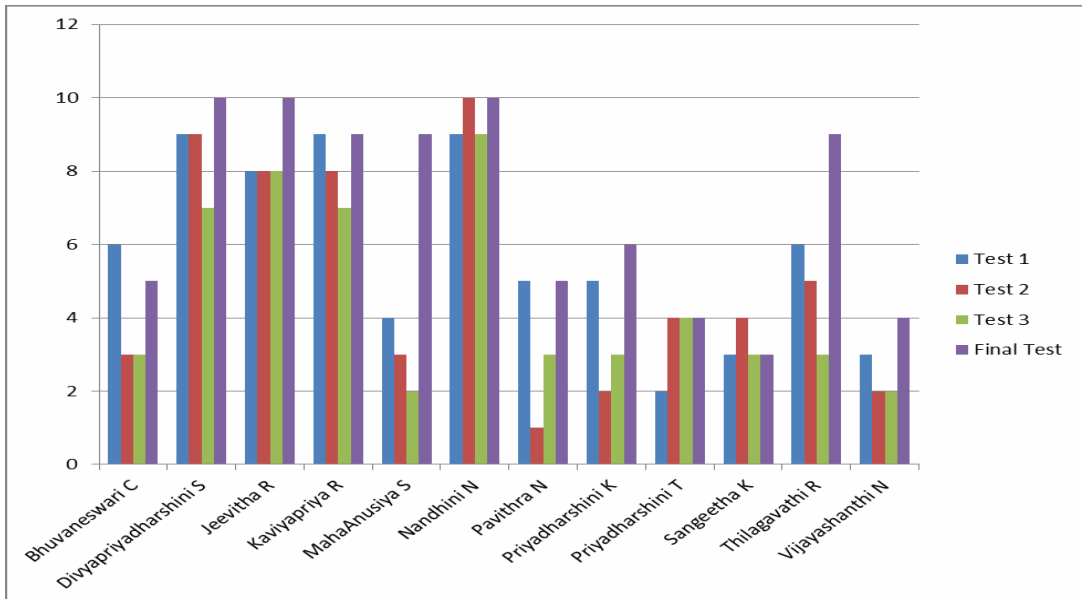
Appendix:

Sample of the performance of a set of students: Test 1 and Test 2 are practice tests.

Subject : Programming in C

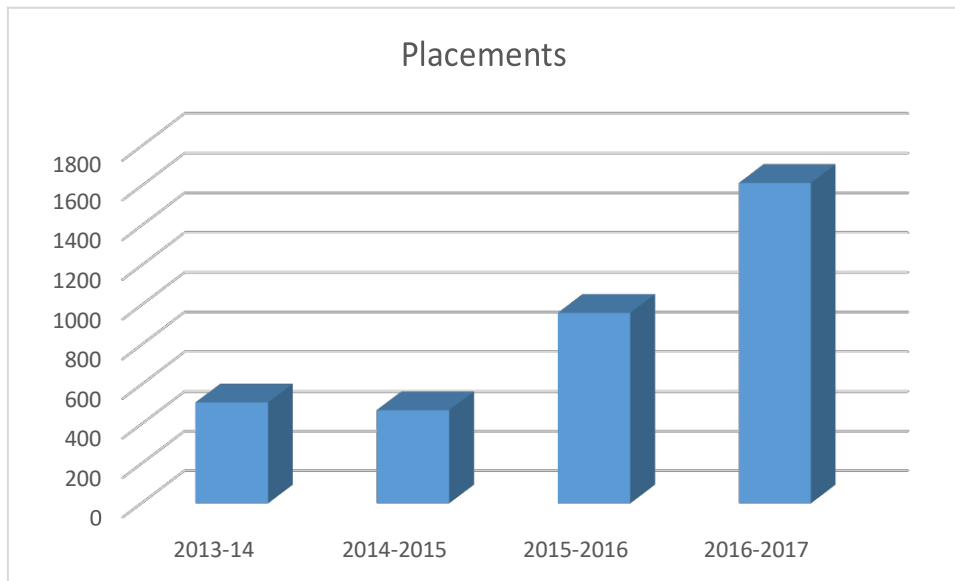


Subject : Abstract Algebra.



Higher value in the final test highlights the impact of the online tests.

Placement Record :



SRI GVG VISALAKSHI COLLEGE FOR WOMEN



Integrative and Transformative Learning through Digital Convergence

Learning Management

Staff Record	Student Record
Academic Planning	Examination
Lesson Plans	Assignments
Online Assessments	Question Bank
Language Laboratory	Computer Laboratories

Campus Management

Admissions	Billing & Revenue
Feedback	Health Record
Student Activities	Placement

Mobile Apps



Concepts



4. Title of the Practice:

INNOVATION FOR RURAL WOMEN DEVELOPMENT AND EMPOWERMENT

Introduction:

The Education is the Key to all Issues. Maybe not all, but education does solve a lot many problems. From the economy to the social setup, education can bring changes that nothing else can. Today's youth is tomorrow's nation. And today's youth are our students. Students do pay a vital role in the society and how a society is shaped generation after generations. They need to realize and understand the happening of today and eliminate the bad and extract the good and implement for tomorrow. So, there are many activities that our students take initiatives for the betterment of society from the year 2006 till date.

Every academic year as a part of extension activity, each department of our college will adopt nearby villages and do social activities. Final year UG students will play a key role in the social activities under the guidance of department staff members. Each department will have their own objective that relates their subject, which helps the empowerment of nearby villages. Our college management provide the fund every year for this project.

For a sample, the extension activity objective for the Department of Computer Science is "Innovation for Rural Women's Development and Empowerment" and its activities are as follows,

Activity 1: Women Education in Tribal Village - Thirumoorthi Hills

Objective:

At the secondary level of education, girls tend to drop out more than boys, again posing a challenge to retain the girl child for secondary education. Estimates show that for every 100 girls in rural India only a single one reaches class 12 and almost 40% of girls leave school.

- Our students conducted a survey (100 family) from each family in Tribal Village - Thirumoorthi Hills.
- They found that their culture is not allowing girl children to go school after puberty.

Action Taken:

- Interacted with the parents and explained the importance of education for the girl children and government scholarships available for their education.

Outcome:

- Parents rejoined their girl children in the school .14 children benefited immediately.
- Also their culture of not allowing the girl children to go school after puberty is changed over the period of time.

Activity 2: Training programme to Women Self- Help Group on "Online Trading"

Objective: To develop the habit of using digital online transactions through internet in computer and mobile device for trading, for the empowerment of women in self- help groups.

Action Taken:

- A training programme on "Online Trading" was organised for the Allipoo women self help group(30 Members) and Cheran Nagar women self -help group(25 Members).

Outcome:

- The women in the self-help group started to use their mobile phone for trading.

Activity 3: "Mobile Phone Radiation Hazards" awareness programme

Objective: To create an awareness on mobile phone radiation hazards to health and safety measures to be use the mobile device.

Action Taken:

- Our students given an awareness programme to children from 5 different schools(SKP, GVG,SVG,RVG & Jallipatti Government School) around the locality, the methods to minimize the mobile phone exposure and conducted competitions related to mobile phone radiation hazards school wise and interschool school wise.

Outcome:

- The children understood the safety measures in mobile phone usage. Through various competitions the students awareness on mobile phone radiation hazards was analysed.

Conclusion:

Academic knowledge with sufficient social awareness encourages the students to do that are good for society. Thus, the education would be beneficial for both the career and the welfare of the society.

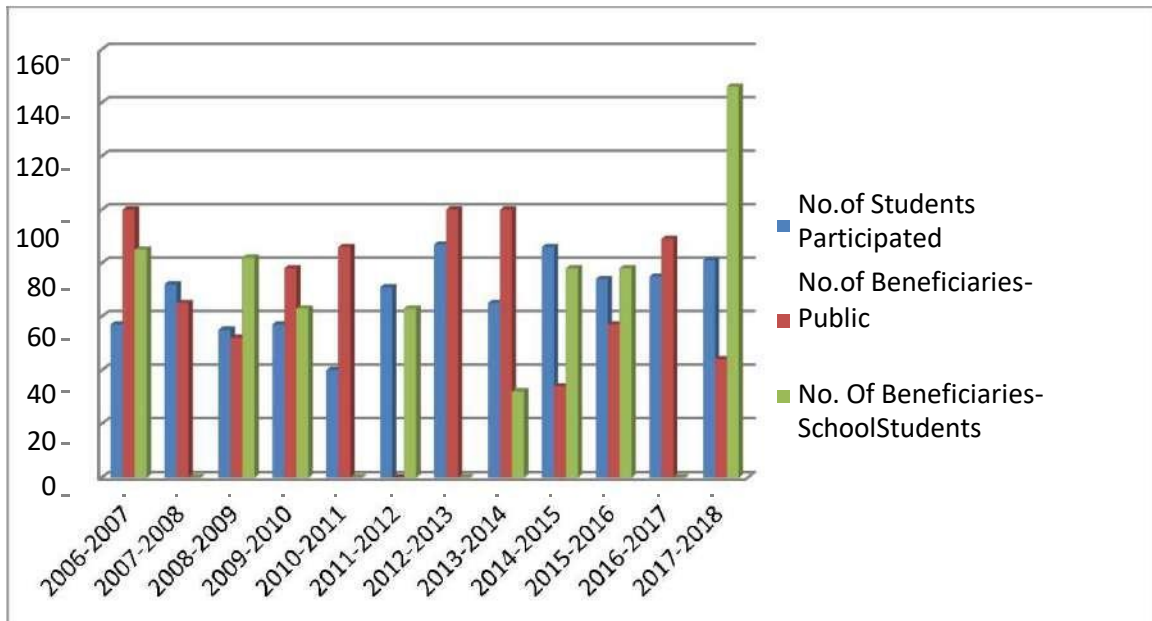
- These extension activities inculcated the need of the society and the action needed among the young minds.
- The initiatives taken by our students made a great impact on the upliftment of the society by empowering the rural women in and around the locality.

Year wise Activity:

S.no	Academic Year	Staff Incharge	Adopted Village	No. of Students Participated	No.of Beneficiaries	Activity
1	2006-2007	Ms.B.Sreemathi	Jallipatti	57	Public- 100 Govt School Students-85	Survey on Women Health. Flash Movie on Women Problem and Protection
2	2007-2008	Ms.S.Geetha	Jallipatti	72	Public-65	Computer Training to Self Help Group
3	2008-2009	Ms.T.Arulmozhi	Jallipatti	55	Govt School Students-82	Internet and Email Usage. Flash Movie on "AID" Awareness
4	2009-2010	Ms.N.Amirthagowri	Kallapuram	57	Govt School Students-63 Public- 78	Survey on Road Accidents. Flash Movie on "Traffic Rules"
5	2010-2011	Ms.B.Sasikala Ms.J.Arulmary	Kallapuram	40	Public- 86	Awareness Programme on Insurance. Medical Camp Conducted
6	2011-2012	Ms.G.Krishnaveni Ms.P.Ashvini	S.S.Pudur	71	Govt School Students-63	Samacheer Kalvi syllabus taught to school students Global Warming-Awareness Programme

7	2012-2013	Ms.G.Krishnaveni Ms.K.Sangeetha	S.S.Pudur	87	Public- 100	Survey on Women education
8	2013-2014	Ms.N.Sasikala Ms.L.Shankara Maheswari	S.S.Pudur	65	Public-100 Govt School Students-32	Survey on Food and Nutrition Yoga-Awareness Programme
9	2014-2015	Ms.D.Pavithra Ms.E.Kokilamani	Kannama nayakanur	86	Public-34 Govt School Students-78	Indian Laws relating to Women and Children - Awareness Programme
10	2015-2016	Ms.E.Kokilamani Ms.P.Yasodha	Kannama nayakanur	74	Public-57 Govt School Students-78	Sathanai Pengal-Awareness Programme
11	2016-2017	Ms.S.Ponmalar Ms.S.Mahalakshmi	Kaniyur	75	Public-89	Online Trading-training to women self help group
12	2017-2018	Ms.S.Ponmalar Ms.R.Subhasree	Kaniyur	81	Public-44 Govt School Students-246	Mobile Phone Radiation Hazards-Awareness Programme

Year Wise Beneficiaries:



Our Students in Action:



5. Title of the Practice: Online Entrepreneurship Learning

Objectives of the Practice

- ❖ To inspire, educate and skill young entrepreneurs.
- ❖ Building in-campus entrepreneurial aspiration and talent,
- ❖ Provide opportunity for stirring up and culling out original ideas that have practical application in promoting entrepreneurship.
- ❖ To encourage and support the start-ups.
- ❖ To ideate, create and innovate.
- ❖ To inculcate the desire and to imbibe the confidence of entrepreneurship.

The Context

Job creation has been identified as the need of hour in India. Unemployment has been a major issue and a matter of concern. This has resulted in socioeconomic backwardness and migration of youth to other countries. India being a developing country lacks the dearth of entrepreneurial supply, in spite having an enormous youth power. Inculcating entrepreneurship in youth is the most promising solution for unemployment and issues relating to economic development. This scenario combined with our college vision of women empowerment has necessitated the vibrant function of the ED Cell.

The Practice

WF100 – Orientation Program in Entrepreneurship:

This program is an entrepreneur educator programme which provides a platform for self discovery of entrepreneurial skills.

- ❖ It basically aims to equip the students with skills and knowledge required to start and sustain their own business.
- ❖ The course is offered on a cloud based learning platform enabling a global access to the students
- ❖ Develop insights on navigating the innovation process from idea generation to commercialization.
- ❖ This free program introduces them to a series of strategic frameworks and insights that can be applied in building their venture.
- ❖ The students have a free access to materials on registration, The course content can be downloaded and studied offline.
- ❖ This facilitates the students to learn at their own pace, anytime anywhere.

- ❖ This is an introductory course designed to introduce the students to the foundational concepts of entrepreneurship, including the definition, the profile of the entrepreneur, opportunity identification, build the right business model, and test it with users.
- ❖ The course takes real-world experience of successful entrepreneurs and breaks it into several video lessons that discuss all the important steps from vetting an idea, running a successful business, and raising money from investors to scaling and growth strategies.
- ❖ Short films from experienced entrepreneurs, angels etc.
- ❖ Examination can be taken up according to the convenience of the students.

Evidence of Success

- ❖ 40 first year students registered for the course.
- ❖ 27 students took the online exams and cleared the course.

Students who took up this practice are confident enough to take up Entrepreneurship.

Problems Encountered and Resources Required

Activities carried out of the class hours are a constraint. This results in lesser number of student participation in programmes.

Availability of ICT tools whenever necessary.

Resource required: Alliance with technical institutions and Industry to introduce and incubate startups.

6. Title of the practice: Domestic sales programme to promote the Entrepreneurial culture

Objectives:

- ❖ To inculcate self-employable skills
- ❖ To instil a self-confidence and an aptitude towards the making of the commercial products and marketing them
- ❖ To realize one's competency and capacity in the relevant areas

The Context:

Students are hailing from interior rural areas and 75 % of them are first generation learners. The family background is economically weak and socially backward. The necessity to secure an employment becomes mandatory for the learners. Also they are unable to leave far away from their place of domicile for employment. A programme like domestic sales of the products generated by students themselves will open an opportunity and area where they can establish themselves with confidence and self-esteem.

The Practice:

Training in the manufacturing of domestic products such as millet biscuits, jam, pickles, fryums, chocolates, bread, noodles, soap products (washing and cleaning), agarbathy etc., are given in the campus. The SHG women in the nearby areas are also invited to participate in the programme. The products hence generated are sold both inside and outside the campus. The uniqueness of this activity has promoted a number of skilled trainers and entrepreneurs. Time allotment is the limitation to this activity as it has to involve the students during their working hours. Financial investment for this activity is a constraint apart from the number of participants.

Evidence of Success:

- ❖ Students participated actively in this programme.
- ❖ In the Spiral binding training activity 155 students of various departments participated and generated Rs.39650/- by undertaking the binding work of project reports of our own students.
- ❖ Thorough Domestic sales programme, the products prepared by our students by undergoing training activity in the Terracotta Jewellery making, Chocolate making, pickles, Jam, Jelly, Soap products making etc., were sold.
- ❖ 6 of the trained students are now Women Entrepreneurs.

Problems encountered and resources required:

- ❖ Time allocation for the activity and follow-up measures for improvements was a constraint.
- ❖ Separate cooking space for the activity is required.

Any other

- ❖ Providing Raw materials for the products to be prepared and transportation are the areas need to be addressed and strengthened.

7. Title of the practice: Training for PwDs through WSC.

Objectives:

- ❖ To identify the PwDs residing in the nearby villages of the college
- ❖ To address the social problems faced by the PwDs
- ❖ To enhance the skills of PwDs and empower them with the employable skills
- ❖ To facilitate an employment for their life and living
- ❖ To establish a commitment to the society

The Context:

The institution is a well-established one and has been rendering yeoman service to the women society since 1952. The existence of PwDs in the near-by areas, the problems faced by them

and their life and living had been an area of major concern for the institution. Hence the WSC initiated activities for the PwDs to facilitate them for their skill improvement and employment.

The Practice:

- ❖ WSC conducted a survey of the people around Udumalpet town. According to the abilities identified, training programmes were chalked out and carried out. Their employable skills were improved.
- ❖ 50 PwDs were identified and were trained in association with the Cheshire Homes, Coimbatore.
- ❖ 75 PwDs were made to participate in the job fair camp 2016 and were assessed for their life skills.
- ❖ 60 Students participated in the extension activity promoted by WSC and Cheshire Homes in learning about the PwDs.
- ❖ A Workshop on CII - UNICEF Knowledge Management Hub for corporate social responsibility organised by CII and Cheshire homes was attended by the WSC coordinator.
- ❖ Faculty members provided training in the practical computer literacy for the PwDs.

Evidence of Success:

- ❖ 22 disabled persons received Govt. Aid in the form of wheel chair, free bus pass, Card for disabled and Old Age Pension card.
- ❖ 11 were placed in the Victus ready-made garments, Udumalpet
- ❖ 14 differently abled persons were assessed in the camp and were distributed with the Self-employment kits like Lamination machine, Electronic Weighing Machine and provisions for Petty Shop and Bakery shop.
- ❖ Vessels to run hotel, carpentry Kit, Nathasvaram for Musicians and financial assistance for shop alterations were provided to the needy PwDs.

Problems encountered and resources required:

- ❖ Students were motivated to identify the PwDs. The time required for the activity was insufficient
- ❖ The cooperation of the public was inadequate. Hence more PwDs could not be pooled
- ❖ The transportation of the PwDs were a matter of concern
- ❖ The resources required for this purpose need to be established

Any Other

- ❖ Monetary benefits for the PwDs need to be created which will attract more of them to participate in all these activities and be benefited.

8. Title of the practice: Installation of CAMU

Objectives:

- ❖ To introduce ICT enabled education.
- ❖ Providing learning environment anytime and everywhere.
- ❖ To supplement the traditional chalk and talk method of teaching.

The Context:

- ❖ Innovation in teaching by exposing the students to modern technology.
- ❖ To Provide outside classroom learning environment.

The Practice:

- ❖ Teaching content is posted on CAMU and is visible to students.
- ❖ Assignments are monitored through CAMU.
- ❖ Attendance is marked through CAMU.
- ❖ Provision of question bank.
- ❖ Supplementary teaching content in the form of text and visual content are provided.
- ❖ Student information regarding internal tests, exam schedule, attendance and marks can be viewed from the student portal at anytime from anywhere.

Constraints and Limitations:

- ❖ Limited availability of internet.

Evidence of Success:

- ❖ Teaching learning activities could be executed in a more disciplined and planned manner.
- ❖ Involvement of students in accessing teaching content and supplementary materials.
- ❖ Self practice tests and online assessments have improved the cognitive skills of the students.

9. Title of the practice: Memorandum of Understanding (MOU) with IBM and HCL

Objectives:

- ❖ To open up a new environment beyond the routine Curriculum
- ❖ To provide employable skills
- ❖ To impart software development and computing skills.
- ❖ To provide logical and reasoning skills
- ❖ To train the students to work as a team.
- ❖ To exhibit the creativity of students.

The Context:

- ❖ Need for a proactive Industry-Institute relationship while learning.
- ❖ Equal Financial support by women in home making.
- ❖ Empowerment of women to earn a status in the society
- ❖ Need to imbibe self- confidence in women.

The Practice:

- ❖ Practical demonstration and training is provided by the best industry experts
- ❖ Need based courses are provided to make the students as skilful software professionals

Constraints and Limitations:

- ❖ Slow learning by some students due to insufficient exposure to technology at school level
- ❖ Lack of motivation
- ❖ **Hesitation in using electronic equipments**

Evidence of Success:

- ❖ Excellent Placement record
- ❖ Commendable feedback by the students and parents
- ❖ Students are transformed into skilled individuals in many aspects and work with confidence
- ❖ Keen interest shown by the students to attend the training programmes conducted by the IBM Professionals

Problems encountered:

Hesitation of some group of students to learn software development.

10. Title of the practice: Installation of Campus EYE.

Objectives:

- ❖ To view the details of each student department -wise from their entry to exit in the campus
- ❖ To view the details of the department and the activities like organizing Seminars, Conferences, Workshops etc.,
- ❖ To view the complete Academic Profile of the Faculty members.
- ❖ To view kitchen stock from the Principal's office

The Context:

- ❖ This Intranet is installed in order to provide an effective and quick communication between the Principal's office and the faculty members.
- ❖ The Management and the Principal can access any information at their desk for effective administration.
- ❖ The challenging issue in this context is to provide security for the details of the department, faculty and students.

The Practice:

Efficient communication can be achieved by appropriately integrating the important nodes of the college like Principal's office, Controller's office, Administrative office, Women's Study Centre, Departments, Library, Labs, etc.,

Constraints and Limitations:

- ❖ Delay in updating the information –sometimes.
- ❖ Delay in updating the software to integrate new features in the Intranet, like providing individual Login access, viewing details and report generation as required.
- ❖ Insufficient individual nodes to update or access information on the Intranet.

Evidence of Success:

- ❖ Quick and effective communication
- ❖ Use of Intranet saves a lot of time in accessing records.
- ❖ Report generation is easier.
- ❖ Paperless environment is established.
- ❖ Reduces unnecessary physical work.
- ❖ Failure of electronic components in needy times.
- ❖ Disruption due to network failure-sometimes.
- ❖ Non availability of system administrator whenever a problem arises - sometimes.

11. Title of the practice: Memorandum of Understanding (MOU) with IBM and HCL

Objectives:

- ❖ To open up a new environment beyond the routine Curriculum
- ❖ To provide employable skills
- ❖ To impart software development and computing skills.
- ❖ To provide logical and reasoning skills
- ❖ To train the students to work as a team.
- ❖ To exhibit the creativity of students.

The Context:

- ❖ Need for a proactive Industry-Institute relationship while learning.
- ❖ Equal Financial support by women in home making.
- ❖ Empowerment of women to earn a status in the society
- ❖ Need to imbibe self- confidence in women.

The Practice:

- ❖ Practical demonstration and training is provided by the best industry experts
- ❖ Need based courses are provided to make the students as skilful software professionals

Constraints and Limitations:

- ❖ Slow learning by some students due to insufficient exposure to technology at school level
- ❖ Lack of motivation
- ❖ Hesitation in using electronic equipments

Evidence of Success:

- ❖ Excellent Placement record
- ❖ Commendable feedback by the students and parents
- ❖ Students are transformed into skilled individuals in many aspects and work with confidence
- ❖ Keen interest shown by the students to attend the training programmes conducted by the IBM Professionals

Problems encountered:

Hesitation of some group of students to learn software development.

