



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

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

SRI VENKATESA MILLS POST, PALANI ROAD, UDUMALPET

642128

www.gvgvc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri G.V.G.Visalakshi College for Women, a pioneer in educating rural women with quality education, was established on the philanthropic vision of the founder **Sri G.V. Govindasamy Naidu** in the year 1952. It is a grant-in-aid college owned by the Trust, '**G.V. Govindaswami Naidu Charities**'. It is covered under Sec 2(f) and 12(b) of the UGC Act 1956. The college is situated on NH83 in Udumalpet, which is surrounded by the Western Ghats. It is about 75 kms from Coimbatore, an industrial and educational hub.

It was the first women's college to be established for rural women, and for the weaker sections of the region primarily depending upon agriculture. It was also the first women's college under the Bharathiar University to be conferred with the autonomous status and to take up NAAC assessment as early as 1999. The college has gone through three cycles of NAAC accreditation securing 'A' grade with a score of 3.53 in the third cycle.

The heritage building infrastructure has an elegant and sophisticated look with the addition of 50000 sq.ft building with spacious DST and DBT sponsored Laboratories.

E-governance has been introduced with an integrative teaching learning process. The Outcome Based Educational system was introduced in 2017-2018.

The college offers 20 Undergraduate, 7 Post graduate, 6 Pre-Doctoral (M.Phil.),4 Doctoral (Ph.D) programs, a PG Diploma and certificate courses. The academic system is powered by 153 dedicated teachers.

The Institutional vision has been realized over the years by redefining the goals and adapting to the changes and challenges.

Vision

VISION

Empower women through quality education by providing holistic learning experience resulting in intellectual transformation.

The College Anthem : <http://www.gvgvc.ac.in>

Translated as:

Patriotism as the viridity of life fastened with the refined Devotion to the Almighty, binding the Nation and God close to our Heart, nurturing the desire for education, We foster the passion for Humanitarianism.

Mission

MISSION

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTH:

- Dedicated and committed faculty with rich experience.
- The strong commitment shared by the Management, Principal, Governing body and Faculty members to uphold the Vision and Mission of the college.
- Remarkable infrastructure with spacious classrooms, palatial indoor stadium, conference halls and computer labs to provide an ambience conducive for Quality education.
- A Spectrum of student centric activities through various clubs to enrich the students with diverse experiences.
- Regular organization of faculty improvement programmes relevant to the disciplines to enhance the potentials of the faculty. and to keep in pace with the evolving needs of education.
- Merit based admission process with adherence to the rules and regulations for Aided Autonomous colleges.
- Financial, Academic, Psychological and Professional assistance to every student.
- Leveraging ICT infrastructure for the best teaching-learning experience, administration and conduct of examination.
- Democratic mode of functioning of the student council to nurture participative and leadership qualities.
- Pro-active practical and industry experience provided to the science departments with the help of DST and DBT funding.
- Dynamic placement cell to ensure employment and employable skills to the students through soft skill training programmes.
- A good rapport with the stake holders of the college through various committees like PTA, IQAC, BOS, Academic council etc.,
- MoU / Linkages with the international organizations like IBM, Cheshire home, Universal Peace

Foundation and NIFT-TEA for skill oriented programs.

- Systematic and periodic audit of finances and accounts with necessary transparency.
- Clean, green and hygienic campus.

Institutional Weakness

- Migration of students to cities. The nearest city being Coimbatore which is an industrial and educational hub of south India.
- Less financial support from alumni. Alumni have begun to communicate with the institution and hence the association has begun to extend.
- Most of the students are first generation learners.
- Lack of proficiency in English and hence poor communicative ability.
- The number of faculty with doctoral degree in the self-financing Departments is very low.
- Establishment of international linkages are yet to begin.
- Difficulty in obtaining internships due to sick industrial units in the neighborhood.
- Very few funded research projects have been sanctioned during the past five years.
- Majority of students hail from orthodox and conservative families. Hence they are hesitant to take up IT jobs for safety and security factors.
- Very few Post graduate programs are offered in the science streams.

Institutional Opportunity

- The ICT enabled learning environment provides room for enhancing learning skills and creative abilities.
- Social media and networking technologies enable communication with the Alumnae and strengthen the participation of Alumnae in the development of the college and augment placement for enterprising students.
- Social values and nation building activities can be promoted through co-curricular and extra-curricular programmes.
- The advent of latest technology can be used to share the expertise from experts over the globe through teleconferencing. It may also be used for mutual exchange of ideas, innovation, research among students and faculty.
- The Vision of the college makes it imperative to engage students in socially relevant programmes.
- A rich collection of books and e-resources in the library provides adequate opportunities to supplement classroom teaching, research and to prepare for competitive examinations.
- Sick industrial units in the neighbourhood have resulted in unemployment thus paving way for the budding of entrepreneurs groomed in the college through skill imparting programs.
- Students with talent in sports are attracted to utilize the free education scheme and with the effective sports infrastructure in the campus, they can be groomed into state, national and international level players.

- Extending placement opportunities for the alumnae.
- Connect more alumni by enhancing by persona mapping.
- Utilize Government supported schemes like Swayam,NPTEL, Spoken tutorials etc.,
- Enhanced infrastructure facilities through DST and DBT schemes facilitate Practicum and research.

Institutional Challenge

- Many students hailing from lower strata are unable to afford money to pursue courses apart from the regular stream. It is difficult for the institution to mobilize financial resources and sponsorships for internships.
- It is challenging to visualize a complete change in writing and communication skills of students of arts courses who hail from Tamil medium schools.
- The mushrooming growth of self-financing colleges in the neighborhood providing the same degree tag poses a threat for self- financing courses.
- Even though the students are aware of the quality of education offered in the college, they are attracted towards cities.
- Access to articles in research databases and indexed journals is almost a dream due to heavy subscription charges which is a great setback for faculty and students pursuing research.
- Faculty in self-financing stream, on completion of Ph.D move to cities for better living styles or government jobs, always leaving the quality profile of the faculty imbalanced.
- Leverage of the strength and network of the alumnae to the fullest potential is a challenge.
- Rapid paradigm shifts in education due to technological enhancements and curriculum innovations.
- Millennial learners prefer less formal and monotonous learning environment. This calls for the faculty to be technologically empowered, updated and introduce innovative pedagogical methods and practices frequently. This adds to the work pressure on the teaching faculty.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum design and development is perceived as a high-level process defining the learning to take place within a specific programme of study whereby compulsory credit points are to be earned for achieving the qualifying degree.

The curriculum is drawn with the contents influenced by the synergic, symbiotic, physical, economic and cultural environment.

The curriculum caters to the relevant local, regional, national and global developmental needs with innovation and inclusivity required for achieving the outcomes with the stated learning objectives.

The review and revision of the curriculum is carried out once in two years or for one year or for a semester and also whenever the need for updating arises.

During the revision and development, the curriculum is focused with the syllabi contents on options of employability/entrepreneurship/skill development. The activities performed, the internships/projects carried out in this regard are given due weightage.

The academic flexibility in the CBCS has provision for modern new courses with the syllabi contents that cater to the needs of the Learners. The Elective options are also introduced for specialization.

The curriculum enrichment is facilitated with the inclusions of cross cutting issues such as Gender Sensitivity, Environmental Issues and Sustenance, concepts respecting and favouring the Human Values and Ethical implications.

The courses with value additions for imparting transferable skills and life skills are offered complying with the core values. The feedback from the stake holders are received from time to time and actions are taken.

Teaching-learning and Evaluation

Over six and a half decades the institution has undergone a paradigm shift in its teaching-learning methodologies. Today the focus is on providing an ICT enabled student centric and outcome based teaching-learning environment.

The Teaching-Learning Evaluation systems have been designed to suit the vision and mission of the institution, to equip the students to face and succeed in this competitive world and also imbibe and uphold the moral values. The teaching learning processes focus not only on imparting knowledge but also in the development of life skills for the holistic development of the students. Value education transforms them into socially responsible citizens. Continuous Internal Assessment enables the students to assess their learning outcomes immediately and reset their learning styles.

The Induction Programme and the Bridge Course in Communicative English for the entrants boost their confidence, while the conventional Chalk and Talk method, supplemented by innovative teaching methods like Audio-Visual aids, E-resources, Learning Management System and online open sources engage the students with a differential and valuable learning experience.

Outcome Based Education provides a deep insight and introspection of their learning capabilities and professional readiness.

The Choice Based Advance Learners' Courses chisel the academic acumen of the advanced learners. Remedial classes, Mentoring, and Personal Counselling enhance the performance of the slow learners and students with some disabilities.

The commitment of the teachers with operational freedom and the faculty development programmes enable the teachers to deliver appropriate education suitable to the distinctive learning styles of the students.

Research, Innovations and Extension

Research Cell ensures promotion of quality research activities by framing code of ethics, policies and checking for malpractices. To develop the aptitude for research, college has augmented the infrastructural facilities in the

field of Science, Commerce and Arts. To promote research and to share the output, the Research Database has been created using D Space in the library. Institution encourages taking up projects from government/non-government agencies with monetary and non-monetary support.

Six departments offer research programs. 68 faculty members are recognized research guides. 63 faculties possess Doctoral degree and 70 possess M.Phil degree. In the past five years 23 students were awarded Ph.D and 58 were awarded M.Phil degrees. 158 publications have been made in journals. 262 publications have been made in books and conference proceedings. 21 publications have been made in Scopus, Web of Science and other high indexed journals. College is taking adequate efforts to strengthen consultancy and collaborative activities. Multidisciplinary journal "MINDSCAPE" is published yearly from 2013.

Industry-Academia linkage is established through MoUs with Knowledge partners for better sharing of knowledge, skill enhancement, hands-on-training, real time experience and career education. Efforts have been taken to create awareness on Intellectual Property Rights among the students and women entrepreneurs. Cloud facility worth \$ 25000 was awarded by Microsoft Azure to one of the science faculty for research. Faculty development programs are conducted to promote research among the faculty and students. College was identified as the BEST PERFORMING INSTITUTION by MHRD for organizing VISAKA program.

Infrastructure and Learning Resources

The College has a majestic appearance with a newly constructed two storied building on a stone edifice. Students and faculty are comfortably accommodated in sprawling classrooms, state-of-the-art facilitated seminar halls and Gallery rooms. The Seminar halls are air-conditioned and have a seating of 250 and 400 respectively. A Large auditorium with over 1500 seating capacity owned by the trust members serve as a venue for conducting National and International conferences. Many classrooms with LCD devices enable interactive visual learning. Wi-Fi facility in the campus is a boon for the students to utilize the laptops, gifted to them by the government.

The DST and DBT sponsored labs with higher end computing facilities enrich the teaching learning environment. Students are able to get more hands-on training experience in these labs. The multiple industrial exposure programs and training by professionals from industries through the DST/DBT schemes have a huge impact on the learning styles of the students. Other computer labs are also utilized to its maximum capacity with 1:2 student computer ratio and functionally 1:1 utilization in cases when some of the students prefer to work with their laptops. The language lab caters to enhance the LSRW skills. The N-List facility has attracted more students in extending their frontiers of knowledge. Books of latest editions and new concepts, added to the library aids the students for their project references.

Students' Hostel provides a comfortable stay with energy requirements supported by solar panels, spacious dining hall and nutritious food.

Student Support and Progression

The Institution has a well-established Student Support system. The College steers and facilitates the students to avail Government scholarships. Free ships are provided to students admitted on Sports quota.

Fee waiver is given to meritorious students. Financial Assistance is granted to the economically weaker

sections through Student Aid Fund & Staff Club.

Capability Enhancement programmes are offered to supplement and enhance the potentials of the students.

The Career Guidance and Placement cell creates a liaison between the student community and the corporates. The Cell sustains genuine relationship with industry and support students in placements.

Skill Development Centre, Entrepreneurial Development Cell and Industry-Academia Programmes of the Departments provide vocational training to the students, enabling them to start their own venture.

The Anti-ragging, ICC and OBC/ SC/ST Cell function as per the UGC guidelines. It works in unison with College Union and Student's grievances are redressed timely.

Student's representatives are elected in a democratic manner and they play a key role in all the activities of the College Union & its Affiliated Clubs.

Intra, Inter departmental activities are conducted to inculcate competitive spirit and excel the competence of the students.

Good Rapport is maintained to track the progression of the students towards placement, Higher education and entrepreneurship.

Students are motivated and encouraged to participate in the intercollegiate, University, State, National and International level sports competitions and cultural activities to display their talents.

Alumnae Association plays a vital role to strengthen the ties between the alumni, college and community and also in financial and expertise sharing.

Governance, Leadership and Management

The Board of Trustees of the college provide an excellent educational system with efficient administration focusing on the vision and mission of the college. They are ably supported by the Governing Body built on a competent framework as stipulated by the regulations. It functions with a spirit of participative management.

The well designed organisational structure of the college defines a hierarchy which involves all the faculty of the institution based on their levels, roles and responsibilities. This facilitates the achievement of the objective of every individual through the synonymous coordination of all activities. The structure is well supported with e-governance enabling an easier communication at all levels. The Management provides the directives to the Principal on the implementation of the various activities in the college. The day-to-day activities are governed by the Principal who is well supported by the Heads of the Departments and Convenors of various non-statutory committees and clubs.

Faculty empowerment strategies focus on creating teachers with a quality academic profile through timely performance appraisal measures. The IQAC team supports the Principal in formulating and implementing quality initiatives in all academic activities. It conducts internal audits to observe the quality compliance of the academic and administrative process.

The Institution has a well organised financial management system which mobilizes funds effectively and enables optimal utilization of resources through proper budgeting. The administrative office works efficiently to support the same. All financial activities are subject to audit by an authorized auditor.

Institutional Values and Best Practices

The guiding principles of the college is oriented towards a strong sense of commitment to the society. Powered by the strategic organisational structure, complete transparency is observed in the financial, academic and auxiliary functions.

The college takes utmost care of the safety and security of the inmates. The reputation of the college is built on discipline and culture which is nurtured in the students and thereby transferred to the society. Though Gender sensitivity does not arise in the campus, programs on gender equity and gender sensitivity are conducted to create awareness about the gender sensitivity issues in the society. The ICC team follows the gender equity policies as stated by the UGC and is responsible to handle gender issues.

Students are made to feel at ease within the campus. The common room and adequate rest rooms make them comfortable. Sick students are cared for by the faculty and the necessary aid is arranged immediately.

The college follows Energy Conservation and Green Environment Policy by optimal use of electrical energy through LED bulbs, switching off power systems when not in use, solar power generation and growing trees. Our institution renders a great service to the PwD's by jointly conducting numerous programs with the International NGO 'Cheshire Homes'. Its strength is its core values, concern for the human values, universal values and the ethics imparted to the students.

Student council guided by the college commemorates all national festivals, anniversaries of the patriotic Indian personalities who served for the nation.

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, Palani Road, Udumalpet
City	Tiruppur
State	Tamil Nadu
Pin	642128
Website	www.gvgvc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K.Punithavalli	04252-223019	9843897540	04252-233111	iqacgvg@gmail.com
IQAC Coordinator	N.Rajeswari	04252-226022	9487133019	04252-229346	rajeswarimaths11@gmail.com

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

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	23-06-1952

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sri Venkatesa Mills Post, Palani Road, Udumalpet	Semi-urban	5.8	21843.39

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics	36	Higher Secondary	English	60	37
UG	BA,History	36	Higher Secondary	English	60	34
UG	BSc,Mathematics	36	Higher Secondary	English	60	60
UG	BSc,Chemistry	36	Higher Secondary	English	58	55
UG	BSc,Zoology	36	Higher Secondary	English	58	50
UG	BA,English Literature	36	Higher Secondary	English	60	57
UG	BCom,Commerce	36	Higher Secondary	English	60	60
UG	BSc,Physics	36	Higher Secondary	English	48	48
UG	BSc,Computer Science Sf	36	Higher Secondary	English	120	80
UG	BCom,Commerce With Computer Applications Sf	36	Higher Secondary	English	60	57
UG	BBA,Business Administration With Computer Applications Sf	36	Higher Secondary	English	60	15
UG	BCA,Computer Applications Sf	36	Higher Secondary	English	54	31
UG	BCom,Com	36	Higher	English	48	24

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	merce With E Commerce Sf		Secondary			
UG	BSc, Informa tion Technology Sf	36	Higher Secondary	English	60	22
UG	BA, English Literature Sf	36	Higher Secondary	English	60	51
UG	BA, Economi cs With Logistics And Freight Management Sf	36	Higher Secondary	English	30	13
UG	BA, Tamil Literature Sf	36	Higher Secondary	Tamil	58	20
UG	BSc, Mathem atics Sf	36	Higher Secondary	English	48	47
UG	BSc, Statistic s Sf	36	Higher Secondary	English	40	15
UG	BCom, Com merce Sf	36	Higher Secondary	English	60	59
PG	MA, Econom ics	24	Under Graduate	English	36	9
PG	MA, History	24	Under Graduate	English	36	9
PG	MSc, Mathe matics	24	Under Graduate	English	43	39
PG	MCom, Com merce	24	Under Graduate	English	43	40
PG	MSc, Comput er Science Sf	24	Under Graduate	English	30	22
PG	MA, English Literature Sf	24	Under Graduate	English	36	19
PG	MSc, Physics Sf	24	Under Graduate	English	20	20
Doctoral	PhD or DPhi	36	Post	English	40	2

(Ph.D)	I,Economics		Graduate			
Doctoral (Ph.D)	PhD or DPhil,History	36	Post Graduate	English	8	0
Doctoral (Ph.D)	PhD or DPhil,English Literature	36	Post Graduate	English	8	0
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	Post Graduate	English	24	0
Pre Doctoral (M.Phil)	MPhil,Economics	12	Post Graduate	English	40	0
Pre Doctoral (M.Phil)	MPhil,History	12	Post Graduate	English	15	0
Pre Doctoral (M.Phil)	MPhil,Mathematics	12	Post Graduate	English	20	7
Pre Doctoral (M.Phil)	MPhil,English Literature	12	Post Graduate	English	25	1
Pre Doctoral (M.Phil)	MPhil,Commerce	12	Post Graduate	English	45	1
Pre Doctoral (M.Phil)	MPhil,Computer Science	12	Post Graduate	English	20	4

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				0				72			
Recruited	0	0	0	0	0	0	0	0	0	71	0	71
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				82			
Recruited	0	0	0	0	0	0	0	0	0	80	0	80
Yet to Recruit	0				0				2			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	4	10	0	14
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				42
Recruited	6	36	0	42
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
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				6
Recruited	6	0	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	22	0	0	38	0	60
M.Phil.	0	0	0	0	10	0	0	58	0	68
PG	0	0	0	0	0	0	0	18	0	18

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	3	0	3
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	2456	43	0	0	2499
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	311	2	0	0	313
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	1	1	0	0	2
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate	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	13	0	0	0	13
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	84	102	83	108
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	5	9	5	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	596	594	601	629
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	308	371	309	332
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		993	1076	998	1072

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Business Administration With Computer Applications Sf	View Document
Chemistry	View Document
Commerce	View Document
Commerce Sf	View Document
Commerce With Computer Applications Sf	View Document
Commerce With E Commerce Sf	View Document
Computer Applications Sf	View Document
Computer Science Sf	View Document
Economics	View Document
Economics With Logistics And Freight Management Sf	View Document
English Literature	View Document
English Literature Sf	View Document
History	View Document
Information Technology Sf	View Document
Mathematics	View Document
Mathematics Sf	View Document
Physics	View Document
Physics Sf	View Document
Statistics Sf	View Document
Tamil Literature Sf	View Document
Zoology	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
37	37	36	35	32
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2725	2822	2878	2855	2628

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
944	985	999	921	753
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2701	2792	2855	2838	2610
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	20	30	22

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
730	728	725	722	686

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
149	147	143	141	126

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
154	153	152	148	137

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1536	1472	1540	1633	1400

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
965	965	923	924	878
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls**Response: 85****Total number of computers in the campus for academic purpose****Response: 364****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
1001	964	922	933	838

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

The prime stanchion of GVGVC in the empowerment of women through quality education providing an intellectual experience is a transitional, a transformational and a metamorphic one with the strong foundation of the curriculum developed /adopted having significance to the local/regional/national/global expectations with Core values and Learning Objectives catering to the need-based inputs.

The curriculum design and development with the review and revision is carried out with the following aspects as the base for consideration

- Keeping the syllabus of higher secondary as a foundation level knowledge and referring to the syllabi of other Autonomous colleges / Universities and referring to the syllabi as recommended by UGC curriculum and TANSICHE (Tamil Nadu State Council for Higher Education) and compiling the curriculum befitting for the time-frame.
- The course contents under curriculum framework is designed in such a way that the contents are revamped, reshuffled, enhanced and enriched to cater to the local/regional/national/global needs and competencies in the areas required for Research and Industry.
- The practical exposures to real-time environments are explicitly addressed by way of involving in the Summer/Winter Internship programmes in Industry or Academic Institutions and Project Assisted Learning.
- The personality development attributes such as individual Skill enhancement, Environment consciousness, nurturing Human values, adhering to the Professional Ethics and gender related issues are effectively incorporated in the curriculum.
- The societal responsibility is realized by extending a helping hand to the rural masses in and around the Institution by carrying out Rural Outreach Extension activities and earning credits to suffice the completion of the programme.
- The feedbacks from the stakeholders are taken as a need-based input from time to time and are validated. Observations and suggestions are analyzed and effective actions are carried out on various facets of curriculum.
- Industry-Academia linkages are realized for Hands-on-training / Internship / Real time environment implementations.

The Board of Studies is convened with Subject experts from Institutions/Universities, technical experts from Industry, Experts for Industry-Academia linkages, competent student alumnae and members of the Department with the Head of the Department as Chairman of the Board.

The recommendations from the Board are authenticated, affirmed and are duly presented in the Academic council for ratification. The curriculum hence endorsed will be followed from the subsequent

academic year.

The review and revision of the courses, course contents, the revamping of the unit-wise contents, the reshuffling of the courses or contents are all carried out after the conduct the courses for at least one-time in the run. The effectiveness in this is achieved through the feedback from the stakeholders'-students, parents, employers and expert groups.

Apart from the regular programmes offered with the curriculum framework, the additional certificate courses which will enhance the skill sets achieved both for the IT industry and Core industry are also offered with choice based options. Certificates indicative of the level of knowledge acquired are also issued by the authorized signatory. Each of such courses will be conducted for more than 30 hours of duration.

File Description	Document
Any additional information	View Document

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 83.33

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 30

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 36

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 56

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
425	405	400	398	383

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 40.95

1.2.1.1 How many new courses are introduced within the last five years

Response: 328

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 801

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 97.3

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 36	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Gender Sensitization

Gender studies provides a nuanced understanding of social relations, inclusive of covering men in fulfilling gender roles; interface of feminism and queer, feminist movements etc. Young people must be educated to recognize the manifestations of gender inequality. The courses offered by the Women's Studies Centre focuses on the research and teaching on the social, political and economic status of Women in history, literature, creative arts and in ICT based environs.

The courses such as Introduction to gender studies, Women in Development, Women's writings, Feminism, Feminist Literature and project related to Women's studies are offered. The history of Feminist movement collectively displays the exoneration of Rights of Women and creates an awareness on the problems faced by the Women, issues related to a patriarchal society and instill an impulse to attempt in creative writings.

Human Values

The value education is offered in multi dimensions such as Value education for human excellence through Yoga and meditation as a compulsory practice for healthy life for all the new entrants during the I year/II semester.

Apart from this, HR courses such as organizational behavior, Human Resource Management, courses imparting Scientific values such as Science in everyday life, Graph theory, History of freedom struggle, Civics (Civic and Social values), Home Economics (domicile values), Part II-Poetry, Fiction providing aesthetic values, Consumerism understanding the consumer ability, Soft skill through Shakespeare, Part-I Tamil/Malayalam/Hindi/French where Bhakthi literature, Charity Literature orienting towards spiritual values are made available in a cafeteria approach.

Environment and Sustainability

Environmental studies, a branch of science creating an awareness on the natural environment

offered as a mandatory course for all freshers as soon as they enter into their undergraduate programme.

The sustainability in the academic environment reflecting the Technical and IT settings are also important and made available for all programmes and hence certain courses such as Energy Physics, Environmental Biology and Evolution, Environmental Economics, Space Physics, Polymer and Dye Chemistry, Plasma Physics and Astro Physics, Business environment, Marketing management, Sericulture, Mushroom cultivation, Chordates, Non-chordates, , Biotechnology, Botany, Tourist destinations in India, Catering services, Hospitality Management, Travel Management, Java programming, computer Networks etc. are some of the highlighted courses.

Professional Ethics

Professional ethics focus on the key concepts and their application to professional expertise and practical work such as duties, obligations, rights, and virtues. The professional work has its own service ideal and values.

The courses such as Income Tax, Auditing, Commercial law, Consumerism etc., provides the knowledge of the legal issues and legal environment that needs to be addressed. Journalism and Mass communication, English for Business correspondence, Fuzzy logic and Intuitionistic Fuzzy sets, Cryptography, Human rights, Archaeology, Archives' keeping, Temple studies, Data mining and Warehousing, Strategic Management, Cryptography and Network security, Business Management, Network security and administration etc. where digital data generation and analysis are involved, Core Practicals in Physics, Chemistry, Botany and Zoology which imparts ethics in handling equipments are a few noteworthy courses imparting knowledge on professional ethics.

File Description	Document
Any additional information	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 117

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 117

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

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above**Response:** 3.1

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
110	87	99	68	67

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships**Response:** 58.83

1.3.4.1 Number of students undertaking field projects or internships

Response: 1603

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise****A. Any 4 of above****B. Any 3 of above****C. Any 2 of above****D. Any 1 of above****Response:** A. Any 4 of above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.47

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	14	18	7	11

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 0.97

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1648	1628	1569	1569	1443

File Description

Document

Demand Ratio (Average of Last five years)

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 76.16

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
685	705	689	740	720

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The departments use various methods to identify and assess their students' curricular and co-curricular abilities. The qualifying marks and the merit list of students prepared at the time of admission gives an idea about the capability of the students for entry-level analysis. All the departments have a **tutor-ward system** which has a teacher mentoring a group of students. The teachers regularly review the academic progress and counsel students to improve their academic performance. **Bridge course** in English is conducted for the entrant's, since many students are from vernacular medium. Various measures are taken to help advanced as well as slow learners. **Soft Skill training and career counselling** is provided to all the students.

Slow Learners:

The slow learners are supported through various measures to overcome their academic problems.

- The slow learners are given extra coaching.
- **Remedial classes** are organized to clear their doubts.
- Critical topics are re-explained.
- Micro-tests are conducted.
- Motivational talks are given to improve the mental ability of the students.
- Students discuss their personal issues with teachers for proper guidance.
- Word building – vocabulary practice.
- **PTA meetings** are conducted for the slow learners and their progress is monitored.

Advanced Learners:

The advanced learners are encouraged in the following manner:

- Separate **advanced learners' courses** are provided to promote self-learning which earns them extra credits for it.

- To enrich the presentation skills of the students, Subject Viva Voce has been introduced in some of the programs covering the courses of the respective seminar.
- To bring out their individual skills, students are encouraged to **exhibit working models and paper presentation** once in a year and prizes are awarded for the best exhibit and paper presentation.
- For group project, a team is constituted of slow, average and advanced learners which have proved to be very effective. The advanced learners being self-motivated, motivate other members of the team resulting in better performance of the team.
- Peer teaching is encouraged which increases their confidence.
- The advanced learners are provided encouragement and guidance to take up competitive exams by referring additional reading material, reference books, journals etc.
- Platform provided for Creative Writing and practices to write literary review.
- Motivate them to write articles for college magazine and publish articles in reputed journals with students as co-authors.
- The intellectual capability of advanced learners is enhanced through involving them in organizing department seminars, intra-departmental competitions with the guidance of faculty members, participate in inter-collegiate competitions, etc.
- Encourage and facilitate them to apply for Internship program with stipend offered by reputed institutions such as Tata Institute of Fundamental Research (TIFR) - Visiting Students' Research Programme (VSRP), International Advanced Research Centre for Powder Metallurgy & New Materials (ARCI), etc.
- Inspire them to attend summer training camps.

The success of the above efforts is observed in the advanced learners in the awareness of their capabilities which has led to achieving higher grades, change in attitude, and improved performance in paper / seminar presentations. The slow learners are able to improve their scores in exams.

File Description	Document
Any additional information	View Document
link for additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 18.29

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.29

2.2.3.1 Number of differently abled students on rolls

Response: 08

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

In the fast changing world, we need to produce graduates who are able to thrive in the evolving backdrop and equip them to be the leaders of tomorrow, by adapting innovative learning and teaching methods. The student-centric **Andragogy** teaching-learning methods, based on the principles: Autonomous & self-directed, life experience and knowledge, practical, Goal oriented is followed to enrich the learning experience of the students. The innovative methods simplify the learning and at the same time broaden the scope of learning.

Multimedia projectors are mounted in classrooms with **Wi-Fi facility** so that the monotony of chalk and talk is supplemented with the use of technology. The curricula are enhanced with online and digital components wherever suitable. Accordingly, the teachers are also trained and get themselves updated. Experiential, participatory and problem solving learning are adopted to ensure that students are active participants in the teaching-learning process. These learning processes develop communication skills, listening skills, problem solving skills, improves knowledge, and participation in various academic programmes which enable holistic development of the students. The methodologies practiced by the various programmes are listed below.

Participative Learning:

- Group Discussions
- Seminars and Assignments - Home, Online, Newspaper based (Ex. Agricultural Economics, Economics of Tourism) are part of evaluation components
- Self-Directed Learning for self-study portions
- **Gallery Walk**
- Flipped Classroom
- **Glogster Poster Presentations** -<https://edu.glogster.com/glog/iot-sophia-robot/36sh127vjc6>

- Demonstrations of models
- Webinars
- Argumentation
- Power Point Presentations
- Field survey
- Debate
- Quiz – Oral, Written, Online
- Interactive classes – Fundamentals of Banking through ICICI platform.
- Guest Lectures – Academicians, Industry Experts, Alumnae
- Documentary and short film-making,
- Organizing Competitions
- College Magazine– Editing, Article Contribution and Designing
- Activities organized by various clubs to facilitate the creative and academic pursuits of the students individually and collectively. The clubs also promote collaborative learning, team spirit and organization skills.
- Mandatory participation in any one of the following: NCC/ NSS/ Games/ YRC/ RRC.
- Learning laboratory oriented techniques.
- The Learning Management System - CAMU enhances student's learning by providing the course curricula, time table, reading material etc. Students can also access their time table, attendance, result etc. on their portal.
- **D-Space** facility in Library.

Experiential Learning:

Experiential learning is learner centered, and activity oriented. Experiential learning includes

- Lab practicum
- Learning Virtual specimens
- Role-Playing
- Management Games – AdZAP, Business Quiz, Hot Seat, Best Manager
- Case studies
- Tutorials
- **Simulations**
- Model Building
- E-learning
- Various types of group work
- Project-based learning
- Report Writing based on group projects
- Hands on Training
- Invitation, Certificate - Creation & Designing for seminars and inter department competitions is done by students.
- **Outdoor experiences**
 - Internships are integrated into the course structure of both UG and PG programmes. For Ex. UG - Wind Mills Power stations, Industries, and SiTARC to name a few; PG Students - IASc-Bangalore, ARCI-Hyderabad and Universities etc.,
 - Field Visits
 - Educational Tours
 - Organic Farming

- Army Attachment Camps
- Yoga for Human Excellence

Problem Solving Methods

Problems in various forms – examples/ illustrations/ homework/ tests serve as a stimulus for activity, motivates learners, encourages teamwork and improves their self-directed learning skills.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 97.99

2.3.2.1 Number of teachers using ICT

Response: 146

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 18.72

2.3.3.1 Number of mentors

Response: 151

File Description	Document
Any additional information	View Document

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

The college has a well-drafted, detailed academic calendar prepared by the Calendar Committee, which is distributed to the faculty and students at the commencement of academic year. The academic calendar details the genesis of the college, list of faculty, the various clubs under college union, different scholarships available to the students, and the rules and regulations of the institution. The academic calendar also specifies the working days in each semester, dates of commencement of each CIA, submission of question papers and prospective date of central valuation and publication of results.

Each faculty member prepares a Lesson Plan for the course assigned to them before the commencement of the semester and the same is uploaded in the Learning Management System – CAMU. The number of hours in the teaching plan is based on the credits of the course. This helps the faculty to adhere to the academic schedules as per the calendar and teaching plans.

A glimpse of the Teaching Plan in the Learning Management System – CAMU can be had from: <http://www.gvgvc.ac.in/naac/Criterion-II/2.3.4-Teaching-Plan.pdf>

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 96.33

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 33.93**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
63	56	50	43	30

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 10.07

2.4.3.1 Total experience of full-time teachers

Response: 1500.3

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 4.96

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	02	02	00

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response: 20.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	23	12	23	24

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Any additional information	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 25.55

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	2	6	5

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Examination Procedures

The institution has a well-established office of Controller of Examinations which plans and executes all the process relating to exams in a systematic manner. For each academic year, an Examination Committee is formed in rotation constituting a group of staff decided by the Principal. The reforms taken up in the examination procedures are

- Centralized conduct of Exams – Both Internal and End Semester Exams
- Preparation of Time table for CIA, ESE and Special Supplementary exams.
- Getting question papers set by subject experts.
- Scrutinising of the question papers reduces the possibility of errors in the question paper.
- Detailed scheme of evaluation by question paper setters.
- Coding of answer script.
- Paper valuation through boards of respective departments.
- Transparency in the evaluation process is integrated with accountability.
- Part IV is completely internal.
- Supplementary exams for the outgoing students scheduled immediately after the publication of results enable them to pursue higher studies.
- Special care is given to PwDs – Visually challenged are provided with scribes, extra time is given.

All these reforms have ensured the smooth, systematic and secured conduct of examinations.

Processes integrating IT

Automation has been introduced in various aspects of the examination processes so as to speed up and provide the best services to the stakeholders.

- Direct online assessment of certain components of CIA.
- Hall Ticket generation.
- Generation of mark from OMR booklet with barcode.
- Compilation of Internal and External marks with Grade Point Average and CGPAs through Examination Management System.
- Viewing of CIA marks and Components in CAMU student portal.
- Publishing of results in the Website.
- Services relating to Transcriptions are made available.
- Online verification of certificates is facilitated through direct verify system.
- Online recording of attendance by the faculty in the LMS helps in finding out the percentage of attendance necessary for the students to take the End Semester examinations.

Complete automation of Examination Management System provides considerable improvement in speed, reliability, work efficiency, security, transparency, confidentiality and accuracy in the entire process of the examination process. It has reduced to a great extent the preparation time of examination schedule, helps to avoid clashing of examination dates and lead to timely information about examination schedule and publishing of results. Also, usage of stationary is minimized.

Continuous Internal Assessment System

Continuous Internal Assessments help in identifying the levels of learning which helps to take remedial measures and to enhance their level of performance. Consistency in learning is ensured through the examination pattern. The well-planned schedule of exams provided in the College Calendar helps in advance preparations. The students are assessed at various levels – knowledge, understanding and application through varied components. The components of CIA help not only in assessing academic skills but also promote life oriented skills. The CIA system also supports and encourages the students representing the institution in NSS/ NCC/ Games/ Cultural Events at District/ State/ National/ International level by providing them a chance to appear for the supplementary test.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.5 Status of automation of Examination division along with approved Examination Manual A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing**C. Only student registration and result processing****D. Only result processing**

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The principles and process underlying the **Outcome Based Education** were carefully examined and necessary initiatives were taken by the Board of Trustees towards the implementation.

The primary aim of introducing the outcome-based learning is to provide the students with a proactive learning experience that augments knowledge, acquisition of skills, abilities to successfully demonstrate the skills, values, and appropriate judgment. The strategies, techniques and methodologies adopted while framing the outcomes were mapped to fulfill the distinctive vision and mission of the institution.

Course outcomes for each course were prepared on the basis of the following principles:

1. Course outcome should be aligned with the mission and clearly state what a student could do on completion of the course.
2. Should be measurable and more specific.
3. Should focus on the specific content of the course.
4. Should describe the knowledge, skills and competency that a student will achieve on the completion of the course.

5. Level of understanding to be achieved by the student based on the Bloom's taxonomy.
6. It should state the skills that are demonstrable.
7. Effective teaching methodology to be used to achieve the expected learning outcomes.
8. Appropriate assessment tools to measure the stated outcomes.
9. Direct and Indirect methods to be used for assessment of course outcome.

A core group comprising of faculty from all departments were formed to initiate the process. The IQAC and the Faculty Development Cell of the college jointly organized faculty meetings, discussions and Faculty Development workshops by inviting experts for guidance in drafting the course outcomes, program outcomes and program specific outcomes.

Department level committee designed the program outcomes and program specific outcomes as per the guidelines. The course designers framed the course outcomes in alignment with the program outcomes and program specific outcomes. The same was placed in the Board of Studies for discussion and was subsequently approved by the Academic Council. The COs, POs, PSOs and the syllabi were provided to the respective departments. The curriculum hand book is provided to each student.

Due orientation on outcome based education is provided to the students by the members of the faculty.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Measurement of Course Outcomes for the Continuous Internal Assessment:

In our college, outcome based education is being practiced from the academic year 2017-18 for the undergraduate students. All the questions in continuous internal assessment tests and components are mapped with course outcomes. The course outcomes are measured based on the performance in continuous internal assessment tests, components, and course exit survey. The target for course outcomes in a course is set based on the performance in the course by the graduated students in the past academic years.

The expected attainment of outcome of each course is set based on the cumulative probability (from the highest grade) of the grades obtained by the past batch students. The expected attained level (Number of students in percentage) is set to be 20 per cent more than the average number of students.

- **Continuous Internal Assessment Tests**

The question papers are set based on the assessment pattern and the Bloom's Cognitive level with stated outcomes is given in the approved syllabus.

- **Components**

The components are given at the higher order cognitive levels of the course. The nature of the components is decided by the respective faculty member. The components are in the form of worksheets, Quiz, mini projects, case studies, seminar presentation, review of journal papers, etc.,

- **Course Exit Survey**

This survey is obtained on the completion of the course.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 95.05

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 902

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 949

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.55

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 1.41

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
6.03	1.00	0.002	0.003	0

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

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 2

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers.	View Document
Any additional information	View Document

3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

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

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 33.87

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
5.65	13.10	3.52	11.6	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 6

3.2.2.1 Number of research centres recognised by University and National/ International Bodies

Response: 6

File Description	Document
Names of research centres	View Document
Any additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 24.16

3.2.3.1 Number of teachers recognised as research guides

Response: 36

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 149

File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.5

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

Response: 13

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

As a step towards creation of incubation center and to create a right climate for transfer of knowledge following efforts were initiated:

Skill Development: Based on the taste, caliber and need of the students, skill development programs is offered regularly in the fields of travel and tourism management, beautification, organic farming, dress designing, jewellery making, tailoring, garland making, naturopathy, embroidery & fashion design, candle making, bangles preparation, tie and die work, bags preparation. Towards enrichment of life skills, programs on yoga for human excellence, self-healing and health enrichment are provided. To improve career opportunities, coaching for competitive exams and bank exams is offered.

Entrepreneurial Development: The Entrepreneurship Development Cell with the approval of Entrepreneurship Development Institute, Government of Tamil Nadu was established on December 2013 with a financial assistance to the tune of Rs.1.0 lakh was received. Regularly organise workshops covering motivational talk to promote entrepreneurship, project and feasibility report preparation. To promote entrepreneurial talents, hands-on-training was provided on chocolate art, terracotta jewellery making, silk thread jewellery making. Mehandi Mela was organized to motivate students under **Earn While You Learn scheme**. Spiral machine was purchased to provide training on spiral binding and to enable students earn revenue. 35 students obtained Online Entrepreneurship Learning certificate. Entrepreneurship awareness

camp was organized to create and motivate young graduates and public of Udumalpet taluk to take up self-employment. To promote self-employment in IT field, workshop on use of SPSS for data analysis and data entry were organized.

IT sector: College has created an IBM Software Center of Excellence in collaboration with IBM Career Education in the campus to provide specialized educational programs. To promote entrepreneurial abilities in software development, cloud computing, testing, predictive analytics, object oriented programming, mobile application development, Cognos and bigdata are organised. Sri G.V.G.Visalakshi College for Women was identified as the first Arts and Science College in the entire Asia for the award of **IBM Software Center of Excellence**. The institution is highly recognised for imparting IBM software skills development courses to the highest number of students in one Campus with the award of **IBM Certificate of Recognition** in 2015. IBM also awarded **Certificate for Building Capabilities in Area of Emerging Technologies using IBM Software**.

ICT Academy Programs: Our faculty were trained by ICT Academy to impart knowledge on cloud infrastructure, cloud infrastructure services, Mobile App Development, Java Fundamentals and Programming, Introduction to PHP Programming, Data Center Virtualization Fundamentals. Our students regularly participate in entrepreneurship awareness camp, Youth Leadership Summit, Report Writing workshops organised by ICT Academy of Tamilnadu Government.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 5

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	01	00	01

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students

during the last five years**Response:** 0

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	0	0	0

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document
Any additional information	View Document

3.3.4 Number of start-ups incubated on campus during the last five years**Response:** 2

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	01	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
Contact details of the promoters for information	View Document
Any additional information	View Document

3.4 Research Publications and Awards**3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response:** Yes

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

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of patents and year it was awarded	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.64

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 23

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 36

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.2

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	2	4	7	6

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

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 1.86

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
26	97	91	39	9

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index**Response:** 3.01

File Description	Document
BiblioMetrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response:** 3.5

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

3.5 Consultancy**3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
Any additional information	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years**Response:** 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Students of Economics and Logistics were involved in identifying the households in need of toilets. College took the initiative to get funds sanctioned for the construction of 68 **toilets** in the households situated in Pallapampatti, Kandiyagoundanpudur, Kannamanayakanur, Malayandigoundanur, Marulpatti, Jothipalayam, Udumalpet Taluk under the Individual Household Latrine scheme of Government of India.

Students from Commerce streams were actively involved in digital financial literacy in Udumalpet Taluk, Periyakotaiperivu and in NSS adopted villages(Kanniyur, Kadathur, Karatholuvu, Jothampatti). Initially students were enlightened about the need for **demonitisation**, impact of parallel economy, need for strengthening non-cash transactions, social evils of fake money and the benefits of digitalisation. Support of the banking sector employees was utilised to provide awareness on various forms of electronic banking operations. Awareness on digital financial literacy was created by way of survey, rally, stage play and miming. 696 students created awareness among 37348 public and traders under VISAKA program. **MHRD** identified the college in this regard as one of the **Best Performing Institution** and recognised

three students as **Best Performing Volunteers**.

Commerce students were sensitized on the need for financial planning and investment in organized sector with the help of empanelled SEBI resources persons. SEBI has also recognised one of the faculty member as SEBI-Empaneled Resource Person to create awareness among the students and public on financial planning and literacy. Commerce students sensitized the public on consumer rights and duties through street play, miming, panel discussions and dramatic presentations.

Chemistry students created awareness on household consumables resource management. Chemistry department conducts **water analysis** to identify the suitability of the samples for agriculture and drinking purpose. English department students trained school children on developing LSRW skills and task based learning. Mathematics students rendered support in learning maths to the school going children in their own residential areas. Extension activity of athletic students covered teaching of yoga, need for physical exercise, healthy habits, good and bad touch in schools for girls. Science students spread knowledge on saving natural resources and electricity. All the science students are involved in bringing the children of the nearby schools on **Science day** celebration to create a passion for science through experiments, competitions and exhibitions.

Students sensitized on women health care, child care, cancer awareness and safety. Health care survey was conducted in Vedapatti, Madathukulam, Thumpalapatti, Deepalapatti, Ganapathipalayam, Jallipatti, Sundakampalayam, Perumalputhur and Kaniyur villages. Collaboration with Indian Medical Association was sought for extending medical guidance and distribution of medicines. **Book** Exhibition is organized annually to promote and enhance the reading culture among the public of Udumalpet Town. Environmental club create awareness on the need for saving **environment** and means of reducing pollution.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 4

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	1	1

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 164

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
42	37	21	33	31

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 77.11

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2499	2663	840	2620	2063

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Government or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 0

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 283

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
134	42	68	29	10

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document
Any additional information	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 14

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	0	03	03

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The College houses adequate facilities for teaching -learning.

- Currently the college has 83 Ventilated and Comfortable Class Rooms with adequate furniture and other facilities for teaching.
- Class rooms are allotted on computing the courses for each semester.
- All the classrooms are ICT enabled, either with fixed LCD devices or portable LCD's . The LCD Projectors make the learning captivating and effective. Students enjoy viewing, listening and interacting with the support of LCD rather than simply reading a textbook or listening a lecture. It provides the versatility to engage the students. Podcast's/video casts are also used to supplement teaching in the classes whenever necessary.
- **4** well equipped **Science Laboratories**, **7** well furnished **Computer Laboratories** including **DST & DBT sponsored** laboratories with LCD Projectors serve the teaching-learning in an effective manner. The students are divided into batches and a Time Table is drawn to accommodate all the students in batches to utilize the Laboratories.
- **Language Lab** is used to develop effective communication and also to improve LSRW skills in English. Appropriate software is used to develop and enhance the communicative skills of the Students. There are 30 systems with Head Phones placed in separate cubicles. Time schedules are prepared to accommodate all the students including Postgraduate students in batches.
- The College **Library** is well aerated and automated with **Inflibnet** and **Delnet** facilities for teaching learning and research. A total of **55719 books including** text books and reference books are available. Reprographic facilities are also available. **Digital repository D-Space** is available. **Koha**, a fully featured scalable library management system, will be functional shortly.
- **CAMU** – A Cloud based **ERP** integrated with Learning Management System(LMS) is developed exclusively for the students, faculty, parents and the administration.
- **Wi-Fi** facility enables the students to access learning resources and the LMS. It also facilitates the students to effectively communicate with the teacher and classmates through their portal MyCamu. Students practice online tests, and submit their assignments and view the attendances and Timetable with this facility. They also submit their feedback.
- Tablet is provided to each faculty to operate the LMS.
- **Virtual laboratory** is an educational alternative for animal dissection. This lab is used to enhance and replace effective demonstration of the zoological specimens with computer based resources.
- **Business laboratory** provides practical orientation on E-Commerce, online trading etc., to students.
- The available physical infrastructure is well utilized beyond regular college hours, to conduct certificate courses, co-curricular/extra - curricular activities, parent teacher meetings, Campus Recruitment Training classes, Campus recruitments and other Meetings.
- The infrastructure is used as an examination center for Government Examinations and Prachar-Sabha Hindi Examination and for On/Off-Campus Interviews.

Support Facilities

- **2 multi-purpose A/C Conference Halls** with 400 / 250 seating capacity, equipped with LCD Projectors, white boards, Black boards, internet connectivity and state of art sound system supplement the Teaching Learning process.
- **Gallery Rooms** with 100 Seating Capacity and Multimedia Facilities support programs like teleconferencing.
- The College has access to the **Auditorium** with a seating capacity of 1500 to conduct National/International Level Seminar/Conferences and Inter-Collegiate Meets.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The institution aims to provide a holistic education and hence great care is taken to provide support for extracurricular activities.

Sports

State-of-the-art Indoor Stadium

- Area/ Size : 7500 Sq.Ft
- Year of establishment : 2013
- User rate : 40 players per session inclusive of Badminton, Volleyball and Table Tennis (2 Sessions per day)

Green Building

Indoor Stadium is a green building constructed at a total cost of 1.4 Crores with a grant of Rs. 70 lakhs from UGC and Rs.70 lakhs from the Management. The ambience is pleasant and professional with the polished wooden floor measuring 3840 sq.ft.

- Three wooden floored Badminton Courts and a volleyball court with floodlights.
- 3 table tennis boards attached with Robot automatic ball feeder.

Outdoor Games

- Volley ball Court, Throwball Court, Kho-Kho Court, Ball Badminton Court, Tenikoit Court, High jump and Long jump pits.

- Hockey field and Kabadi Court(located outside the main campus)

Facilities for athletes

- Special Coaches are appointed.
- Special permission is granted for taking up examinations and submitting assignments.
- Hurdles, Shotput, Javelin, Discus, Relay Baton, Spikes, etc., are available.
- Nutritious diet and Sports Uniform are provided to the students.
- Special fee concession for performing students.
- Physical Director accompanies the students while they participate in off-campus competitions.

Band Troop

Band troop is team of 28 students provided with all band equipments.

Self Defence Art

Silambam and Karate training given to the students.

Others sports accessories

Dumbbells, Volleyball, Ball Badminton Balls, Ball Badminton Racquets, Shuttle Racquets, Shuttle Cock, Throwball, Chess Board and men, Carrom board, Hockey Sticks, Hockey Balls, etc.,

Sports activities: <http://www.gvgvc.ac.in/sports.html>

Yoga

Multipurpose Halls and Auditorium are used for Yoga.

Size of the Halls

Hall I: 2700 Sq.Ft; Hall II: 3420 Sq.Ft.

Year of establishment: Conference Hall I & II: 1956 & 2017

User rate

User Type	Utilization	Beneficiaries
I UG Students	2 Hrs per week	783
Teaching Staff	1 Hr per day	30
Non-Teaching Staff	1 Hr per week	25
Controller of Examination Section	1 Hr per week	09
Children from in and around Udumalpet	During their Quarterly, Half-yearly, Annual Holidays	65

Parents	During PTA Meeting / Admission	520
<p>Regular yoga classes conducted for I UG students under Value education, Faculty members, Non-Teaching staffs and public by professional yoga instructors from Universal Peace Foundation, an institute of international repute.</p> <p>Cultural Activities</p> <p>The Fine arts Club of the College is a creative center for performing arts. It is a platform for the students to expose their artistic talents. Student Secretary and Joint Secretaries are appointed to assist the Club convener. Dance and Music Teacher's are appointed for organizing cultural talents.</p> <p>Students exhibit their cultural talents in the campus programs like College Day. They also participate in intercollegiate competitions. Competitions are conducted in Conference Halls and Auditorium which are equipped with State-of-art audio systems.</p> <p>NSS, RRC, YRC students conduct awareness programmes through cultural activities within and off the campus.</p> <p>The fine arts club conducts cultural programs for the college day. The College Union conducts the cultural activities in Pongal celebrations.</p>		
File Description	Document	
Any additional information	View Document	
link for additional information	View Document	

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc		
Response: 84.71		
4.1.3.1 Number of classrooms and seminar halls with ICT facilities		
Response: 72		
File Description	Document	
Number of classrooms and seminar halls with ICT enabled facilities	View Document	
Any additional information	View Document	
Link for additional information which is optional	View Document	

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 1.38

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
11.3	12.0	12.0	11.98	16.40

File Description	Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

- Name of the ILMS software - Mylinsy (Myla Infotech)
- Nature of automation (fully or partially) - Partially
- Version - 2.0
- Year of automation – 2000
- D-Space – Open Source Software -2018
- Koha Open Source Software - 2018

SRI G.V.GOVINDASAMY NAIDU LIBRARY, collectively supports teaching, research and extension programmes of the Institution. Library is well equipped with the Text Books, Reference Books, Novels, Journals, Periodicals, Newspapers, Magazines, Manuscripts and E-Resources in the field of Arts and Science partially automated with the Software Mylinsy through Myla InfoTech with barcoding technology and online resources.

The software used in the library is MYLINSY (Version 2.0) from MYLA INFOTECH. Acquisition, Accessioning, Circulation etc., is well organized through this software. Library is partially automated from the year 2000. D-Space is installed for Institutional repository. Currently an upgraded version for library services, the Koha software is being installed. Barcode technology speeds up the transactions. Computers are used for browsing, checking availability and status of books.

An OPAC(Online Public Access Catalogue) is maintained for Staffs and Students. The reading room is well furnished to provide conducive environment for study. Visitor's book is maintained for students and staffs. Visitors are also required to sign, noting the time of entry and exit. CCTV cameras are installed

in the library for strict surveillance. Linkage with N-List, INFLIBNET and DELNET is established and resource sharing is carried out for the Faculty, M.Phil Scholars and PG students.

260 books (2013-2018) were received from various member libraries through DELNET, for reference and were returned. The Internet facility facilitates the Ph.D., M.Phil., Scholars, PG and UG students to access the learning resources at will.

The D- Space is facility allows access to the references for learning and research.

Koha installation is in process and transition to Koha, a scalable library management system is expected to have a great impact on the teaching-learning process.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

- The college makes all efforts to acquire and preserve rare books, reports, thesis and other knowledge resources to enrich its collection.
- Book written by our Founder, the oldest version of T.S.Eliot, Letters of mathematician Ramanujan are available in the library.
- Palm leaf manuscripts of Ramayana (Sundara Kandam, Yutha Kandam) & Nalan Sarithiram etc. add to the enrichment of rare collections in the Library.
- Central Library also has a collection of rare works on number of subjects along with latest editions and decorative sets and bindings.
- The special collection in the library meets the research interests and subject specializations of students and faculties.
- Collection of rare books support the teaching learning process.
- Special Collections include highly priced books and hard bound journals like Atlas, Encyclopedia.
- Reference books to prepare for GATE, GMAT, GRE, MBA, IELTS (International English Language Testing System), TOFEL, UPSC, Railway recruitment, TNPSC examinations and intercollegiate competitions, etc., are available.

Special Collections

Description	Nos.
Rare Books	96
Hard Bound Journals	1222
Thesis	200
Manuscripts (Palm leaf)	06

Competitive Exams	1141
<p>Rare books/manuscripts : http://www.gvgvc.ac.in/naac/Criterion-IV/4.2.2-Rare-Books.pdf</p> <p>Rare Books Images : http://www.gvgvc.ac.in/library-rarebook.html</p>	
File Description	Document
Any additional information	View Document
link for additional information	View Document

<p>4.2.3 Does the institution have the following</p> <p>1.e-journals 2.e-ShodhSindhu 3.Shodhganga Membership 4.e-books 5.Databases</p> <p>Any 4 of the above</p> <p>Any 3 of the above</p> <p>Any 2 of the above</p> <p>Any 1 of the above</p> <p>Response: Any 4 of the above</p>	
File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

<p>4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)</p> <p>Response: 8</p>

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.5	8.5	7.1	11.5	11.4

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 12.7

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 365

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institution modernizes the Labs by upgrading the existing software, hardware and electrical accessories. The chief electrician of the college continuously monitors the electrical facilities. Service and maintenance of the systems are done periodically by the System Administrator. Damaged or faulty electronic components are replaced immediately on periodical basis.

The campus is Wi-Fi enabled with a high speed internet connection to allow the students to access the internet. Currently 88MBPS bandwidth connection is available inside the campus.

The college has subscribed to the 40 mbps broadband connectivity available through "National Mission

on Education through Information and Communication Technology (NME-ICT) ", which is a Centrally Sponsored Scheme to leverage the potential of **ICT** in teaching and learning process for the benefit of all the learners in **Higher Education** Institutions in any time anywhere mode. All the computer laboratories are used on shared basis.

Details of campus computing facilities:

An IBM Server with Intel –Xeon Processor, 4GB RAMS, HDD-500GB connects all the computer labs.

- Internet facility
- LCD Projectors in all Computer Labs
- Printers: Dot Matrix, Laser Printers
- LAN facility
- Others: Multi purpose printer, Scanner, A/C, HUB, UPS, Modem, 187.5 KV Generator set.

All the accessories are either upgraded, replaced or repaired as and when they fail.

IT in Library : The transition from Mylinsy to Koha is in process.

ERP: The up gradation of the software CAMPUS EYE to the ERP CAMU – November 2014.

OPERATING SYSTEMS

- Windows 10
- Windows 8
- Windows 7
- Windows XP
- Unix
- Ubuntu
- Microsoft office
- C & C++
- Java
- JDK
- Microsoft Visual studio 6.0
- Visual Studio .Net
- SQL Server 2005
- X Base
- Xampp
- NetBeans IDE 8.0.2
- Oracle 11i
- Tally ERP -9
- SCILAB
- Libre office
- Gimp
- Scribus
- Inkscape
- Vectorian Giotta
- Amaya

ANTIVIRUS: K7 Computing Internet Security- installed with automatic update.

Updation of IT facilities in the COE office :

An automation software developed by OMR Technologies for the updation of Examination Section was implemented from June 2015 to carry out

- Enrollment and allotment of Register Number
- subject details with subject code
- Course wise subject allocation
- Nominal Roll generation
- Examination application forms

- Fees collection, receipt printing, DFC and Pending fee report after fees collection.
- Nominal Roll after fees collection
- Time table Input
- Hall ticket with details.
- CIA OMR and Practical OMR Sheets
 - ESE – attendance and dummy number generation
 - ESE OMR sheets
 - Scanning OMR sheets
 - Reports
 - Updation of Mark Moderations
 - Result publication – data
 - Statement of Marks
 - Consolidated Mark sheet
 - University Report

The updation or Installation details of IT facilities:

Particulars	Month & Year of Installation /Updation
Tablets provided to Faculty	December 2014
Firewall for Wi-Fi - Installed	December 2014
CCTV camera -Upgraded	2013, 2017
LCD projectors Installed	2014, March 2017
Computers Purchased - Installed	2016, 2018
Trutouch - interactive display device-Installed	April 2017
D-Space – Installed	April 2018
Software Koha -Installed	April 2018
Internet bandwidth-upgraded	March 2018
CAMU –ERP- Installed	November 2014
K7 internet security	Every year
Examination Software - update	June 2015
Bar coding in Mark sheets	November 2015

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.3.2 Student - Computer ratio**Response:** 7.77

File Description	Document
Any additional information	View Document

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?50 MBPS****35 MBPS - 50 MBPS****20 MBPS - 35 MBPS****5 MBPS - 20 MBPS****Response:** 5 MBPS - 20 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 24.78

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
214.7	213.8	234.3	247.5	237.5

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

The College has a Maintenance Committee headed by the Office Superintendent and monitored by the maintenance manager with the support of housekeeping staff. It oversees the maintenance of buildings, classrooms, laboratories, Hostels, Sports facilities, Solid and liquid waste management, civil work and other facilities in the campus. Adequate in-house staff are employed to maintain hygiene and cleanliness in the campus.

The Maintenance manager organizes, supervises and coordinates the work of housekeeping staff on day- to- day basis. He uses standard operating procedures for cleaning and plans new procedures to increase efficiency of labor and product use. Furniture maintenance is on annual basis during the summer vacation. The security staff are in charge of the surveillance at the College gate and vehicle parking within the campus. Campus Surveillance is taken care by CCTV's and other security arrangements.

Electrical structures:

The electrical supervising team consists of trained and authorized persons to take care of the power management. They take care of all the electrical equipment's like UPS, Generators, Lifts, fans, lights and acoustics. **Energy audit** has been conducted to assess the energy needs and efficient utilization of energy within the campus. The solar panels provide the complete energy requirements for the hostel infrastructure. Solar panels are maintained on contract basis.

Separate registers are maintained to record the utilization of electrical structures in various rooms. Problems regarding the working of gadgets like Microphone, fans, speakers, Laboratory devices, etc., are recorded in a log book at the entrance of principals' room for the necessary action by the electrical team.

Laboratories:

The devices and safety structures in the Laboratories are taken care by trained personnel.

Lab attendant sets up, calibrates, and performs minor maintenance on all the laboratory equipment's. Logs regarding the inventory of items, damaged and lost items are maintained by the attendants and are supervised by the faculty.

Rain water tank is maintained on an annual basis with a check on leaks and debris.

Teaching aids:

Teaching aids such as LCD Projectors, Laptops, Desktops, Printers, Wi-Fi, etc., are maintained by the system administrator and a periodic audit is conducted to keep the devices in appropriate condition.

Library:

Books found damaged are frequently checked and being repaired. Journals are bounded as back volumes at the end of the year. Annual pest control measures are taken and books are preserved using organic mixture. Reprographic facilities are available.

Garden:

Garden maintenance is taken care by the gardener. The garden in the inner quadrangle of the campus is in the resurrection process due to the damage caused by construction of new building. Regular pruning and watering of trees, plants and potted plants are done by the gardener

Sports facilities:

The indoor stadium is kept clean and the wooden floors are maintained as per the specifications. Protective window coverings are used to block fade-causing UV rays and excessive heat from sunlight. The high rise roof tops are cleaned with professional cleaning staff. Ground staff takes care of the play courts and Jumping pits.

File Description	Document
Any additional information	View Document
link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 37.48

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
841	1032	1096	1141	1102

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 4.59

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
147	177	149	89	79

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

- 1.Guidance for competitive examinations
- 2.Career Counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 72.07

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1469	2404	2043	2189	1934

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 85.88

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2440	2570	2541	2445	2231

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 50.66

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
665	720	518	292	258

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 35.81

5.2.2.1 Number of outgoing students progressing to higher education

Response: 338

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 10

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	01	02	03

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

Response:

Student Council

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

Vision of GVG

With this aim , an active Student Council functions representing students in academic , administrative bodies / Committees.

The student-centric core association of the college is the College Union & its Affiliated Clubs. The College Union provides an excellent platform for a democratic participative management infusing a sense of leadership and social commitment. It empowers and elevates the students to take up managerial and decision-making positions in life with added confidence. The various clubs of the student union equip the students with skills and transform them into a socially self-responsible empowered woman.

In GVG the College Student Council - The College Union is constituted with :

The President	The Principal
The Union Advisor	A Senior Faculty
Union Members	Faculty from various departments
Student Representatives	Chairman
	Secretary
	Joint Secretary
Affiliated Clubs	Secretaries

- The College Union advocates the students in planning the various activities. Various clubs functions under the headship of the Union Advisor with each club headed by an experienced faculty as the convener, and a student Secretary.
- The Union Student Representatives are elected democratically by online voting . In the first week after the reopening of the college, the Union Advisor announces the schedule for the election of the College Union in the corporate assembly. The elections are conducted with properly laid down rules and regulations. Nominations will be scrutinised and the final list of eligible contesting candidates are announced. The Contestants put forth their election manifesto to their friends.
- The College Union activities commences with the Inauguration of the College Union & its Affiliated Clubs. In the Swearing in ceremony the office bearers will take oath of office with the Principal administering the oath.
- To uphold the consciousness of decentralization, the Union Advisor and the Faculty involve student representatives to organize the various activities within the campus. In every event management the students play a vital role.

Students Representation in Mandatory Committees

- The Anti-ragging, ICC , OBC / SC / ST Cell functions in the campus with representatives as per the UGC guidelines. It works in unison with College Union to ensure that no untoward incident takes place within the campus.

- All the programmes / activities, Co-Curricular in nature are carried out with duly appointed student representatives.

Hostel

- Each hostel block has a student representative to voice about the facilities and welfare measures.

Academic Activities

- Students are encouraged to enroll in one or more of the clubs as they desire and get involved in respective activities.
- Students form ad-hoc teams to plan and organize various functions.
- Celebrations of national & regional festivals of all religions, commemoration of the birth & death of national leaders, national identities are executed with the spirit of patriotism and integrity.
- The sense of culture and tradition is nurtured through the recital of vedic hymns - Vishnu Sahasranam, Lalitha Sahasranamam etc.,
- In the Corporate assembly songs of all religion is sung.
- The students representatives involve, systematize, manage and monitor all academic events.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 27.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
31	30	28	25	24

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

- **Sri GVG Visalakshi College for women Old students Association was registered on 26.09.2005.**
 - The Alumnae are the brand ambassadors of the Institution.
 - They contribute extensively to the progress of the institution through financial and non financial means.
 - They offer support in various aspects beneficial to the students, other alumni, faculty and the society.
- **Our alumni are an asset to the institution; their contributions and involvement notably increase the reputation of the institution.**
 - They are **active members in Board of Studies** and extend valuable suggestions in refurbishing the syllabi suitable to latest state of affairs.
 - They are active members of **IQAC**.
 - Our Alumni who are renowned academicians are invited as **resource persons in academic programmes** like Seminars / Conferences/ workshops and share their expertise with the students and the faculty.
 - Our Skilled Alumni **train Skill Courses** - Tailoring, Beautician, Fabric Designing, Candle Making, Silk Thread Bangles, Terracota Jewellery.
 - Alumni who have cleared Competitive examinations (NET, SET, TNPSC) are invited to give **motivational lectures** to inspire and instigate confidence among the students.
 - Alumni well placed in IT / Banking / Government Sectors are invited to give special lectures to **stimulate confidence** and ignite the students **to aim for their Career**.
 - Due to rural background, miniscule percent of students only pursue Research. In order to **encourage the students to undertake research**, Alumni who have excelled in research are **invited to discourse** what the institution intends to convey to its students.
 - Alumni make constructive **word - of - mouth promotion** about the college during the **admissions every year** and facilitate the institution to admit considerable number of students.
 - Alumni are introduced as role models to inculcate the entrepreneurial skills.
 - Alumni offer **career openings** to our students. Our alumni Edupreneurs / entrepreneurs recruit our students annually.
 - All the **outgoing students** of our college are **inducted** into the **Alumni Association**.
- **Our Alumni are magnanimous to make contribution to the Alumni Association Fund.**
 - The Association Fund is used for infrastructural facilities in the campus.
 - **Two classrooms** in the new block were constructed.
 - The Association organized fund raising event **GVG Mega Shopping Mela 2018** and it was decided to use the fund for the institution **Installation of Water Plant**.
 - Alumni have also extended **unrecorded financial support to the students** of their

programme through the Head of the Department.

- **College has the rich tradition of having alumni as faculty.**
- **Some of our notable Alumnae**
 - Sony Punnose - Scientist, DRDO, Ministry of Defence, Hyderabad.
 - Mrs.K.Moortheeswari-Superintending Archaeologist,Bangalore Circle,5th floor, F wing, Kendriya Sadan 17th main road, Koramangala,Bangalore 560034.
 - Dr.Aruna Sivakami-Former Vice Chancellor, Mother Teresa University, Kodaikanal.
 - Ms.S.Jothimani-All India General Secretary of the Indian Youth Congress.
 - K.S Vidhya-Faculty in Mississippi University (Former), USA.
 - Sumathi Muthusamy-Database Analyst, Peak point Technologies, USA (Former).
 - Dr.rer.nat. Karthiga KanthasamySO Consultant at WIZ Management Solutions, Dubai.
 - A.Deepa-NASA, USA.
 - Sherin Banu-Senior Lecturer, Dimensions International College Singapore.
 - Anitha Devadoss-Ser Cymru II- MSCA COFUND Fellow College of Engineering, Centre for Nano Health, Swansea University, UK.
 - G.S.Dheebea-Service Administrator, Draeger Safety Pacific, Australia 3977.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: 5 Lakhs - 10 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	00	01	01	1

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The organizational structure of the institution transparently reflects the academic and administrative leadership and the efforts in achieving its [vision](#). The philanthropic vision of the founder guides the academic setup focusing on **empowerment of rural women** through a holistic learning experience. Direct participation of the Board of Trustees in all the activities of statutory bodies ensures the **benchmark** in the field of education by evolving policies with the futuristic vision. This enables the students to face the challenges of the dynamic environment by equipping them with required skills and manifesting collegiality, integrity, and inclusiveness resulting in **intellectual transformation**.

The effective leadership is exercised through the delegation of authority by the management by providing operational freedom to the principal, various committees, statutory and non-statutory bodies, including IQAC, constituted as per the UGC guidelines for autonomous colleges. The Board of trustees manoeuvres policies to provide quality education based on the local and global environmental needs in higher education in alignment with the vision and [mission](#) of the college.

The entire spectrum of academic and administrative activities entrusted with the principal comprises of

- Organising the statutory and non-statutory committee meetings.
- Implementing the plans and suggestions of the Management and the statutory bodies with the support of the faculty who are the members of the statutory bodies.
- Identifying, motivating and orienting a team of skilled faculties who would contribute to the efficient functioning of the academic system and thereby groom leadership at various levels with the support and advocacy of the management.
- Monitoring the major curriculum changes and student support facilities enabling the horizontal and vertical progression of students.
- Planning and execution of the optimal utilization of resources of the college.

On the academic front, the Head's of the Departments, and other members of the faculty are involved in the governance of the institution through their valuable contributions in the Board of Studies in providing a **learner centric curriculum**. All the faculties are also entrusted with the responsibility of **integrating the mission** in all their activities, so as to provide a **holistic education** that empowers each woman student of this illustrious institution. They are oriented to be responsible, accountable, maintain a high profile and complete the assigned tasks successfully.

The highlight of the **leadership** is the inclusion of stakeholders - Academic experts, Industrialists, Doctors, Lawyers, Engineers and Parents representing public interest thereby signifying the institutions' openness to the society and keeping the system intact by promoting participative management.

The governance encompasses the participation of students in the quality framework by grooming their leadership skills, imbibing **ethical values** and involving in **nation building** activities. Their opinions are

sought on all aspects of the functioning of the college in the committee meetings and through their feedback. Analysis of the feedback provides insight in the development of the institution.

The governance extends to the community at large by addressing the problems in the community through projects/activities and deriving viable solutions for the same by authenticating the college motto “Not for self, But for all”.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Case Study: Curriculum design and Development

The primary purpose of Curriculum Design and Development is to ensure that the students receive integrated and comprehensive learning experiences that impact their personal, academic and professional learning.

This process involves the design and development of integrated plans for learning, implementation of the plans, followed by the evaluation through the measurable outcomes of the learning experience of the students.

In our institution the Board of Trustees provide a broad framework to the Principal to frame all the academic activities. The Principal is ably supported by IQAC, Head's of the Departments and Senior faculties in designing the syllabi for curricular, co-curricular, extra-curricular and the skill development programmes. The major decisions regarding curriculum design are taken in Council Meeting comprising of the Principal and the Heads of the Departments.

A blend of Top down and Bottom Up approach is adopted in designing the curriculum. Top down approach is adopted in curriculum development as suggested by the Board of Trustees, IQAC and the Curriculum Committee. Bottom up approach is practiced by providing autonomy to all the course teachers in restructuring the curriculum.

For each programme the curriculum design process begins at the course level which in turn fixes the context for topic selection and it sets the context for the learning experiences of the students. Topics are selected by considering stakeholders feedback and bound together in structured manner by the course teachers and scrutinized by the HOD's and placed for approval by the Board of Studies.

Board of Studies constituted as per the UGC regulations carefully examines the syllabi for its content meeting the objectives of the Institution, stakeholders interest and the learning capabilities of the students. It is then approved by Academic Council. The quality of the curriculum is ensured by the Board of Trustees with the academic and industry experts in Academic Council and with the feedback of the stakeholders.

The curriculum for co-curricular activities-NSS, YRC,RRC, NCC are framed by the conveners in consultation with the Principal based on the directions of the Parent University, government policies, the local needs of the society targeted for service and the values the college wishes to impart to the learners in preparing them for selfless service. The conveners of various clubs plan the extra-curricular activities to be carried out at the beginning of the year in the meetings with Principal and the programmes are also arranged on ad-hoc basis with the approval of the Principal.

The Principal and the Conveners of the Skill Development Centre and Value Education, jointly decide the various skill development programmes to be offered. The College union with the participation of office bearers organizes the programmes to nurture the national and social values.

Concurrence of the Managing Trustee is obtained for all the programmes by the Principal.

The Governance is thus implemented through proper decentralization and the participation of Principal, faculty, Industry experts and all stake holders with due directions from Board of Trustees to make the process systematic and perfect.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

One activity successfully implemented based on the strategic plan and deployment of documents is the teaching-learning through **Learning through Learning Management System(LMS)**.

The college aims to provide a learner-centric curriculum to make the teaching-learning process efficacious. The focus is on making the process more interesting, attractive and value-based for the millennial learners who seek knowledge through ICT. The teaching-learning process is one of the core component in planning. Every year the plans are reviewed and restructured. The Principal, Co-ordinator and the LMS Administrator(Admin) decide the user roles and permissions in ERP to maintain high degree of security. They assign permissions to specific users in specific contexts. They also formulate the **Annual plans** for the functioning of ERP at the end of each academic year.

The planning is carried out in **two** levels

1. Year wise and
2. Semester wise plan

The framework for **year wise plan** is

1. Event planner for the forthcoming academic year – Academic Calendar
2. Admission process
3. Implementation of Event planner related activities like Semester Configurations, Holidays and Events.

The framework for **semester wise plan** is

1. Subject and Staff planning
2. Generation of Timetables
3. Upload of Teaching content and auto generation of Teaching Plan
4. Enrolment of students for Courses/Electives
5. Examination Planner
6. Semester wise updates in student and staff profile.
7. General review of the day to day activities in the learning management system.

Admin takes up the task of defining the roles, managing the courses, sets up enterprise level details before the beginning of every academic year. Students use their portal, “**MY CAMU**” to enroll for the courses within the stipulated time. Department level details regarding the allotment of staff and subjects are submitted to the admin. This is followed by the upload of the timetables of the departments of the current semester and teaching content for each course. Teaching plan of each faculty is then scheduled by the course teacher. Teaching plans are rescheduled when a faculty goes on leave. Head of the Department is authorized to view all the activities in the LMS.

Continuous internal assessment mark for each course is posted by the course teacher to be viewed by students and to be integrated with the end semester examination marks. Analysis of the performances of the students is available in the Dashboard.

Admin conducts a department coordinator’s meeting to demonstrate the updated features of the LMS and also instructs them about the follow up of the teaching-learning process ensuring that every faculty provides sufficient teaching supplements to the students and to populate the course resources with question banks, current contents, online quizzes etc.,

The process is integrated with the communication between the faculty and the students to keep track of the progress of the students and to obtain their feedback. Mobile application enables the students to be updated of the academic and campus activities.

Complete **documentation** of the various activities in the LMS CAMU is available in the **report section**. Principal keeps track of the teaching-learning process using this section.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Sri G.V.G.Visalalakshi college has a well defined organizational structure and governance that focuses on the vision and mission of the college. It strives to provide quality education with the involvement of all its stake holders in various committees.

To ensure efficient management of academic, financial and general administrative affairs, of the college following committees are constituted.

- Board of Trustees

Statutory Bodies:

- Governing Body
- Academic Council
- Board of Studies
- Finance Committee

Non-Statutory Committees:

- Planning and Evaluation Committee
- Grievance Appeal and Redressal Committee
- Examination Committee
- Admission Committee
- Library Committee

- Student Welfare and Extra-Curricular Activities Committee
- Curriculum Committee
- Sexual Harassment Committee(ICC)

with teachers of the college either as convenor or as members.

The **apex body** of the institution is the **Board of Trustees**.

The **functions of the Board of Trustees** are

- Policy setting and strategic planning
- Monitoring the implementation of the plans
- Providing support and facilitating the Principal and staff during implementation.

Statutory bodies function as per the guidelines for autonomy. The non-statutory bodies are constituted with the representation of faculty and other stakeholders and they function on an annual plan. The committees will have functional autonomy, yet accountable to the Principal. All the recommendations of the committee are implemented with the consent of the Principal. The deliberations of the committee's are recorded and attested by the members present. Two thirds of the members are expected to be present for the conduct of the meeting.

Governing body issues the necessary directives for the functioning of the college within the purview of the regulatory compliances. The Principal implements them with the help of the faculty, administrative staff and the students. Quality initiatives regarding the academic and administrative activities are proposed by the IQAC on the consent of the Principal. ISO manual contains the various roles and responsibilities of the Bodies/committees. ISO cell of the college ensures the appropriate functioning of the college meeting the quality standards.

Convenors of the co-curricular and extra curricular activities prepare annual plans and execute the same on the approval of the Principal. Controller oversees the examination related duties of the college with utmost vigil.

The college union advisor on the advice of the Principal and support of the students, is responsible for carrying out the major functioning of the college with its [affiliated clubs](#).

Mandatory compliance committees ensure a peaceful and conducive environment for academics.

[Sports activities](#), are well planned and executed by the Physical director. NSS,NCC,YRC,RRC activities are implemented effectively by the staff and the students.

Professional development of the faculty is taken care through the Faculty Development Club. The service rules, procedures, recruitment and promotional policies are followed as per the guidelines of the UGC, State and Affiliating University regulations and the Management. The office Administrative staff take care of the implementation of the promotions, recruitment procedures, leaves, pay and service related issues .

Grievance Appeals and Redressal Committee records the appeals and appropriate action is taken in consultation with the Principal and the Management.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Implementation of Outcome Based Education (OBE)

The college exercises the complete autonomy as per the roles/terms and conditions of an Autonomous college. The college strictly adheres to the rules and regulations of the UGC, State and Affiliating University.

The curriculum is offered with the approval of the various bodies constituted as per autonomous regulations.

One of the activities implemented based on the minutes of the meetings of various bodies/cells is the Outcome based education (OBE).

The concept of OBE was seeded by the Board of Trustees in 2016 to meet the needs and expectations of the millennial learners. The OBE system enables the attainment of expected outcomes by streamlining the academic efforts through the curriculum.

The Planning and Evaluation committee together with the IQAC of the college proposed the initiatives regarding the introduction of OBE for the undergraduate students from the academic year 2017-2018 as suggested by the Board of Trustee and initiated by the Principal. Following this various activities regarding the implementation of OBE was discussed in the Council Meeting. It was decided to conduct a series of faculty orientation programmes concerning the OBE.

As a preparatory measure IQAC conducted a colloquium on “Sustainability in higher education- models and tools” on 29.9.2016. This was followed by a series of orientation programmes on OBE conducted by the Faculty Development Club of the college by inviting the following experts :

- i. Dr.Sheela Ramachandran, former Vice Chancellor of Avinashilingam Deemed University,
- ii. Dr.S.J.Thiruvengadam, Professor ,ECE,Thiagarajar College of Engineering,Madurai and
- iii. Dr.K.Sumathi, Associate Professor, PSGRKrishnammal College for Women, Coimbatore.

Thereafter, IQAC and the Curriculum committee conducted meetings on framing PO, PSO and CO's, for each programme, the syllabi, teaching technologies to be used and the evaluation pattern incorporating the learning domains the for the implementation of OBE.

Syllabi to meet the requirements of the OBE were framed by the members of the department. After the deliberations at departmental level each department designed their PO, PSO, PEO and CO's, evaluation pattern, and procedure to determine the course attainment for their program. The OBE curriculum was then subject to review by the experts in the Board of Studies.

The same was presented in the Academic Council for discussion and was resolved to implement the OBE for the undergraduate students admitted from 2017-2018 onwards.

OBE was effectively implemented through the resolutions passed in the Board of Trustees, Council meeting, Board of Studies, and Academic Council were recorded as minutes of the meeting of the respective bodies.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Welfare Measures:

The institution has a strong conviction that the overall development of an individual only leads to the sustainable growth of the institution. Various welfare measures for teaching and non-teaching staffs are listed below.

Teaching faculty:

- **Staff club** acts as a vibrant forum for faculty members to share their experience and opinions regarding academic and non academic issues, express their grievances and to find solutions, exhibit the historic talents, celebrate their achievements both professional and personal. It also helps to establish a cordial relationship between the teaching and non teaching faculty. The family functions of the staff members are attended with a sense of fervor with **gifts** from staff club to make it more memorable.
- **Study leave** given to faculty members to free them from the regular academic work for pursuing their research work has yielded in the rich dividend of upswing in the number of doctorates of the institution.
- **Financial assistance** given to the self financing faculty for participating in the seminars/workshops and publication of research articles.
- Deputed to attend faculty development programs.
- Permission granted to faculty to serve as resource persons.
- Support and help to participate and present papers in International **conferences abroad**.
- **Special programs** on yoga and meditation.
- **Indoor stadium** is open for games like shuttle badminton, volleyball and table tennis.
- **Health record** with the details of BP, Diabetes and Blood grouping of all the staff members is maintained.

- **Best Performance Awards** given during annual day celebrations.
- **Conducive working environment** provided in the campus in the form of Physical Infrastructure.
- **Tablets** are provided for each faculty to work with the learning management system.
- **Trust members** honour the retiring faculty with gold coins and they are also honoured by the faculty.
- The **ATM facility** available in the campus provides access at their convenient time.
- **Hostel accommodation** is available.
- Free spiritual recital classes for **Vishnu Sahasharanamam, Narayaneeyam, Lalitha Sahasharanamam and Bhakavatham** arranged in the early hours.
- **Staff picnic** is arranged to energize and **rejuvenate** the mind and body.
- **Yoga and meditation** classes arranged.
- **Festival advances** are provided for the needy.

Non -teaching staff:

- Deputed to attend training **programs**.
- Motivated to take up **higher education**.
- Guidance and motivation to take up department level examinations.
- Training in ICT to aid administration and to update the administration procedures.
- Free spiritual recital classes for **Vishnu Sahasharanamam, Narayaneeyam, Lalitha Sahasharanamam and Bhakavatham** arranged in the early hours.
- **Indoor stadium** is open for games like shuttle badminton,volleyball and table tennis.
- **Health record** with the details of BP, sugar and Blood grouping of all the staff members is maintained.
- **Retiring staff** honoured by the staff club.
- **Festival advances** are provided for the needy.
- **Staff picnic** to energize and rejuvenate the mind and body.
- **Yoga and meditation** classes arranged.

- Lab staffs are given training in **safety and security** measures to be taken in the laboratories.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 6.81

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	17	7	9	4

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 14.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	10	14	11	12

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 19.91

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
32	31	18	38	22

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance appraisal in Sri GVG Visalakshi College for women is, in fact, a motivational process to support the faculty and to fulfill the expectations of the stake holders.

The institution follows certain formal methods of appraisal.

1. **Peer team:** This method involves the peer team assessment of the newly inducted faculty.

The peer team comprises of the IQAC members, the head of the respective department and if necessary a subject expert. This assessment process takes place after the faculty has gained acquaintance with the students and the department. The faculty members are informed about the schedule of assessment prior to its happening. They are assessed on various parameters and necessary advice is given to the faculty to correct themselves.

2. Self –appraisal : This involves the self-appraisal of the faculty by preparing a record of their personal and academic performances within the institution and other activities rendered to the society and submitting the same to the academic audit conducted by IQAC. Students feedback about the faculty is obtained.

3. ISO Audit: The ISO audit also ensures the performance as per the standards prescribed.

Non-teaching staff:

IQAC conducts a self-appraisal at the end of the year for the teaching faculty, office staff, and lab assistants to ensure that they are updated in all their office procedures and practices.

Thus a quality appraisal is in place for the faculty ensuring a quality teaching-learning process and this is evidently reflected in the results, placement and higher studies of the students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Annual internal audit is carried out annually by a statutory auditor appointed by the governing body.

The external financial audits in administrative office are conducted by Office of the Principal Accountant General, Chennai and Joint Directorate of Collegiate Education, Coimbatore region, Coimbatore.

Details of the Audit dates for each academic year is given below.

AG's/JDCE	Year of Audit	Date of Audit
Joint Directorate of Collegiate Education, Coimbatore Region, Coimbatore. (Departmental Audit)	2010-11 to 2014-15 (5 Years)	21.03.16 to 31.3.16
	2015-16 to 2016-17 (2Years)	22.09.17 to 27.09.17
Office of the Principal Accountant General, Tamil Nadu and Pondicherry, Chennai	2007-08 to 2012-13	24.06.2013

Principal settles the issues as and when it arises. No major issues have been reported during the last five years.

As on date, all the issues have been settled.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

- The major source of fund for the institution is the fees collected from the students. Fees collected are deposited in a nationalized bank. The fees collected is utilised as per the university norms and guidelines for Government aided college.
- **UGC Autonomous grant** received annually is utilized under the heads specified as per UGC Guidelines for autonomous colleges. Finance Committee of the college plans the utilisation of funds based on the proposals received from the departments for each academic year and on the basis of recommendations from Planning and Evaluation Committee. The funds are used for equipping library, laboratory and faculty, extension activities, conduct of seminars / workshops and students enrichment programmes. Utilisation certificate of the grants is submitted to UGC annually. Till date all the accounts have been settled and approved by UGC. Special Grants of UGC like remedial coaching are utilised as per the purpose specified.
- The college being a Governemnt aided college, the **salary** for the aided faculty is funded by the State Government. Fee collection is utilised toward salary for the faculty of the Self- financing stream and other overhead /incidental expenses.
- **Management** contributes towards the **infrastructure development** in terms of construction of buildings, purchase of books, furniture and equipments, green initiatives, other quality initiatives and towards the free education including boarding and lodging provided to sports students. Infrastructure required for IT enabled Teaching -Learning environment is also met. **Hostel mess** is run on Dividing System among students.
- **Students' aid fund** raised by voluntary contribution of the stakeholders is utilised to meet the educational expenses of economically backward students and students with special needs.
- Voluntary contribution by the **alumnae** and the funds raised through fund raising programs organized by the alumnae is utilised towards strengthening the infrastructure. The accounts of the same are audited.
- Funds for **research activities** are raised from government and non-government agencies and utilized as per the norms.
- **Scholarship** from government and non-government agencies for students is supported through Direct Benefit Transfer.
- **Endowment fund** is utilized for the purpose of institutional awards to the students.
- **Faculty incentives and awards** for academic achievements are rewarded by the management.
- Funds from the sponsoring agencies are optimally utilised for the **conduct of seminars and workshops**.
- Funds for the activities of **NSS, NCC, RRC and YRC** are provided by respective wings.

- **Examination fee** collected is utilised towards conduct of examination, strengthening the curriculum, IT infrastructure required for Controller's Office.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Two practices institutionalized as a result of IQAC initiatives:

E-Governance

Automation through digitalization has powered the efficient administration of organizations with a Management Information System. Realizing this, IQAC initiated the introduction of an ERP, since it is a single solution that allows monitoring quality at every stage of the academic process.

[ERP CAMU](#) was introduced in November 2014. It is a modern SaaS based ERP on the cloud, developed to operate in a real time to plan, educate and communicate with the administration, faculty, students, and parents. It is a Mobile First Cloud solution with a multi campus installation and hierarchical data access.

The prime objectives are:

- To provide a learning environment that meets the distinctive interests of each student.
- To facilitate anytime anywhere learning for students, providing a holistic learning experience.

It offers an extensive suite of tools and capabilities necessary to prepare and update a broad range of teaching-learning activities. The **Replicable and Sustainable Wi-Fi** supported ERP provides a quick communication between the administration, faculty and students on campus affairs. The in-built **teaching learning analytics** provides measurable learning outcomes and a complete feedback of the functioning of the system.

The Implementation Strategy consists of a System Coordinator and an Admin who are responsible for organising various teaching learning activities, updation of existing features and introduction of new features based on the changes made in the curriculum and feedback based refinement. The Key takeaway of the students through CAMU is the transformation in their learning styles to accommodate in a global learning and working environment.

Technical skill enhancement :

IQAC initiated the proposals for securing financial grants through [DST- Fist and DBT star college scheme](#) to strengthen the science education and infrastructure, for achieving excellence in teaching ,training, promotion of networking with industries, neighboring institutions and research laboratories.

The grants obtained are being successfully utilized to conduct specialized training programmes for faculty improvement, to render financial support to students enrichment programme and to procure higher end equipment for teaching, learning and research and upgrade the existing facilities of the departments Zoology, Chemistry, Physics and Mathematics.

Major Benefits of the grants are

- Nurturing the research culture through interdisciplinary project for final year undergraduate students.
- Curriculum enrichment with more practicum.
- Upgradation of laboratories with new equipment's.
- Knowledge enhancement through addition of books & journals on current topics.
- Financial support for student enrichment programme like industrial visit, summer training internships, knowledge sharing through lectures of eminent resource persons.
- Conduct of Seminars, conferences, workshops, Hands on Training in laboratory equipments to extend the frontiers of knowledge in science.
- 538 Students were benefited by the programmes organized by the science departments.
- Induced entrepreneurial creativity and innovation.
- Establishment of pooled resources for sharing higher end equipment's for research.
- Provision of individual practical exposure to students through additional equipment's.
- Interdisciplinary projects, Training programmes, Guest lectures were carried out effectively.
- Hands on training was conducted for laboratory staff members.
- Less financial burden for the students to participate in various academic activities.
- Development of entrepreneurial skills among students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

The institution conducts continuous reviews to sustain the quality in its teaching learning through IQAC, which plans and executes certain innovative measures to improve the quality of the teacher and the taught.

The two examples of institutional reviews:

1. Teaching Plans
2. Peer Team Evaluation

I. Teaching Plans

The teaching plan for each course is prepared by the course teacher before the beginning of every semester. Initially the teaching plans were prepared manually till the academic year 2014-15.

The practice is currently enhanced and e-governed through the LMS on mobile devices. The significant features of learning management system are academic plans, comprehensive student details, attendance, and enrolment into courses, content delivery, supplementary content, online evaluation, examination management, report generation and feedback mechanism.

The access provided to the Head of the Department and the principal to view the progress of the teaching learning process is a measure towards quality sustenance and enhancement. The teacher- student communication through messages is a continuous feedback process.

Online submission of assignments and its review with comments, online practice tests with multiple attempts and question banks provides learning opportunities at their pace.

In the students portal, students can view and respond to

- i. The comments of their assignments
- ii. The teaching plan with feedback for each topic taught in the class
- iii. Online assessment
- iv. The teaching supplements

Heads of the Departments are provided access to view the complete process. Reports on the progress of the teaching learning process are generated periodically.

II Peer team Evaluation

As an initiative of IQAC, Peer team evaluation in the campus is carried out for activities related to the teaching-learning. They are

- i. General surveillance of the activities by the principal and senior faculty in the campus.
- ii. Evaluation of the newly inducted faculty by a peer team comprising of IQAC members and Heads of the departments.
- iii. Conformity check by ISO audit of the teaching – learning.

iv. Academic audit by academic experts.

General surveillance of the class room lectures are done at random to verify that the process is intact.

A team consisting of IQAC members, heads of departments concerned assess the pedagogical skills of newly recruited faculty. The assessment is based on various teaching parameters provided in the proforma. A report is prepared on their performance and subsequently suggestions are given to the faculty to improve in the areas concerned. This peer team evaluation enables the staff to perform better in future.

An internal audit is conducted every year by a team comprising of the ISO members and senior faculty of the college. Subsequently external audit is carried out by ISO auditors.

Academic Audit is also carried out by academic experts to review the teaching learning process.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 13.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	13	12	10	9

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of Institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

Curriculum:

- Restructuring of curriculum to provide an Outcome-Based Education.
- More than 60% of the courses focus on employability, entrepreneurship, Value based and skill oriented practical components.
- Greater emphasis on gender, environment and human values.
- More than 13000 students involved Internships, industrial visits and practical exposure stimulating creativity and high impact on expected learning outcome.
- Structured online feedback about the functioning of the college and curriculum.
- Introduction of online courses as part of the curriculum.

Teaching-Learning:

- Introduction of cloud-based, Learning Management System with staff, student and parent portals for effective Teaching-Learning.
- Introduction of new teaching methodologies – Problem-based Learning, Flipped classroom, argumentation, industrial visits etc.,
- More hands-on training workshops, internships and interdisciplinary group projects.
- Installation of touch screen display boards for interactive teaching- learning.
- Fully automated Examination Section.

Research, Innovations and Extension:

- Increase in number of Ph.D holders from 25 to 63.
- 28 publications in Scopus and Web of Science compared to none previously.
- 172 publications in other indexed journals.
- 5 Papers presented in conferences/ workshops abroad.
- Financial assistance to attend and present papers in international conferences.
- **D-space** is installed, Koha Installation in process.
- Establishment of Entrepreneurship Cell, Consultancy Cell, Skill Center, IBM Centre of Excellence. Non-monetary consultancy.
- Sabbatical leave for faculty pursuing research.

Infrastructure and Learning Resources:

- Spacious classrooms, conference halls, research hub, multimedia gallery room and sufficient restrooms. (50000 sq.ft)
- DST, DBT Funded Computer and Science Laboratories with scientific equipment.
- Availability of N-List facility; 8550 latest edition books and 1251 books added through minor research projects.
- Wi-Fi enabled campus.
- Faculty provided with Tablets to operate LMS - CAMU.
- Instrumentation and Business Lab established for research, consultancy and business application skills.

Student Support and Progression:

- Free education for International/ National level sports students.
- Student Portal, MYCAMU, for learning and other campus facilities.
- Book Banks for SC/ ST students.
- Installation of water purifiers and incinerators removing archaic ones.
- Remarkable increase in performance of students at National /International sports and cultural activities.
- Enhanced supportive measures for students with disability.
- **Commendable increase** in On-Campus drives and Placement Offers.
- Creation of persona maps for Alumni Groups.
- Increased involvement of Alumni in campus activities.

Governance, Leadership and Management:

- Quality benchmarks set and initiatives to introduce OBE taken.

- Introduction of Undergraduate Programs – B.A. Tamil and B. Sc Statistics; PG program - M. Sc Physics and Research Program - M. Phil- Computer Science.
- Initiatives and extended support by IQAC to enhance teacher’s and student’s profile through induction of modern pedagogy and new developments in their domains of knowledge.
- Implementation of e-governance.
- Performance appraisal for teaching and non-teaching staff.
- Organised 78 International/ National Conferences, Workshops, Seminars, Colloquiums.

Institutional Values and Best Practices:

- Integration of **Community College**, focusing on womanhood.
- Greater number of programs on social values, gender equity and selfless service.
- **Best Practices** award from ICT academy for **two consecutive years**.
- Access to livelihoods extended to 1445 Persons with Disability.
- Digital Awareness/ Literacy Campaigns- **15th rank under VISAKA, MHRD**.
- Greater emphasis on green practices and energy conservation based on Audit, and optimum utilization of renewable energy.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 7

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	04	01	00	01

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

- Sri G.V.G Visalakshi College for Women, has a strong conviction that a safe workplace is a women's legal right.
- Our Institution is known for its commitment to the society at large. The support and safety measures are extended to the students, teaching, non-teaching faculty and guests without any gender discrimination.
- The College strictly adheres to statutes as mandated by the statutory bodies and the same has been displayed on the institution website and within the campus.
- The college does not show any discrimination against caste, creed, religion and gender including third gender.

Safety and Security:

The college ensures safety for the students and faculty in many ways.

- CCTV cameras are installed in the campus to check the visitors to the college.

- Anti ragging squad works vibrantly to ensure no untoward incident takes place within the campus, especially safeguarding the first year students.
- Students entering in and leaving the campus are monitored and the records of the same are maintained.
- Students are provided with identity cards to ensure safe entry into various organizations.
- The details on the identity card like blood group, phone numbers, addresses and anti-ragging Helpline numbers help them in crisis.
- Self defence skills like Silambam and Karratae are taught to the interested students to safeguard themselves .
- Students are accompanied by the faculty members when they are deputed to attend off campus programmes like competitions, cultural activities etc., where security measures are insufficient.
- When the students are taken for industrial visit it is mandatory that few staff members should accompany the students as per the directives of the office of Collegiate Education. List of the students and faculty with the details of visit are approved before leaving the campus.
- The NCC and NSS officers take great care in providing safety and security for the students while in the week long camps.
- The College has an internal Complaint Committee & Grievance Appeal and redressal Committee to attend the grievances of the students. Till date no security breaches or security threat has been reported.
- Hostel warden for each hostel safeguard the inmates by having a close watch and security checks within the hostel periodically.
- Food is prepared in the kitchen in the most hygienic way using steam boilers and purified water.

Counselling:

Students take part in the gender sensitivity programmes conducted within and off campus to acquire an awareness regarding the gender sensitivity issues in the society.

Personal Counseling is provided to the students at five different levels to address their academic and personal issues.

- Mentor in charge
- Head of the Department
- Principal
- Grievance Appeal and redressal Committee
- Visiting Doctors
- Wardens for hostel students

Counseling is also provided to the faculty and non-teaching faculty to keep them comfortable in the workplace and at home.

Common room:

Common rooms are provided to faculty and students to refresh and to take rest temporarily during break hours of day or when they are sick.

Separate Rest rooms are available for both genders. Guest room with necessary facilities is also available.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 21.44

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 35470.4

7.1.3.2 Total annual power requirement (in KWH)

Response: 165444

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 31.98

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 6382

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 19958

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Solid Waste management

Solid waste in the campus is generated in various locations like classrooms, departments, and mostly in Kitchen. All the class rooms and blocks are provided with bins for waste material which is collected by the support staff on a daily basis and disposed as per the guidelines of the udumalpet local administration.

The biodegradable solid wastes are collected in two different collective pits, one for kitchen wastes & Cooking waste and another for other wastes. Each pit is 12 x 12 x4 feet in dimension. These pits are lined with brick to prevent nitrite pollution of the subsoil water, which is known to be highly toxic. Wastes from both the pits are collected every week and taken to the management owned land near Pottaiyanpalayam for composting.

Each time organic matter is added to the pit, it is treated with cow dung; Earth worm is introduced to speed up the composting; it is covered with a layer of dried leaves or a thin layer of soil which allows air to enter the pit for preventing bad odour. This set up is left for 6 months; water is sprinkled on the top of it. Thus, through a natural, anaerobic and biological process the organic wastes such as garden and kitchen wastes are converted into stable granular material with rich nutrients in it, during the 6 months. The compost is then used to enrich the soil for cultivation in other agricultural lands owned by the management.

Paper wastes are collected and sent to the paper mill, owned by the management, for recycling.

Sanitary wastes generated in the college and hostel are disposed in an eco-friendly manner using incinerators, in which the sanitary waste is burnt completely. The incinerator converts the waste material into ashes which is disposed in a hygienic way.

Green Audit was also conducted in the campus to ensure a clean green environment.

Liquid waste management

Waste water management:

Waste water generated in the campus from various sources is collected in 14 pits in different locations and runs through 18” drainage pipeline around the campus without any stagnancy and the pipeline is connected with municipality drainage line outside the campus. This type of disposal is followed from the year 1990.

E-waste management:

E-Waste management in the campus is done in a scientific manner in tune with the environmental policies of the college. Not much of e-waste is generated in the campus.

Computers with low configuration which do not meet the requirements for the updated curriculum are donated to schools. The malfunctioning and irreparable components are kept in a store room in a safe manner to be disposed.

Before the complete disposal of the e-waste a spade work is carried out to locate the E-wastes available in the campus. The materials from various computer laboratories and departments are collected and assembled in a room. The materials are then disposed through a Certified e-waste recycler with license for recycling.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

One of the biggest challenges, to overcome the growing water shortage in the past three summers in the college is met through Rainwater harvesting tank in the college campus. A water harvest tank with large capacity of 75,000 litres has been constructed to hold rain water which has the dimension of 10 feet breadth, 8 feet height and 15 feet length. The college campus has large built up area to conserve and harvest the rainwater. Step by step Rainwater harvesting is being done in the campus. As one of the activities the Roof of main building is used as the catchment area for rain harvesting. The current system consists of collection of rainwater from the top of the main building and discharging it in the tank constructed underground in front chemistry laboratory. Annual checking for leaks and debris in the tank is done and accumulated sediments are removed periodically if necessary.

In fact, through the age of the college, this simple low-cost technique of alternate technology is used for water supply in physics and chemistry laboratories. Seen in an annual context, the college will potentially collect about 1,00,000 litre of rain during the year in the rain water harvesting tank alone that is sufficient for the full utility of year round practicals in the chemistry laboratory. This system also serves as a source of water for floor cleaning, gardening, canteen cores and washing hands. In addition, Rain water harvesting system is implemented throughout the campus to sustain the ground water level. (One at the backside of the library building and another below Indoor stadium lawn) This initiative is likely to help recharge the ground water and help preserve the water table in the area. In some areas the rain water through the pipes directly serves the plants.

Apart from this a huge well is available within the campus to store rain water. Water from the well is used for the college and the hostel.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Sri G.V.G.Visalakshi College for Women follows a “Clean and Green Environment” Policy. Right from its inception the campus maintenance has been an integral part of the discipline.

Following are the green practices of the college.

Vehicles:

- Considering the air pollution risk, the staff and students are advised to use bicycles if they reside in the neighborhood of the college.
- The Bicycles are parked in a shed constructed exclusively for it.
- When the residence is very near to the college they are requested to take a walk to the college.
- Most of the students hail from the villages in the neighborhood of the Udumalpet town hence they use the public transport system to reach the college.
- Driving within the campus is prohibited to avoid pollution.

Pedestrian friendly roads:

- There are pedestrian friendly roads from the campus to the town and also within the campus for the free movement of the students.
- Students are advised to use the pedestrian roads for walking.

Plastic Free Campus:

- Environment club functions vibrantly to create awareness regarding Environmental protection within and off the campus.
- The club educates the students on eradication of plastic usage.
- The campus is free from plastics.
- The NSS and the Extension activities of the college focus on the necessity of protecting the environment and eradication of plastics.

Landscaping:

- The campus gardener takes care of the plants in the campus.
- Trees and plants are pruned, watered and nurtured as and when necessary.
- Landscaping is done to grow plants that reduce or absorb air pollutants and sustain carbon neutrality.
- Grass lawn is maintained with utmost care.
- The plants within the inner quadrangle are just in the process of resurrection, since the construction of new building had destroyed the older plants.
- Herbal garden is maintained within the campus.
- Trees like Neem, Neerium, Pongamia pinnata, Magnolia, papaya, Jamun, Mango, Sappodilla are grown to either control pollution or for their medicinal uses.
- Many potted plants are grown within the campus.

Paperless office:

- Even though ERP can cater a complete paperless office, the Government procedures are a constraint for executing the same.
- Students and staff are requested to make minimal use of paper to save trees.

Other Practices:

- The Environmental studies course is mandatory for the first year under graduate students to create environmental consciousness.
- Rain water harvesting is done in an effective way. Water collected from the rain water tank is utilized in an effective manner.
- Solar energy is effectively utilized to meet the complete power requirements for the hostel.
- Solar water heaters are maintained and used effectively in the hostels.
- The Environmental club engages the students, faculty and general public in diverse activities and trips that promote environmental consciousness, Wildlife and Environmental Conservations.

Activities involving green practices are:

- Keeping the surroundings clean.
- Promoting water and energy conservation.
- Education on waste management.
- Organise tree plantation programmes.
- Green cover with plants and trees.
- Energy efficient lighting.
- Distribution of cloth carry bags and saplings by the District Collector K.S.Palanisamy I.A.S on 1.8.2018.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.16

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
008	00	00	00	00

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 5

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
05	00	00	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 45

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
07	11	12	7	8

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 16

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	03	04	02

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

One of the core values of Sri GVG Visalakshi College for women is the sustenance of the ethics and culture of our country. It takes great pride in commemorating the services of great Indian personalities who have dedicated their lives for the nation. In this regard the college celebrates all the national and regional festivals with patriotic fervour.

Favourite song in the bhajans of Mahatma Gandhi, namely “Raghupathi raghava raja ram” is sung in the bhajans organized in the founder’s day so as to cherish the memories of our national leader.

Independence day is celebrated for the past 66 years, on 15th August in an organized manner. The function begins with flag hoisting by the principal and salutation by faculty and students. This is followed by parade by NCC students with the band troop leading the marching contingent. Later the one of the senior faculty delivers the Independence Day message to the gathering. The National pledge is then administered by the college Union student chairman. Patriotic songs are sung by the college choir, with some recitals from Bhagavad Gita, Quran and Bible. The function concludes with National Anthem. Sweets are distributed to the students, teaching and non-teaching faculty. Independence day is also celebrated by the NSS units of the college in the adopted villages.

As the Republic Day marks the day on which our constitution came into effect replacing the Government of India Act(1935) the college takes utmost care to celebrate the Republic Day on 26th January of every year with the flag hoisting, Flag salute, NCC parade, Pledge taking, Republic day message by a senior faculty ,patriotic songs and concluded by National anthem.

Teacher’s day is celebrated on September 5th, by the students and the faculty. Students organize a function in which the students commemorate the birthday of Dr. Sarvepalli Radhakrishnan, a great teacher and an eminent educationist of his times and his contribution to the educational system in India. They offer their salutations to their teachers.

The Birthday of our late President Abdul Kalam is celebrated by the College Union from 2015 onwards to commemorate his services to the nation.

The 142nd birth anniversary of our First Deputy Prime Minister Sardar Vallabhbhai Patel was celebrated by conduct of meeting and various competitions on 31.10.2015.

Two minutes silence is observed at a 11a.m on 30th January of every year to mark the assassination of Mahatma Gandhi as the martyrs day and also to commemorate the martyrs of our country.

Regional festivals like Pongal, Onam and Navarathri are celebrated. Celebration of the harvest festival “ Pongal”, on the eve , is indeed a remarkable event in the campus with a delirious spirit.

National Science day is celebrated on February 28th to mark the discovery of Raman effect by Sir CV Raman, to offer the salutation to the great Indian Mathematician Ramanujan, National Mathematics day is celebrated on 22nd December.

Youth day is celebrated on 12th of August in remembrance of Swami Vivekananda and Yoga day is celebrated on 21st June.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Sri GVG Visalakshi College has a rich heritage with regard to its sustained ethics and culture for over six decades. The governance of the college is on par with the mission and vision of the institution. It ensures transparency in its financial, academic, administrative and auxiliary functions since it abides by the rules and regulations of the UGC and the other statutory bodies.

Financial transparency:

Transparency in financial functions is observed by the Finance committee meetings that are conducted periodically as per the autonomy regulations. The representatives of the finance committee review and pass the audited accounts of the college.

Academic transparency is available at all levels.

- Admission to the College and its services, facilities and activities are open to all the students irrespective of caste, creed and religion.
- The college follows the regulations of state government with appropriate reservation policies and the same is displayed on the website of the institution.
- Curriculum is designed and updated with the involvement of all the stakeholders and passed in the Board of studies and Academic council.
- All the activities of the teaching- learning process is transparent through the Learning Management system.
- Feedback from the stake holders serves transparency in academic, administrative and examination processes.
- Procedure for the conduct of examinations is given in the examination manual. The curriculum handbook containing the details of the evaluation patterns, result and grade evaluation, outlay of the courses for each semester and other details regarding examination is provided to each student.
- The CIA answer scripts are distributed to the students with the scheme of valuation and feedback about the performances are given by the teacher immediately. Students verify the same and affix their signature on the scripts. Marks of the students are immediately available in the student portal.
- The CIA examination is conducted in the same pattern as end semester examinations.

Administrative functions:

- Administrative functions are executed as per the strategic plans of the Management. Principal monitors the functions daily.
- The college follows the UGC regulation in the recruitment and promotions of teaching and non-teaching staff.
- Scholarships for the students are disbursed through Direct benefit Transfer.

Regarding the auxiliary functions, the principal convenes meetings with either the HOD's or the faculty as a whole to discuss the implementation of various activities. Minutes of the meetings are recorded.

Campus maintenance functions are monitored by a supervisor who reports to the principal and the

management.

Hostel activities are made transparent to the students and their parents in a meeting conducted at the beginning of every academic year. Parents have the freedom to discuss with wardens about their children's comfortable stay.

A complete record of the student movements into and out of the campus is maintained.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1:

COMMUNITY ORIENTED PHYSICAL FITNESS AND WELLNESS ACTIVITIES

Objectives:

- To improve the health status and fitness level of the inmates of the college and the community through effective Physical fitness programmes.
- To promote general fitness, psychological and social wellbeing through exercises.

The Context:

The modern life styles are a great threat to the physical and mental health, *creating a necessity to be physically fit and healthy for a relaxed state of body and mind*. Our institution is committed to keep its employees and community healthy **through Physical Fitness, Yoga and Recreative activities**.

The Practice

The sports and infrastructural facilities of the college, the indoor stadium, the volley ball court and the hockey ground are provided as a platform for the physical and wellbeing of the employees of the institution, the students and the public. The **Physical Education** and the **Value Education Cell** have devised free health and wellness oriented plans. Community people who utilize the campus facilities range from children to elderly. Yoga classes are conducted in the multipurpose hall by a certified yoga faculty for the inmates and the public.

Evidence of Success:

The ultimate relaxation and happiness by reducing the work stress is the best evidence of success. **Yoga** provides energy and enthusiasm for faculty and students.

Problems Encountered and Resources required:

- The inability for many staff to participate due to their family commitments.
- Difficulty in utilizing the facilities during working hours.
- A state-of-art Gymnasium to be established.

Best Practice II

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 setup GVG as a **Satellite and Inclusive Centre**, provide **advocacy programs and appropriate skill training**.

THE CONTEXT:

In Udumalpet Taluk, there are about 2568 PwDs with different types of disabilities. The need of **sensitizing the access to their livelihoods** was considered as an area of immediate concern more as a matter of **creating awareness of their rights** than as a charitable aspect.

THE PRACTICE:

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 this issue.

FACILITIES PROVIDED:

- Intervenors trained in sign language and Advocacy programs.
- Scribes for examination, Lift, walking sticks, audio recorder, support persons made available.
- Skill development through vocational and computer training programmes.
- Employment and Self-employment.
- Health programmes through medical assessment.
- Insurance policies and government pension for the needy.

EVIDENCE OF SUCCESS:

- Enhanced living conditions of the PwD's through Government support and other sources like Cheshire Homes.
- 1445 disabled persons received Government aid in the form of wheel chairs, walking sticks, free bus pass, Card for disabled and Old Age Pension card, Self-employment kits like Lamination and Electronic Weighing Machine and provisions for Petty and Bakery shop, Hotel Vessels, carpentry Kit and Nathasvaram.
- 311 were placed.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

- More PwDs could not be pooled due to hesitancy in revealing the disability.
- The mobility of the PwDs is a matter of concern.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Sri G.V.G.Visalakshi College for women is an icon in the field of higher education with the sole **vision and mission of empowerment of women**. The institution extends education that is contemporary, compliant, accessible and affordable. It generates dependable women folk, majority of whom are the first generation scholars from Tamil medium who are basically, economically and socially underprivileged.

The academic ambience of the college makes her become conscious of the power within and enables her to come out of her cocoons. As she evolves into womanhood, she becomes a dynamic force to be reckoned with. The institution **epitomizes a dichotomy** in its outlook, fostering global perspectives and at the same time keeping the woman scholars firmly rooted to the culture and ethics of the soil.

The learning experience facilitates a conscious **actualization of her unique, inherent potentialities and powers**. The cogent vision of transformation from **being to becoming** through quality education has earned the institution a very good status. Its contribution to empowerment of women has been phenomenal. The learned academia has been meticulously working in consonance with its vision and mission statements. The exuberant energy of the young minds get channelized through curricular, co-curricular and extracurricular activities. The competent and the committed faculty members, with their in depth knowledge in the respective fields, frame the curriculum to meet out the challenges of the industry and the society.

The need based curriculum, supplemented with ICT enabled methodologies makes learning meaningful and fruitful. The learner centric approach and the highly interactive curriculum opens up new vistas providing a variety of avenues to new career prospects and provides healthy ambience to bring out the social, moral and economic empowerment of rural women.

The broad range of certificate courses offered by the global education partner “**IBM career education**” has imbibed ample confidence in students to take up industry oriented placements, reflected in the number of placements.

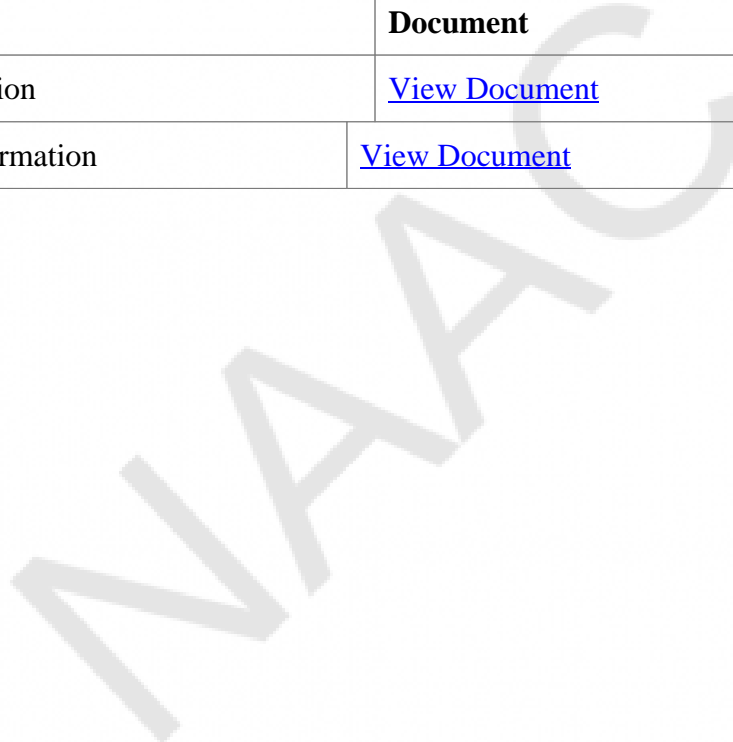
The societal leanings and green practices of the institution account for the sustained reputation of the college. The Skill Centre and the Entrepreneurial cell have nurtured the distinctive talents and have armed the students with plethora of skills to become skilled entrepreneurs. The yoga and value education sculpts a holistic physique of the students and faculty. **The Women’s studies Center (WSC)** explores the social practices in the neighborhood of the college and addresses the social practices of discrimination and

exclusion on the basis of gender, class and religion thereby promoting an inclusive growth of the society.

The college takes legitimate pride in providing selfless service and nation building activities in consonance with the **college motto “Not for Self But for All”**. Achieving excellence in its tradition and in all its dimensions is an uphill ascent to the acme of excellence. The cadence of the glorious legacy of six decades has been enhancing the enterprising pursuit of scholastic expansion.

As the pinnacle, the Community college, focusing on Child care and Creche management, completes the empowered womanhood when she leaves the portals of the college.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document



5. CONCLUSION

Additional Information :

The G.V.G trust, inheriting the vision of the founder, nurtures the policy of not receiving funds from individuals, philanthropists or non-government bodies. The reputation of the college is built on this dogma. The institution has evolved its own strategies to mobilize the funds and make an optimal utilization of the available resources to offer quality education. It abides by the rules and regulations of the statutory regulatory authorities.

The college does not compel or entice any **alumna** to contribute funds since most of the students/alumnae are first generation learners and funds are received only on voluntary basis. Nevertheless the global awareness on alumnae association has bonded the alumnae with the institution and resulted in a surge in the contribution.

The MoU with the IBM Career Education, a globally renowned technical education provider, has earned the **Centre of Excellence** award for the college as "College with Highest number of Software Skills to students in one campus in the year 2014" and is the only Arts and Science College. The institution offers **13 certificate courses with International validity** under IBM. This had a great impact on the placements of the students. The certificate courses offered under the skill development centre has a creditable impact on enhancing the entrepreneurial skills and self-employment of the students.

Moving towards a paperless office /minimum utilization of paper is a great stride for a rural college. The College has offered non-monetary **consultancy in ERP** for a few colleges who have appreciated the demonstration of the same.

Concluding Remarks :

Our college is committed to **promote inclusive growth** and also develop next generation of academics through the quality framework of the Board of Trustees, which endeavours to exhibit best practices in all aspects of its governance. The framework epitomizes a **dichotomy** in its outlook, fostering **global perspectives** and at the same time keeping the woman scholars firmly rooted to the **culture and ethics** of the soil.

The meticulous strategic plans of the governance seek to leverage the strengths acquired in the past six decades and build upon them to **derive new strengths**. The relentless mission to **sustain and enhance excellence** in academic programs have geared up innovative practices like the Industry-Academia linkages to empower the young rural woman to acquire global competence.

Introduction of the Outcome Based Education, speaks of the commitment of the College in continuous enhancement of the quality of education.

Consistent efforts in fostering research culture have led to increase in earning Doctorates with publications in Scopus and Web of Science Journals and is ready to grow with vigour and extend the frontiers of research to benefit the students and the community at large.

The rich blend of the components of the curriculum and the ideal academic ambience is apparent through the multiple campus placements of the students and their remarkable performances, later, in their profession over

the globe. Alumnae network, the brand ambassadors of the college, vibrantly seek to promote the core values and the quality education offered in the college.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of programs where syllabus revision was carried out during the last five years 1.1.2.1. How many programs were revised out of total number of programs offered during the last five years Answer before DVV Verification : 87 Answer after DVV Verification: 30</p> <p>1.1.2.2. Number of all programs offered by the institution during the last five years Answer before DVV Verification : 133 Answer after DVV Verification: 36</p>																				
1.1.3	<p>Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>752</td> <td>716</td> <td>621</td> <td>596</td> <td>574</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>425</td> <td>405</td> <td>400</td> <td>398</td> <td>383</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	752	716	621	596	574	2017-18	2016-17	2015-16	2014-15	2013-14	425	405	400	398	383
2017-18	2016-17	2015-16	2014-15	2013-14																	
752	716	621	596	574																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
425	405	400	398	383																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 440 Answer after DVV Verification: 328</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 5302 Answer after DVV Verification: 801</p>																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programs in which CBCS/ Elective course system implemented. Answer before DVV Verification : 27 Answer after DVV Verification: 36</p> <p>Remark : As per the HEI data provided in response to clarification of the Metric.</p>																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. How many new value-added courses are added within the last 5 years</p>																				

Answer before DVV Verification : 956

Answer after DVV Verification: 117

1.3.3	<p>Average percentage of students enrolled in the courses under 1.3.2 above</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 600"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2374</td> <td>2463</td> <td>2528</td> <td>2719</td> <td>2266</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 678 1046 813"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>110</td> <td>87</td> <td>99</td> <td>68</td> <td>67</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2374	2463	2528	2719	2266	2017-18	2016-17	2015-16	2014-15	2013-14	110	87	99	68	67
2017-18	2016-17	2015-16	2014-15	2013-14																	
2374	2463	2528	2719	2266																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
110	87	99	68	67																	
1.3.4	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.4.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 1603</p> <p>Answer after DVV Verification: 1603</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1249 1046 1384"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>39</td> <td>36</td> <td>18</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1462 1046 1597"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>14</td> <td>18</td> <td>7</td> <td>11</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	47	39	36	18	11	2017-18	2016-17	2015-16	2014-15	2013-14	15	14	18	7	11
2017-18	2016-17	2015-16	2014-15	2013-14																	
47	39	36	18	11																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
15	14	18	7	11																	
2.1.2	<p>Demand Ratio(Average of last five years)</p> <p>2.1.2.1. Number of seats available year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1798 1046 1933"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1398</td> <td>1398</td> <td>1338</td> <td>1339</td> <td>1273</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2011 1046 2085"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1398	1398	1338	1339	1273	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
1398	1398	1338	1339	1273																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

1648	1628	1569	1569	1443
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Remark : As per the revised data attached with the Metric in response.

2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 571 1045 705"> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> <tr> <td>993</td> <td>1022</td> <td>998</td> <td>1072</td> <td>1044</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 784 1045 918"> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> <tr> <td>685</td> <td>705</td> <td>689</td> <td>740</td> <td>720</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	993	1022	998	1072	1044	2017-18	2016-17	2015-16	2014-15	2013-14	685	705	689	740	720
2017-18	2016-17	2015-16	2014-15	2013-14																	
993	1022	998	1072	1044																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
685	705	689	740	720																	
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT</p> <p>Answer before DVV Verification : 151</p> <p>Answer after DVV Verification: 146</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 1400 1045 1534"> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> <tr> <td>63</td> <td>53</td> <td>43</td> <td>40</td> <td>34</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 1612 1045 1747"> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> <tr> <td>63</td> <td>56</td> <td>50</td> <td>43</td> <td>30</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	63	53	43	40	34	2017-18	2016-17	2015-16	2014-15	2013-14	63	56	50	43	30
2017-18	2016-17	2015-16	2014-15	2013-14																	
63	53	43	40	34																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
63	56	50	43	30																	
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>Answer before DVV Verification : 1510.3 years</p> <p>Answer after DVV Verification: 1500.3 years</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National,</p>																				

International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	7	8	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	02	02	00

2.6.3

Average pass percentage of Students

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 881

Answer after DVV Verification: 902

2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution

Answer before DVV Verification : 928

Answer after DVV Verification: 949

Remark : As per the revised data attached with the Metric in response considering the passing out students of MPhil and PhD

3.1.4

Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

Answer before DVV Verification : A. Any four facilities exist

Answer After DVV Verification: A. Any four facilities exist

3.2.3

Percentage of teachers recognised as research guides

3.2.3.1. **Number of teachers recognised as research guides**

Answer before DVV Verification : 68

Answer after DVV Verification: 36

	<p>3.2.3.2. Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 129 Answer after DVV Verification: 149</p>																				
<p>3.3.2</p>	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years</p> <p>3.3.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 548 1046 683"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>08</td> <td>03</td> <td>02</td> <td>04</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 761 1046 896"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>01</td> <td>01</td> <td>00</td> <td>01</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	08	03	02	04	01	2017-18	2016-17	2015-16	2014-15	2013-14	02	01	01	00	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
08	03	02	04	01																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
02	01	01	00	01																	
<p>3.3.3</p>	<p>Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years</p> <p>3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1176 1046 1310"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1388 1046 1523"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	01	01	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	01	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	0	0	0																	
<p>3.4.4</p>	<p>Number of Ph.D.s awarded per teacher during the last five years</p> <p>3.4.4.1. How many Ph.Ds are awarded within last 5 years Answer before DVV Verification : 23</p> <p>3.4.4.2. Total number of teachers recognised as guides during the last 5 years Answer before DVV Verification : 35 Answer after DVV Verification: 36</p>																				
<p>3.4.6</p>	<p>Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years</p> <p>3.4.6.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years</p>																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27	97	91	39	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
26	97	91	39	9

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	9	0	1	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	1	1

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2499	2663	2653	2629	2376

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2499	2663	840	2620	2063

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-

job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	1	2	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
134	42	68	29	10

Remark : the HEI additional number also has a large number of duplicated values where the HEI has made multiple count of links with multi functions. HEI has counted one week and two week training also which is not a linkage. HEI has multiple counts of some schools with minor variation in names. Data cleaned and evaluated.

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.7.3.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	0	4	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	0	03	03

Remark : The HEI has claimed multiple counts where number of MoU's with an org have been two or more E.G. TCS(Tata Consultancy Services) has 02. Only one has been counted. There are large number of MoU's in the data wheer period is not mentione or it is 04 monthe, 01/02 years. Only 03 years and above have been counted.

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
113	120	120	127	210.5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11.3	12.0	12.0	11.98	16.40

Remark : The HEI was requested to reconcile and Provide a consolidated audited income/ expenditure highlighting specific expenditure for infrastructure augmentation excluding salary component excluding salary. The certificate to be duly certified by the CA and counter signed by the principal. The HEI has attached generic audited sheets. The Physical facility includes purchase of gifts and eggs. Values have been extracted as available.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 1485

Answer after DVV Verification: 365

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification : ?50 MBPS

Answer After DVV Verification: 5 MBPS - 20 MBPS

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
217.4	215.3	234.3	247.5	237.5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
214.7	213.8	234.3	247.5	237.5

Remark : The HEI was requested to reconcile and provide balance sheet certified by the CA, counter signed by the principal AND highlighted for the type of expenditure specifically incurred on maintenance of physical facilities and academic support facilities excluding salary. The certificate to be duly certified by the CA and counter signed by the principal. The HEI has attached generic audited sheets.

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the

institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
148	200	148	89	79

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
147	177	149	89	79

Remark : As per the HEI data attached in response with the Metric.

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1469	2404	2043	2189	1934

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1469	2404	2043	2189	1934

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
105	89	70	62	55

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	01	02	03

Remark : Three members of throw ball count as 01 award only. prizes at Sree Ramu college of

Arts and Science, pollachi and Wisdom college of Arts and Science, udumalpet are not eligible as they are not at national/ Int level. Not even state but inter college techfest. The Throw ball team in 2013 counts as 01 award only. the HEI has claimed 07 for two achievements in the same year. NSKSI's 4th All India Karate Championship -2013 24th Federation Cup Throwball Championship Indo-Srilanka Bilateral Throwball Championship in 2013-14, 9th South Zone National Throwball Championship World Karate Championship 2014-15, Junior & Youth National Table Tennis Championship 9th PSN Trophy - 2018 National level Hockey tournament 38th Senior National Throwball Championship considered. National Table Tennis Championship counted for Gold as Bronze is in the same year.10th PSN Trophy - 2018 National level Hockey tournament and throw ball.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
113	122	94	99	97

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
31	30	28	25	24

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	1	2	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	00	01	01	1

6.3.2 Average 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:

--	--	--	--	--

2017-18	2016-17	2015-16	2014-15	2013-14
18	21	7	5	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12	17	7	9	4

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
25	10	14	11	12

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
25	10	14	11	12

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
132	96	78	101	61

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
32	31	18	38	22

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
26	16	15	13	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
24	13	12	10	9

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	6	3	4	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	04	01	00	01

Remark : The HEI has included activities like Voter's day awareness rally program and Documentation collection from PWD in its list. These address all citizens and are not gender equity promotion programs. The activity Parental involvement and academic achievement- of 2017-18 is claimed to have involved 2431 girl students in a project which is the total student strength of the college in 17-18 is 2725. There is no photographic support of the activity. Only some analysis given which is also not applicable in the region. Data of the case study and the process is not outlined. Human rights and women: issues and challenges with only male members attending is not considered a gender equity promotion program.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7.28858	29.54687	38.75042	24.77966	9.74362

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

008	00	00	00	00
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Remark : The HEI has attached generic Accts statement. What is high lighted are the library expenses and not expenditure on green initiatives and waste management excluding salary. The expenditure on green initiatives and waste management excluding salary could not be traced in the balance sheets attached.

7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : A. 7 and more of the above Answer After DVV Verification: B. At least 6 of the above</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 1115 1046 1254"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>9</td> <td>10</td> <td>6</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 1330 1046 1469"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	15	9	10	6	8	2017-18	2016-17	2015-16	2014-15	2013-14	05	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
15	9	10	6	8																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
05	00	00	00	00																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 1742 1046 1881"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>13</td> <td>13</td> <td>7</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 1957 1046 2096"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>11</td> <td>12</td> <td>7</td> <td>8</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	11	13	13	7	8	2017-18	2016-17	2015-16	2014-15	2013-14	07	11	12	7	8
2017-18	2016-17	2015-16	2014-15	2013-14																	
11	13	13	7	8																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
07	11	12	7	8																	

Remark : The HEI has not attached any additional data or new report of any activity showing engagement with local community. It may be pertinent to mention that engagement and activities under this Metric must involve community and preferably should be off campus. Initiatives taken to engage with and contribute to local community must be supported with reports, newsprints, photographs and the like must exhibit such interaction and engagement. The HEI was requested to attach reports signed by the coordinator and the principal for each of these. No new Photographs has been attached. Training program, Unemployment/Employment, Addressing on Women Empowerment Inadequate knowledge in computer Lack of basic Experimental Knowledge, Different methods to solve the problem are all generic. Lack of interested in reading books activity is without photographs or action.

7.1.13 Display of core values in the institution and on its website

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

7.1.15 The institution offers a course on Human Values and professional ethics

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	7	7	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	03	04	02

Remark : The HEI has included Activities related to Entrepreneurship programme, Students aid fund distribution (5.1.2), Thought for the day, lecture by Mr. Subramaniam (Vibrant), Heartfulness Trainer, Chennai, Human rights, Quality in Student Culture, Prayer Song in Corporate Assembly, Women Issues (Group discussion), A Legal Awareness Programme Generating awareness about Legal Rights for Women - funded by National commission for Women about Legal Rights for Women etc which are not promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties and have been considered elsewhere (7.1.1). The following have been considered. Disability Camp Disability Card Facilitation

Programme Entrepreneurship programme for PWD Extraordinary meeting- Human Values by Mr.Promod Kumar Coordinator, Department of Cultural Education, School of Engineering, Amritha University, Coimbatore. Extraordinary Meeting- Importance of Values Towards Family, Society and Nation by Mahan Guruji Paranjotiyar Universal Peace Foundation, Thirumoorthy Hills. Importance of volunteerism Need Assessment Camp Programs on Value Education Self Employment kit distribution activity Social values and awareness by Mr.Subaveerapandian, Writer, orator and politician, chennai. Special Meeting- Importance of Life Values Mr. Kapadi Karuppan Aandipatti, Palani. Special Meeting- Importance of Family Values by Dr.B.S.Nivetha, Padma Soorya Hospital, Kannamanayakanur, Udumalpet. Special Meeting- Importance of Social Values by Dr. S. Sivakani, Sivakani Subash Hospital, Udumalpet. Tamilnadu Transport corporation -Road safety measures Vigilance Awareness week workshop on "Road Safety and Consumer Awareness".

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>28</td> <td>27</td> <td>26</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>37</td> <td>36</td> <td>35</td> <td>32</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	27	28	27	26	25	2017-18	2016-17	2015-16	2014-15	2013-14	37	37	36	35	32
2017-18	2016-17	2015-16	2014-15	2013-14																	
27	28	27	26	25																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
37	37	36	35	32																	
2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2827</td> <td>2889</td> <td>2951</td> <td>2922</td> <td>2645</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2725</td> <td>2822</td> <td>2878</td> <td>2855</td> <td>2628</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2827	2889	2951	2922	2645	2017-18	2016-17	2015-16	2014-15	2013-14	2725	2822	2878	2855	2628
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2827	2889	2951	2922	2645																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2725	2822	2878	2855	2628																	
2.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>982</td> <td>1007</td> <td>1042</td> <td>946</td> <td>770</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	982	1007	1042	946	770	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
982	1007	1042	946	770																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

944	985	999	921	753
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2.3 Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5395	5539	5632	5647	5162

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2701	2792	2855	2838	2610

3.1 Number of courses in all programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1137	1130	1027	1028	980

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
730	728	725	722	686

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
151	149	145	144	129

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
149	147	143	141	126

3.3 Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
154	153	153	148	137

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
154	153	152	148	137

4.1 Number of eligible applications received for admissions to all the programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1561	1437	1504	1602	1383

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1536	1472	1540	1633	1400

4.2 Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1406	1406	1358	1322	1269

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
965	965	923	924	878

4.5 Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1801	1464	1522	1333	1438

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1001	964	922	933	838