

V.V.Vanniaperumal College for Women



Belonging to Virudhunagar Hindu Nadars'

An Autonomous Institution affiliated to Madurai Kamaraj University

Re-accredited with 'A++' Grade 4th Cycle by NAAC

Virudhunagar



Quality Education with Wisdom and Values

Internal Quality Assurance Cell



Annual Quality Assurance Report 2023-2024

Submitted to



National Assessment and Accreditation Council

An Autonomous Institution of the University Grants Commission

Bangalore - 560 072, India



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

| | | |
|--|--|---|
| 1.Name of the Institution | | V.V. VANNIAPERUMAL COLLEGE FOR WOMEN |
| • Name of the Head of the institution | | Dr. S.M. MEENA RANI |
| • Designation | | PRINCIPAL |
| • Does the institution function from its own campus? | | Yes |
| • Phone No. of the Principal | | 04562243540 |
| • Alternate phone No. | | 04562243540 |
| • Mobile No. (Principal) | | 9489088703 |
| • Registered e-mail ID (Principal) | | principal@vvvcollege.org |
| • Address | | NH7, Madurai Road |
| • City/Town | | Virudhunagar |
| • State/UT | | Tamil Nadu |
| • Pin Code | | 626001 |
| 2.Institutional status | | |
| • Autonomous Status (Provide the date of conferment of Autonomy) | | 11/06/2009 |
| • Type of Institution | | Women |
| • Location | | Rural |

| | | | | | |
|---|---|-----------------------|-----------------------------|---------------|-------------|
| • Financial Status | UGC 2f and 12(B) | | | | |
| • Name of the IQAC Co-ordinator/Director | Dr. S.CINTHANA | | | | |
| • Phone No. | 9489088720 | | | | |
| • Mobile No: | 9715524009 | | | | |
| • IQAC e-mail ID | vvvcigac@vvvcollege.org | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://vvvcollege.org/igac/AQAR/AQAR2223.pdf | | | | |
| 4.Was the Academic Calendar prepared for that year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://vvvcollege.org/igac/Calendar/2023-24CALENDAR.pdf | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | A | - | 2004 | 16/09/2004 | 15/09/2009 |
| Cycle 2 | A | 3.24 | 2010 | 28/03/2010 | 27/03/2015 |
| Cycle 3 | A | 3.04 | 2018 | 03/07/2018 | 02/07/2023 |
| Cycle 4 | A++ | 3.52 | 2024 | 28/03/2024 | 27/03/2029 |
| 6.Date of Establishment of IQAC | | | 08/08/2003 | | |
| 7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)? | | | | | |
| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount | |
| Annapoorani P | Research Project | TNSCST, Chennai | 03/07/2023 | 2.4 | |
| Salini R | Community Innovator Fellowship | NITI Aayog, New Delhi | 09/03/2023 | 1 | |

| | | |
|---|---------------------------|--|
| 8.Provide details regarding the composition of the IQAC: | | |
| <ul style="list-style-type: none"> • Upload the latest notification regarding the composition of the IQAC by the HEI | View File | |
| 9.No. of IQAC meetings held during the year | 7 | |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| 10.Did IQAC receive funding from any funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> • If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| Organized Professional Development Programmes on 'Digital Skills for Enhancing Smart Teaching' and in "Committed attitude -Key to Success" for all the teaching faculty members | | |
| Conducted a Faculty Development Programme, a Faculty facilitation Programme and a Faculty Training Programme | | |
| Organised a Skill Development Programme and guest lectures on the topics Bio-Entrepreneurial , Managerial skills, Reading skills and Life skills | | |
| Initiated Get Fit Monday to promote the physical well being of the students, Think aloud Thursday launched to provide a platform to make the students ponder over the social issues and show case their ideas for native building | | |
| Organized a Workshop on " Business Plan to Prepare Organic Sanitary Napkins for teaching and non-teaching Faculty and "Basic Principles of Operating Audio Equipment" for non-teaching Faculty. | | |
| 12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year: | | |

| Plan of Action | Achievements/Outcomes | | | | |
|---|---|----------------------------|--------------------|----------------|------------|
| Establishing VVVC Edu Tech Studio and Lecture Capturing System | Assist the teachers in creating and publishing the e-lessons in the College You Tube Channel, VVVC DigiHub. | | | | |
| To increase the research output and foster innovation | VVVC Sakthi startup was established | | | | |
| To strengthen support systems and improve student progression rates. | The students who wish to meet the counsellor, shall book an appointment online through students' portal in the College website. The counsellor alleviates the anxieties and guides them with appropriate counselling. | | | | |
| Submission of IIQA Application to NAAC | IIQA application was submitted on 03.08.2023 | | | | |
| Preparatory work for NAAC 4th cycle and submission of SSR | SSR was submitted on 29.09.2023 | | | | |
| Preparatory work for NAAC 4th cycle - Peer Team Visit | The peer team visited on 18.03.2023 and the institution was accredited with A++ Grade | | | | |
| 13. Was the AQAR placed before the statutory body? | Yes | | | | |
| <ul style="list-style-type: none"> Name of the statutory body | | | | | |
| <table border="1"> <tr> <td>Name of the statutory body</td><td>Date of meeting(s)</td></tr> <tr> <td>Managing Board</td><td>19/06/2024</td></tr> </table> | | Name of the statutory body | Date of meeting(s) | Managing Board | 19/06/2024 |
| Name of the statutory body | Date of meeting(s) | | | | |
| Managing Board | 19/06/2024 | | | | |
| 14. Was the institutional data submitted to AISHE ? | Yes | | | | |
| <ul style="list-style-type: none"> Year | | | | | |
| | | | | | |

| Year | Date of Submission |
|-----------|--------------------|
| 2022-2023 | 04/04/2024 |

15.Multidisciplinary / interdisciplinary

V.V.Vanniaperumal College for Women, Virudhunagar envisions a holistic development of all the rural womenfolk enrolled into various Programmes of the Institution. To achieve the purpose, the curriculum is framed to encompass various facets of each subject under Outcome Based Education followed with Choice Based Credit System curriculum. Language skills in Tamil and English is imparted to all the students of Under Graduate Programmes as Part-I and Part-II Courses respectively. Under Part III, the Departments of Physics, Chemistry, and Zoology offer their subject as Allied courses to the students of Mathematics and Home Science. The faculty of Mathematics handle the Allied Courses for the students of Computer Science, Physics, Chemistry, BCA. and Information Technology and Skill Based Courses to the students of Commerce. The Department of Commerce offers a Skill Enhancement Course on Fundamentals of Accounting for the students of Mathematics and in turn the Department of Mathematics offers a Skill Enhancement Course on Mathematics for Competitive Examination for the Commerce Students. In addition, the students of both UG and PG are offered a mandatory Non Major Elective Course by which integration of Humanities and Science is achieved. Environmental Studies and Value Education offered as Part - IV Courses instill ethics and eco-sense among the students. Under Part - V Courses, the students are provided with opportunities to engage in active community service. The Institution also offers Value-Added Courses at Interdepartmental level for both UG and PG Students that enable them to gain multidisciplinary knowledge. The Institution's curriculum framework ensures flexibility by providing the students with choices of Courses under Generic Elective Courses, Discipline Specific Elective Courses, Non Major Elective Courses and Part V Courses. Specially designed software is used to enable the student's selection of NME and Part V Courses. The curriculum incorporates many innovative Courses like Fantasy Fiction, Bio Entrepreneur and Museology. Apart from the mandatory credits, the students shall also earn Extra Credits by opting for Self-Study Courses or undertaking Projects. Extra Credits are also provided for the completion of Online Courses offered through different portals, based on the duration of the Course. The Institution has plans to offer more Courses that are cross disciplinary in nature combining the Arts and Science Programmes. The students of different disciplines shall also be encouraged to collaborate in carrying out field projects and

publishing research papers. The Best Practice of the Institution in view of NEP 2020 is that the management has sponsored Seed Money to the teachers for 7 Minor Research Projects that are interdisciplinary in nature.

16.Academic bank of credits (ABC):

The Institution follows the framework prescribed by the UGC in designing the Programme structure with its clearly defined POs, PSOs, PEOs and COs. The number of Core, Allied, Elective, Skill courses aligns with the general OBE pattern and adheres to the minimum of 140 credits for UG and 90 credits for PG Programmes. These practices enable a strong degree of equivalence for all students enrolled into any Programme of the Institution. The basic requirements of ABC is fulfilled by making multiple entries and exits also possible during the course of completing any Programme. On the successful completion of each Course the students earn the allotted credits. The credits obtained by each individual student are stored digitally in the Institution. Equivalence Certificates are provided to students on request during their exit in the middle of the Programme, after a scrutiny by the Curriculum Development Cell and the office of the Controller of Examinations. Once when the parent University gets registered into the Academic Bank of Credits, the Institution ensures that every student has an account in the Academic Bank of Credits. The innovative curriculum designed is supported with Text Books and Learning Materials customized by the faculty for the learners. The teachers also publish e-lessons in VVVC DigiHub, the Institution's YouTube Channel. The Course materials for Value Added Courses are also available as e-contents for the benefit of the students. The good practice of the Institution is that it has designed the curriculum in compliance with the regulations prescribed by the UGC so as to enroll in the Academic Bank of Credits as soon as the Parent University provides its slot.

17.Skill development:

The Institution offers skill based courses in all programmes to promote the skills needed in the respective discipline. Communication skills in English forms an integral part in the General English offered to the students of all Programmes. Due weightage is given to spoken English in the evaluation process as well. The students are trained in soft skills through curriculum as well as various platforms provided by the Placement Cell and other support Forums. Entrepreneurial skills are imparted by the field-experts. Students are given Hands-on- Training in jewellery making, toy making, phenyl preparation, mushroom cultivation, hydro ponics,

soap oil preparation, pickle & jam preparation, cake baking, so on to create future entrepreneurs through the Entrepreneurship and Talent Development Cell. Vocational Courses train the students in Shorthand, Typewriting, Tailoring, Silambam, Yoga and Zumba. Value Education is offered to all the undergraduate students. Examinations on Gandhian thought and Indian Philosophy and Spirituality is conducted every year for all the students through The Valliammal Institution, Madurai and Vivekananda Kendra, Kanyakumari. The Best Practice of the Institution is that it imparts life skills to the students through the functional Life Style Club in the Institution. It conducts a programme on every Friday to inculcate Life Skills, Family Ideals and other social values to the students.

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

The Institution strives to promote the vernacular language, literature and culture. The Department of Tamil has been upgraded into a Research Centre making substantial research output feasible in the field of Tamil Literature. B.A. History is offered in Tamil medium and few of the Courses in B.Com and BCA are also offered in Tamil. Apart from Tamil, students are given an option to choose Hindi as well under Part - I. The students of Hindi are also insisted to learn Tamil under NME to fulfill the learning of vernacular language. The mode of teaching is usually bilingual - both in English and Tamil and the medium of writing the examinations in certain Courses like Value Education, Environmental Science, Psychology, Gandhian Thought is also optional - either Tamil or English. Accordingly the learning materials are provided to the students in both languages. Diploma in Yoga and Holistic Health enables the students learn and practice Yoga. Silambam, one of the ancient martial arts in Tamil Nadu is taught in the campus. Folk Arts skills is nurtured by the Department of Youth Welfare and many students play on parai, sing melodious Folk songs and perform many varieties of Indian dance forms. Indian Cuisine is also learnt by the students of Home Science and the traditional millet recipes are prepared and sold through the Campus Company Virutcham. The good practice in the Institution is that it offers courses on Tamil Medicine- Maruthuva Thavaraviyal, Epigraphy- Suvadiyiyal, Computers through Tamil- Kannini Tamil and also instills a sense of the heritage of the soil by celebrating Pongal Festival in a grand manner.

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

The Outcome Based Education is in practice and the Courses are designed to achieve the learning outcomes based on Blooms Taxonomy.

The Higher Order Thinking skills are promoted in the students through appropriate teaching techniques and evaluation methodology. The PO and CO attainment is calculated and revisions in the curriculum are done accordingly fulfilling the needs of the stakeholders identified through the feedback collected from them. New Courses are introduced when required to suit the global and local needs. The employability and Entrepreneurial skills are also catered to through the Course Contents. The Good Practice is incorporating Courses on Indian Knowledge System and teaching in bilingual mode allowing the students to write the examinations for select Courses in Tamil.

20.Distance education/online education:

The Institution adopts ICT blended teaching-learning pedagogy along with the traditional Chalk and Talk Method. Smart tools assist the class room teaching to make the impact stronger. E-content prepared by the faculty is shared in YouTube channels. Google platforms are utilized to share learning materials and Assignments. The UG students are offered Courses - Core Course Assessment - Online, Practice for Competitive Examination, and the PG Students are offered a Course - Practice for NET/SET Examination for which examinations are conducted online. Quiz for SEC-Foundation Course and Non-Major Elective Course in UG Programmes is conducted online in the Summative Examinations. The Value Added Courses are also offered through online classes and the learning materials are made available as e-contents for the easy retrieval. The Institution's good practice is that it has registered itself to serve as a Learners Support Centre for Madurai Kamaraj University, Madurai to offer a chance to the students to pursue dual degree.

Extended Profile

1.Programme

1.1 41

Number of programmes offered during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.Student

2.1 3717

Total number of students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional data in Prescribed format | View File |

2.2

1297

Number of outgoing / final year students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.3

3649

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

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.Academic

3.1

1267

Number of courses in all programmes during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.2

217

Number of full-time teachers during the year:

Extended Profile

1.Programme

1.1 41

Number of programmes offered during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.Student

2.1 3717

Total number of students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional data in Prescribed format | View File |

2.2 1297

Number of outgoing / final year students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.3 3649

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

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.Academic

3.1 1267

Number of courses in all programmes during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

| | |
|--|---------------------------|
| 3.2 | 217 |
| Number of full-time teachers during the year: | |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.3 | 206 |
| Number of sanctioned posts for the year: | |
| 4.Institution | |
| 4.1 | 808 |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |
| 4.2 | 124 |
| Total number of Classrooms and Seminar halls | |
| 4.3 | 812 |
| Total number of computers on campus for academic purposes | |
| 4.4 | 105.27 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |
| Part B | |
| CURRICULAR ASPECTS | |
| 1.1 - Curriculum Design and Development | |
| 1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution. | |
| <p>The institution's curriculum is designed to address local, regional, national, and global developmental needs, aligning programme outcomes (POs) and course outcomes (COs). It provides holistic education, focusing on empowering rural women to face challenges confidently. Following UGC's guidelines, the curriculum implements the Choice Based Credit System and Outcome-Based Education, promoting lifelong learning with ethical values.</p> | |

In UG programmes, language proficiency is fostered through Tamil/Hindi and English courses, while core, elective, and interdisciplinary courses equip students with domain-specific and broader skills. Extension activities promote social responsibility. PG programmes focus on advanced courses to prepare students for research, career growth, and competitive exams like SET/NET.

Locally, courses address industry needs, such as food analysis and packaging, tailored for nearby industries. Regionally and nationally, courses cover Indian history, economics, and advancements in science and technology, fostering national growth. Additionally, students engage in nation-building through community service activities.

Globally, the curriculum includes subjects like Global Literature, Nanotechnology, and Environmental Science, developing students' global perspectives and understanding of issues with worldwide impact. This comprehensive approach ensures students develop critical thinking, digital literacy, and ethical awareness.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload additional information, if any | View File |
| Link for additional information | Nil |

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

13

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

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

787

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

1.2 - Academic Flexibility

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

245

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

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

35

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

1.3 - Curriculum Enrichment

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

The institution emphasizes inclusive quality education in line

with the National Education Policy (NEP) 2020. Its curriculum, structured under Outcome-Based Education (OBE), addresses key themes like professional ethics, gender equity, human values, and environmental sustainability to ensure equitable learning for all students.

Professional ethics are integrated across courses, with research ethics included in postgraduate programmes. Students also learn about workplace ethics through internships and field visits. Gender sensitivity is promoted through courses on women's rights, gender justice, and legislative protections, alongside projects and extracurricular activities focused on gender equity. Human values like compassion, tolerance, and service are instilled through Value Education, literature courses, and programmes such as Gandhian Thought and Yoga. Extracurriculars further foster discipline and social commitment. Environmental sustainability is emphasized through courses on green technologies, biodiversity, and disaster management, with student participation in clubs and activities aimed at raising eco-consciousness.

Additionally, the curriculum supports other Sustainable Development Goals (SDGs), like No Poverty, Zero Hunger, and Good Health, through multidisciplinary courses. It also promotes the preservation of vernacular languages and traditional knowledge. These efforts align with NEP-2020, preparing students to become compassionate, ethical, and socially responsible citizens.

| File Description | Documents |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | No File Uploaded |

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

90

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

1.3.3 - Number of students enrolled in the courses under 1.3.2 above**3002**

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

1.3.4 - Number of students undertaking field work/projects/ internships / student projects**1539**

| File Description | Documents |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | No File Uploaded |

1.4 - Feedback System

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

B. Any 3 of the above

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://vvvcollege.org/AQAR2023-2024/Criterion1/1.4.1..pdf |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | No File Uploaded |
| Any additional information | No File Uploaded |

| | | |
|--|---|--|
| 1.4.2 - The feedback system of the Institution comprises the following | | A. Feedback collected, analysed and action taken made available on the website |
| File Description | Documents | |
| Provide URL for stakeholders' feedback report | https://vvvcollege.org/AQAR2023-2024/Criterion1/1.4.1..pdf | |
| Any additional information | No File Uploaded | |
| TEACHING-LEARNING AND EVALUATION | | |
| 2.1 - Student Enrollment and Profile | | |
| 2.1.1 - Enrolment of Students | | |
| 2.1.1.1 - Number of students admitted (year-wise) during the year | | |
| 1404 | | |
| File Description | Documents | |
| Any additional information | No File Uploaded | |
| Institutional data in prescribed format | View File | |
| 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats) | | |
| 702 | | |
| File Description | Documents | |
| Any additional information | View File | |
| Number of seats filled against seats reserved (Data Template) | View File | |
| 2.2 - Catering to Student Diversity | | |
| 2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners. | | |
| The institution primarily serves rural women from diverse academic, socioeconomic, and intellectual backgrounds, providing tailored support through various platforms. To assess learners' levels, a screening test is conducted during the Student Induction Programme to evaluate English proficiency, placing students in | | |

appropriate streams. Differently-abled students receive special attention, with assistive technology provided in the library.

At the start of each semester, a Learning Level Assessment Test classifies students into Slow, Intermediate, and Advanced Learners. Slow Learners receive remedial coaching, abridged materials, peer teaching, and tests, leading to improved performance. Intermediate Learners are motivated through poster presentations, group discussions, and interdepartmental competitions, which enhance their confidence. Advanced Learners are encouraged to engage in self-study, internships, online courses (MOOCs), research projects, and competitive exams. They also participate in activities like creating blogs, YouTube channels, and presenting research papers.

Advanced learners support their peers through study materials, peer teaching, and organizing quizzes and games. This tailored exposure motivates all students to pursue higher education and career development. Additionally, e-tutorials created by teachers are available on the College's YouTube channel, VVVC DigiHub, offering flexible learning for students at all levels.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 30/09/2023 | 3717 | 206 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

2.3 - Teaching- Learning Process

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

Experiential Learning

An average of six hours a week is allotted for Laboratory Practical classes for students to enhance their experiential learning.

Students are learning through working and non-working models. Internship training/Industrial Visits/Field Trips/Field Survey/Field work are introduced in the curriculum to enrich their practical knowledge. Extension activities, Exhibitions, Workshops are arranged to promote their interests. Students are provided the opportunity to do Projects, compile Department magazine, co-ordinate the events of association activities.

Participative Learning

Students actively participate in academic activities like class room Seminars, Group Discussion, Role play, Assignments and Model preparation. They take active part in Forums and Cells, NCC/NSS and Sports. Students' role in Union cabinet helps them in moulding their leadership skills. They opt for self-study extra credit courses to enhance their knowledge.

Problem-solving Methodologies

The students under OBE pattern are trained to apply the concepts in analyzing and solving problems allied to their respective disciplines. Student Faculty Research forum provides a platform to develop their research skills in solving curriculum related research problems. The union cabinet members, Class representatives, Hostel representatives, Student secretaries of associations, Forums and Cells lead the student community by finding feasible solutions to their problems.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Link for additional Information | Nil |

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

Our Institution encourages comprehensive use of ICT enabled tools including online resources for effective teaching and learning

process. All teachers use ICT enabled learning tools to get the students exposed to advanced knowledge & practical learning. LCD Projectors, OHP, Printers, Scanners, Digital Camera, Interactive White Board, Computers, Laptops, Tablets, Pen drive, Microphones and CD/DVDs are put to optimal use. There are 10 Smart Classrooms, Seminar halls and Conference Halls with LCD facilities and Wi-Fi Connection to facilitate ICT Teaching and Learning.

The use of Google Apps for Education, Virtual labs, Online drawing tool, PPTs, Media lab facility(FIST lab), YouTube, Slideshare, Video Editing Software, Interactive e-content applications, Blogs and Paper Rater Software enable the faculty to transmit course related information-learning material, video lectures, quizzes, lab submissions and evaluations, assignments, animations, simulations, feedback to improve the effectiveness of the teaching-learning process. Many number of Faculties have created their own YouTube channels, websites and blogs for enhancing their teaching methodology. Students enhance their learning experience through virtual lessons via LMS. Students enhance their communication skills by their periodical visit to language laboratories. The digitized library serves as an e-learning center to meet the teaching learning demands of both the teachers and the students.

| File Description | Documents |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://www.vvvcollege.org/infrastructure.php |
| Upload any additional information | View File |

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

2.3.3.1 - Number of mentors

206

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

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

The institution employs effective planning and execution strategies to achieve its academic goals each year.

College Calendar and Handbook: Before the academic year begins, the Calendar Committee prepares the College Calendar, detailing working days, holidays, internal test dates, and upcoming events. This is distributed as a handbook to staff and students, aiding in programme planning at both department and institution levels. The handbook also includes the syllabus, staff details, fee structure, scholarships, and code of conduct. If changes are needed due to unforeseen circumstances, updates are communicated via circulars, WhatsApp, notice boards, and the college website. Major academic and event-related decisions are finalized during the periodic Staff Council meetings led by the Principal.

Year Planner: Each department creates a Year Planner, outlining activities such as association events, significant day celebrations, and outreach programmes. These activities are reported to the IQAC as a Diary of Events.

Teaching Plan and Syllabus Coverage: A General Time Table is created by the Time Table Committee for common courses, followed by department-wise timetables. Faculty members prepare lesson plans, ensuring timely syllabus coverage, which is monitored through Department Student Council Meetings. These meetings assess syllabus coverage, test performance, and student attendance, and are reported to the IQAC for quality enhancement.

At the year's end, department activities are reviewed through internal and external academic audits, with expert suggestions guiding improvements.

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

2.4 - Teacher Profile and Quality**2.4.1 - Number of full-time teachers against sanctioned posts during the year**

206

| File Description | Documents |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | No File Uploaded |

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

131

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

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

2881

| File Description | Documents |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | No File Uploaded |

2.5 - Evaluation Process and Reforms

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

17

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

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

38

| File Description | Documents |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | No File Uploaded |

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

The institution's Examination Management System is fully digitized, tracking all exam-related activities, from student data management to diploma generation.

IT Integration: Several customized software tools streamline the examination process:

- VVVC Exam Master manages student data, hall tickets, timetables, result consolidation, and mark statements.
- Myclassroom.com maintains attendance, course details, and internal marks.
- VVVC-QSet assigns question paper setters.
- COPOC calculates Course Outcome and Programme Outcome attainment.
- Campusplanner manages hall and seat allotment for exams.

Reforms through IT Integration have introduced significant improvements:

- Online mark entry for Continuous Internal Assessment
- Examination fee payments and hall ticket generation.

- Automated hall allotment and online communication of seating.
- Online exams for quizzes, competitive exam practice, and question banks management.
- Quick result publication within 10 days of the last exam.

Other Reforms:

- Question papers follow Course Outcomes and knowledge levels per Outcome-Based Education
- External examiners conduct English practical viva voce.
- Extra credits are awarded for MOOCs.
- Transcripts are provided for students going abroad.
- Open book assignments are introduced for select courses.
- Feedback on exams is collected from students to improve curriculum.
- Confidentiality is ensured via a Video Surveillance System in the examination office.

These IT-driven reforms enhance efficiency, accuracy, and speed in the examination process.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

2.6 - Student Performance and Learning Outcomes

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

The institution implemented Outcome Based Education for all the first and second year UG & PG Programmes during the academic year 2021-2022.

The GAs and POs are prepared by the Deans of Curriculum Development Cell in consultation with the Principal and senior teachers. The PSOs are prepared by the respective departments focusing the POs and the Vision of the College. The COs are framed by the course designers of the courses in the respective departments.

The syllabus and the Course outcomes are discussed in the Board of Studies meeting of the respective Programmes. As per the suggestions given, necessary changes are made and presented in the Academic Council for its approval. After the approval, the curriculum of all the programmes with POs, PSOs and COs are uploaded on the college website. The students are informed about Outcome Based Education and its significance during the Student Induction Programme. The students are explained in detail about the Course outcomes by the Course designers before teaching the course contents. A Hard copy of the complete syllabi of all the programmes is available in the Curriculum Development Cell and the office of Controller of Examinations.

| File Description | Documents |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | View File |
| Upload any additional information | No File Uploaded |
| Link for additional Information | https://www.vvvcollege.org/learningoutcomes.php |

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

The institution has embraced a student-centric approach to teaching, learning, and evaluation in response to the evolving educational landscape, aiming to achieve desired Course Outcome (CO) and Programme Outcome (PO) attainment.

Course Outcomes (COs) are developed by course designers and aligned with the syllabus, which is documented in a Course Articulation Matrix (CAM).

Assessment Management Plan

The institution employs a dual approach for CO and PO attainment:

- Direct Assessment includes Internal and Summative Examination marks.
- Indirect Assessment is based on Course/Graduate Exit Surveys.

PO Attainment is calculated similarly, with a focus on Internal (25) and Summative (75) marks and an overall weighted sum of direct and indirect attainment (75:25). The attainment levels are categorized as Excellent, Very Good, Good, Satisfactory, or Not Satisfactory.

Dissemination of POs and COs

During the Students' Induction Programme, newcomers learn about OBE. The curriculum, including POs, PSOs, and COs, is available on the institutional website. POs and PSOs are displayed in departmental corridors, while COs are prominently featured in classrooms. Course teachers distribute syllabi through Google Classroom and clarify the relevance of COs at the semester's start. Additionally, feedback mechanisms allow students to share their views on COs and course content, fostering continuous improvement.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

2.6.3 - Pass Percentage of students

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

1223

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | https://vvvcollege.org/coe/Annual_Report_2023_2024_COE.pdf |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution

may design its own questionnaire). Results and details need to be provided as a weblink

<https://vvvcollege.org/igac/sss/Report%202023-2024.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Research Academia, led by the Dean of Research, oversees and promotes research at the institution. It ensures academic integrity through the Research Ethics Committee and updates policies with the Research Advisory Committee.

Key facilities include six Research Centres, 34 science and 9 computer labs, equipped with cutting-edge technology like FIST- and DBT-funded equipment, supporting interdisciplinary research. The library, with over 67,000 books and various e-resources, fosters a strong research culture, while tools like PaperRater ensure ethical standards.

The institution secures grants from agencies like DST, DBT, UGC, and offers seed money through its VVVCMB-MRP Scheme. Capacity-building initiatives, internships, and projects help strengthen research skills, while the institution supports dissemination through conferences, publications, and its biannual research journal.

Research incentives, such as cash awards and sabbatical leave, reward faculty achievements. The IPR Cell identifies patentable research and guides the patenting process, fostering innovation and intellectual property development. These measures cultivate a robust research environment, driving academic and social progress.

| File Description | Documents |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View File |
| Provide URL of policy document on promotion of research uploaded on the website | https://www.vvvcollege.org/research.php |
| Any additional information | View File |

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

4.005

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

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

2

| File Description | Documents |
|---|---------------------------|
| e-copies of the award letters of the teachers | View File |
| List of teachers and details of their international fellowship(s) | View File |
| Any additional information | No File Uploaded |

3.2 - Resource Mobilization for Research**3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)****6.405**

| File Description | Documents |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | View File |
| Any additional information | No File Uploaded |

3.2.2 - Number of teachers having research projects during the year**18**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |
| List of research projects during the year | View File |

3.2.3 - Number of teachers recognised as research guides**36**

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

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year**11**

| File Description | Documents |
|---|---------------------------|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | Nil |
| Any additional information | View File |

3.3 - Innovation Ecosystem

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

Research Academia of the College promotes research activities, strengthens research skills, mobilizes resources, and disseminates research knowledge. It encourages innovative interdepartmental/multidisciplinary research pursuits through curriculum and collaboration. The advanced equipment, lab facilities, Central Instrumentation Centre, FIST Lab facility, library, e-resources, and funds from DBT Star College Scheme provide an intellectual environment to develop research productivity.

The Entrepreneurship and Talent Development Cell promotes entrepreneurial spirit through workshops to craft, managerial and entrepreneurship skills. Interaction with eminent entrepreneurs, tie-ups with corporate, and visits to industries stimulate the aspirations of the students towards self-employment. Earn While You Learn Scheme empowers students with economic independence by offering demand-driven vocational training. Provisions including technological and physical facilities, preliminary financial assistance and mentoring are provided to startups.

The Institution Innovation Council of the Institution launched under the Ministry of Education's Innovation Cell promotes the national mission of culling out innovative ideas. The Intellectual Property Rights Cell of the Institution creates awareness on IPR through Seminars, Workshops and Conferences.

Service Forums identify distinct needs of ruralfolk in adopted villages and sensitise them on health, hygiene, self-employment, consumers' rights, government schemes, and environmental sustainability.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

20

| File Description | Documents |
|--|---------------------------|
| Report of the events | View File |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | No File Uploaded |

3.4 - Research Publications and Awards

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | No File Uploaded |

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

3.4.2.1 - Number of PhD students registered during the year

14

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://www.vvvcollege.org/research.php |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | View File |

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

40

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

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

42

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://vvvcollege.org/AQAR2023-2024/Crite_rion3/3.4.4.pdf |

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

3.4.5.1 - Total number of Citations in Scopus during the year

226

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

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**3.4.6.1 - h-index of Scopus during the year****55**

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

3.5 - Consultancy**3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)****3.1078**

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | View File |
| List of consultants and revenue generated by them | View File |
| Any additional information | No File Uploaded |

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year**24166**

| File Description | Documents |
|---|---------------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | View File |
| List of training programmes, teachers and staff trained for undertaking consultancy | No File Uploaded |
| List of facilities and staff available for undertaking consultancy | No File Uploaded |
| Any additional information | View File |

3.6 - Extension Activities

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

Extension Service Forums mould the students into responsible citizens and build quality communities for ideal society. Students transfer their knowledge and develop skills and living conditions of rural folk in the villages Chathirareddiyapatti, Vadamalaikuruchi, Chinnamoopanpatti, Sivaganapuram, Meenachipuram, Paapakudi, K.Usilampatti and Pavali.

Literacy, Skill Development, Healthcare, and Environment Sustainability Programmes were organised for the welfare of community. Computeracy and Numeracy using Laboratories, Language Skills Training Programme, and Demonstration of Science Experiments were conducted for knowledge enhancement of students and teachers of Virudhunagar District Government Schools. Awareness of organic farming, biofertilizers, gardening, cleaning public places, and plastic-free-environment was given to rural folk. Blood donation, medical check-up were significant community-based healthcare extension programmes

The Service Forums and Departments organised activities such as Cleanliness Campaigns to promote Swachh Bharat Mission. Anti-plastic and ODF Sensitisation Programmes were organized. Government initiatives namely Swachh Bharat, Fit India, Clean India Abhiyan, Green India Mission, Kisson Samman Nithi Yojana and Illam Thaedi Kalvi were taken to the public. These volunteer services keep students socially conscious and committed individuals.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

3

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in during the year | View File |
| e-copy of the award letters | View File |
| Any additional information | No File Uploaded |

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

138

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

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

2436

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

3.7 - Collaboration

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

10

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

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

51

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Teaching-Learning Facilities

The Institution has 18 blocks, housing 118 spacious, aerated classrooms, 42 well-equipped laboratories and 6 Seminar Halls (5 with AC) facilitating a healthy teaching-learning ambience. The adequate learning resources for the functioning of both Aided and Self Finance streams in parallel sessions are an additional credit. The Science Laboratories have adequate facilities to support the Practical Courses in the curriculum. The English Language Laboratory, Maths Lab and Museum serve their respective purpose in equipping the students with practical skills. The Central Instrumentation Centre with equipment sponsored under DBT Star College Scheme and DST-FIST Sponsored Central Instrumentation Facility enhance the research activities. The computing equipment used for Practical Courses include Phase Contrast Microscope, UV

Visible Spectrometer, LCD Trinocular Digital Microscope, Fourier Transform Infrared Microscopy, and Stereo Trinocular Microscope Zoom Szm-105. The automated College Library and 34 Department Libraries housing 67315books, 89 periodicals and 5 e-resources establish the Institution's added wealth.

The Institution facilitates the students with various support facilities like, DTP Centre, Reprographic Centres, Stationery, Canteen and Scrolling LED Display Boards. An eco-friendly campus with solar lamps, heaters and LED lights minimizes energy consumption. The adequate infrastructure makes the teaching-learning experience more engaging.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

Facilities for Sports and Extracurricular Activities

The Institution pays equal focus in promoting the facilities for extracurricular activities of the students. The Youth Welfare Organization functions in a separate room with a good stock of paraphernalia for cultural performances. The VVVC Young Rocking Stars Orchestra tunes the taste for music in the younger generation.

The Playground spreads over 5 acres with an open outdoor stadium. Two Volleyball courts and one Basketball court with flood lights, two Ball Badminton courts, a Kabaddi court, a Kho-kho court, a Hockey field, 400m track with 8 lanes, a Volleyball practice wall and an indoor Table Tennis court are the top-notch amenities. The best players are accommodated in a separate UGC Sponsored Sports Hostel. Facilities for training in Zumba and Silambam help the students to become robust. The Yoga Centre, the Meditation Hall and 8-Shaped Acupressure Pebble Path are beneficial for the physical, mental and spiritual well-being of the students. The Institution has a well-equipped gymnasium to make the students physically fit. The Multipurpose Hall is capacious, accommodating 5000 spectators during meetings, cultural activities and competitions.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Geotagged pictures | View File |
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

49

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

105.27

| File Description | Documents |
|--|---------------------------|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | No File Uploaded |

4.2 - Library as a Learning Resource

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

The Institution's Automated Library enhances quality education with a rich collection of academic resources. Integrated Library Management System (ILMS) uses CDS/ISIS, a UNESCO freeware, and barcode-based circulation through Foxpro. The automated serial control system and WebOPACS are accessible via a dedicated website.

The Virtual Library, built on Google Blogger and Google Sites, has over 400,000 users, offering services like Current Awareness Service (CAS) and Selective Dissemination of Information (SDI). The library subscribes to e-resources like DELNET, INFLIBNET N-LIST, and Amazon Kindle Unlimited, and uses PaperRater for anti-plagiarism checks. As an NDLI member, the institution ranks among the top NDLI clubs.

The library supports disabled students with resources like NVDA and Braille magazines. It also hosts events like Library Carnivals and Reading Marathons, and offers remote access to college materials via its website and app.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

A. Any 4 or more of the above

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

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

3.13

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

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

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

40086

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

4.3 - IT Infrastructure

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

The Institution continually enhances its IT infrastructure for academic and administrative purposes, allocating funds annually for upgrades. Its Information Technology Infrastructure Policy governs hardware, software, network, cloud storage, Wi-Fi, ICT tools, and security systems. In the past five years, 215 computers, 14 printers, and 3 scanners were purchased, and 33 computers had RAM upgrades. New software acquisitions include Tally, MATLAB, and Adobe Creative Cloud, with customized in-house and outsourced software supporting various institutional functions.

The network infrastructure has expanded with upgraded hubs, switches, and bandwidth, offering full campus-wide Wi-Fi. Cloud storage has also been increased to maintain the Virtual Institutional Repository.

For digital teaching, G Suite is used for blended learning, and G Suite Enterprise Edition supports high-quality video meetings. Classrooms have been enhanced with 39 LCD projectors, 11 smart

boards, and VVVC Audio Visual Centre for interactive learning. E-tutorials are created through VVVC EduTech Studio and shared via the YouTube channel. Security is ensured through a Sophos XGS 2100 Firewall and campus-wide surveillance with 28 cameras. Additionally, LED Display Boards notify students of events.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.3.2 - Student - Computer ratio

| | |
|--------------------|---------------------|
| Number of Students | Number of Computers |
| 3714 | 812 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 750 Mbps

| File Description | Documents |
|---|---------------------------|
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | View File |

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| List of facilities for e-content development (Data Template) | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

204.88

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

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

The Institution, certified under ISO 9001:2015, has established comprehensive policies for maintaining and utilizing its physical, academic, and support facilities. The Province Management Committee, comprising key members like the Chairman and Team Coordinator, ensures campus upkeep with the support of gardeners and cleaning staff. Classrooms, laboratories, and restrooms are cleaned daily, and the campus follows environmental practices such as Green Thursday (No Vehicle Day) and rainwater harvesting. Facilities like RO plants, CCTV, biogas plants, and LED boards are maintained systematically. Academic facilities are carefully managed. The College Library preserves books with neem leaves and naphthalene balls, and regular stock verification ensures the proper upkeep of resources. Laboratory equipment is calibrated, and broken or outdated items are promptly replaced. The playground, gymnasium, and courts are well-maintained, and ICT equipment is regularly serviced. Support facilities like computers, air conditioners, and printers have AMCs or PMCs for maintenance, while energy-efficient devices are procured to reduce power consumption. Facilities are also used for outreach programs, government meetings, and state-level sports events.

The campus is utilized by the government as a polling booth, to conduct TNPSC Examination and TNEA Facilitation Centre.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

2418

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

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

275

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

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

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://www.vvvcollege.org/ |
| Details of capability development and schemes | View File |
| Any additional information | View File |

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

1043

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

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

A. All of the above

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

5.2 - Student Progression**5.2.1 - Number of outgoing students who got placement during the year****707**

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of outgoing students progressing to higher education**204**

| File Description | Documents |
|---|---------------------------|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | No File Uploaded |

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year**5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year****54**

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for students/alumni | View File |
| Any additional information | No File Uploaded |

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year****95**

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

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

The Institution places students at the core of its activities, with the College Students' Union Cabinet serving as the primary representative body. Members, including a Chairman, Vice Chairman, Secretary, Joint Secretary, and various ministers, are elected democratically online and act as a liaison between the student body and the administration to address student issues. They also organize significant campus celebrations like Independence Day and College Day.

The Student Welfare Committee, which includes representatives from all disciplines, facilitates direct communication with higher authorities about student concerns. Each department has a Department Student Council consisting of two students per class (one advanced and one slow learner) that meets regularly to discuss teaching and evaluation, forwarding suggestions to the IQAC for action.

Students actively participate in academic and administrative bodies, including a nominated member on the Board of Studies to provide input on curriculum development. They also serve as secretaries for departmental associations, contribute to department magazines, and lead activities in service organizations like NSS and NCC.

Involvement in these bodies enhances students' communication, management, leadership, and decision-making skills. The inclusive environment fosters a sense of responsibility, as students also manage hostel affairs and contribute to meal planning, promoting a vibrant community spirit.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

5.3.3 - Number of sports and cultural events / competitions organised by the institution**28**

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | No File Uploaded |

5.4 - Alumni Engagement

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

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

V.V. Vanniaperumal College for Women boasts a strong legacy of thousands of women graduates who serve as ambassadors for the institution. The Old Students Association, founded in 1970 and registered as the V.V.Vanniaperumal Pengal Kalloori Pazhaya Maanaviyar Sangam in 2017, is guided by dedicated office bearers with the Principal as the ex-officio Secretary.

Alumnae Day, celebrated on the last Saturday of December, invites alumni from various batches to share their successes and participate in cultural activities. The alumnae generously supported the institution financially by raising funds for the construction of a rest room for the physically disabled and sponsoring a gold medal for the top Costume Design and Fashion student since 2021-2022.

Each department maintains its own alumnae network, contributing to curriculum development and providing motivational talks. The association also engages in community initiatives, including donating essential items, hosting an annual Candle Lighting Ceremony for outgoing students, and contributing saplings to adopted villages while organizing blood donation camps.

Through these efforts, the V.V.Vanniaperumal Pengal Kalloori Pazhaya Maanaviyar Sangam exemplifies a commitment to education and social responsibility, leaving a lasting impact on society.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

5.4.2 - Alumni's financial contribution during the year

D. 2 Lakhs - 5 Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Founding and Vision Established in 1962, the institution aims to uplift rural women through quality education and empowerment.

Mission V.V. Vanniaperumal College (VVVC) is committed to providing liberal education that cultivates globally competent individuals with essential life skills, integrity, leadership, and a service-oriented mindset.

Governance The College is managed by a Board of 66 members representing various Mahamais, with key positions held by female office bearers to ensure effective administration in this women-only institution. The Principal, along with faculty and students, fosters efficient institutional governance.

Decentralization and Participation Stakeholders, including students, faculty, parents, alumni, and employers, actively contribute to governance through established bodies. The Principal oversees decentralized operations, supported by Deans and coordinators, facilitating participation at all levels.

Goals and Sustainable Growth The institution's short-term goals include integrating digital education, implementing Outcome-Based Education (OBE), and preparing for the National Education Policy (NEP) 2020, with initiatives such as regional language exams and promoting ethical values. Long-term goals focus on becoming a

Research and Consultancy Hub and a Centre of Excellence for Women Empowerment. VVVC strives for self-sustainability to ensure continued growth and development.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

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

The Institution is governed by the College Managing Board, constituted by a Trust consisting of 66 members who represent various Mahamais. The Office Bearers - President, Vice-President, Secretary, Joint Secretary and Treasurer are the ex-officio members from the Board directing the Institution ably towards achieving the Vision. Female representation is ensured by electing female members for Vice President and Joint Secretary, thus enabling smooth administration of this women-only Institution. The efficient leadership of the Managing Board along with the Principal, teaching and the non-teaching faculty and the students accomplish effective Institutional Governance.

The stakeholders of the Institution participate in various capacities and contribute towards the fulfilment of the Vision. To carry out the Mission, statutory and non-statutory bodies are established ensuring participation from all levels. The decentralised functioning of these bodies is governed by the Principal. She is assisted by Deans, Controller of Examinations, IQAC Coordinator and Heads of the Departments, Committees, Forums, Cells, and Clubs. The primary stakeholders, the students, teachers and the non-teaching faculty appropriately participate in the activities for constructive development of the Institution. The secondary stakeholders include parents, alumnae and the employers take fair participation in the governance by giving necessary suggestions for sustained Institutional growth.

| File Description | Documents |
|---|---------------------------|
| Upload strategic plan and deployment documents on the website | View File |
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.2 - Strategy Development and Deployment

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

The V.V. Vanniaperumal College for Women is governed by a Managing Board associated with the Virudhunagar Hindu Nadars. The Board consists of one Patron, a legal heir of the founder, and 66 members nominated from various Mahamais for a term of four years. It operates through two committees, with separate office bearers elected for each. The first committee manages the institution for the first two years, followed by the second committee for the next two.

The Managing Committee comprises 15 members, including five office bearers, six female members, and four male members. The College Committee, formed under the Tamil Nadu Private Colleges Regulation Act (1976), includes the Patron, office bearers, two female members from the Managing Committee, the Principal, a University Nominee, two senior professors, the Office Superintendent, and four male members from the College Managing Board.

The Secretary is responsible for enhancing and maintaining infrastructure, while the Joint Secretary serves as the Correspondent. Faculty appointments adhere to UGC norms and the Tamil Nadu reservation policy. The Principal oversees academic and holistic development. Various committees and bodies, including the IQAC, ensure quality enhancement and compliance with regulations, creating a conducive environment for learning and growth.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

The V.V. Vanniaperumal College for Women is governed by a Managing Board from the Virudhunagar Hindu Nadars community, with one Patron from the Founder's family and 66 members from various Mahamais serving a four-year term. The Board divides into two committees, with each committee governing the Institution for two years through elected Office Bearers. The Managing Committee, including 15 members (5 Office Bearers, 6 women, and 4 men), oversees administration alongside the College Committee, which complies with the Tamil Nadu Private Colleges Regulation Act of 1976.

The College Secretary, assisted by administrative staff, manages infrastructural improvements, while the Joint Secretary serves as Correspondent and Secretary of the College. Recruitment of teaching staff aligns with UGC norms and state reservation policies, and the Principal is responsible for academic leadership. Non-teaching staff are hired per state guidelines.

The Institution has a Governing Body, Finance Committee, Academic Council, and IQAC (Internal Quality Assurance Cell), all following UGC standards to sustain quality and autonomy. Regulatory and support bodies ensure a positive campus environment, with activities enhancing student learning. Codes of conduct are maintained for students, faculty, and administrators, supported by a decentralized structure and transparent operating procedures.

| File Description | Documents |
|---|---|
| Paste link to Organogram on the institution webpage | https://vvvcollege.org/pdfs/Organogram.pdf |
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

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

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen | View File |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | No File Uploaded |

6.3 - Faculty Empowerment Strategies

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

V.V. Vanniaperumal College for Women recognizes that the institution's excellence depends on the quality performance and job satisfaction of its employees. To promote their upliftment, the college implements various measures, including a robust Performance Appraisal System managed by the Internal Quality Assurance Cell (IQAC). At the end of each academic year, feedback is collected from students and department heads, while teachers submit self-appraisal forms evaluated by senior faculty. This process generates consolidated performance reports sent to individual email addresses for further improvement.

Welfare Measures The institution prioritizes employee welfare with numerous initiatives:

For Teaching Faculty:

- Financial assistance for research projects and online

courses.

- Cash rewards for publishing in UGC CARE journals.
- Diwali bonuses and cash prizes for 100% attendance.
- Reimbursement for professional memberships and conference fees.
- Sabbatical leave for Ph.D. thesis submission.
- Insurance coverage and encashment of surrendered leave.

For Non-Teaching Faculty:

- Waived conveyance fees and free uniforms for support staff.
- Diwali bonuses and cash prizes for full attendance.
- Insurance coverage and special conveyance facilities.
- Admission for their children in preferred programmes and training programmes for skill enhancement.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

4

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

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

6

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

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

201

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

V.V. Vanniaperumal College for Women maintains rigorous internal and external auditing practices to ensure financial integrity and compliance. The College Managing Board appoints a certified Internal Auditor who conducts daily inspections of the institution's Books of Accounts. An External Auditor is also engaged to perform the annual statutory audit.

Internal Audit

The Internal Auditor reviews accounts daily, submitting a monthly audit statement to the Board. This process minimizes financial irregularities, with any discrepancies promptly reported to the Secretary for action.

External Audit

The External Auditor conducts an annual audit, consulting the Internal Auditor and management as needed. Audited statements are presented to the College Board and submitted to government

authorities to meet statutory requirements.

Regional Joint Directorate of Collegiate Education Audit Accounts in the Government-Aided stream undergo audits by the Regional Joint Directorate of Collegiate Education. Any issues raised are addressed by the Office Superintendent, Secretary, and Principal, with resolutions certified by the Joint Director.

Audit by Accountant General's Office

In addition to internal and external audits, the Accountant General's Office conducts an annual audit, identifying any discrepancies that may have been overlooked in previous audits, thereby ensuring comprehensive oversight of the institution's financial practices.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

25

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

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

V.V. Vanniaperumal College for Women has established a comprehensive policy for mobilizing financial resources and ensuring their optimal utilization for institutional benefit. Key sources of funding include:

- Grants from UGC, DBT, ICHR, ICSSR, and TNSCST
- Income generated from the institution's building assets

- Donations from private trusts and charities
- Endowments created by well-wishers
- Bursaries from the Alumnae Association and retired staff

The annual budget is prepared by the Secretary of the College Managing Board, with input from the Principal and administrative staff, and requires approval from the Managing Board. Funds are allocated and spent under the supervision of the Secretary and Principal, with strict oversight from the Finance Committee, which includes the Secretary, Principal, and a senior teacher.

Funds are used for student welfare, developmental activities, infrastructure and curriculum enhancement, seminars, workshops, scholarships, and research promotion. The institution emphasizes total transparency in financial transactions, with periodic internal audits and annual external audits by qualified auditors. Government audits further ensure the accuracy of expenditures related to government funds. V.V. Vanniaperumal College takes pride in its honest and effective fund management practices.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.5 - Internal Quality Assurance System

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

In the academic year 2023-2024, the IQAC spearheaded several initiatives to enhance the quality of the campus and stakeholders, including Outreach Programs, Faculty Development, Administrative Training, and Social Awareness campaigns. Key highlights include the Welfare Wing and the Knowledge Nexus.

The Welfare Wing focuses on the holistic well-being of students by promoting psychological, physical, and cognitive health. Initiatives such as the Certificate Course in Psychology (in collaboration with Madurai Kamaraj University) empower students to understand and manage mental health. Student Counseling Services provide professional support for emotional issues in a

confidential manner, while Think Aloud Thursday encourages Students' participation through various activities on human rights and global issues. Get Fit Monday activity promotes physical and mental health through Zumba exercises, helping students start their week positively.

The Knowledge Nexus enhances educational accessibility by registering the institution as a Learners Support Centre for Madurai Kamaraj University, offering dual degrees and certificate courses for local women. Accessibility efforts included converting a book "Women of Modern India - Sister Nivedita Grade 3" into an e-book for print-disabled readers, and subscribing to the magazine "White Print" for visually challenged students.

These initiatives support an inclusive, quality-driven educational environment, benefiting students and the wider community.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

The IQAC of the Institution has devised a proper methodology for reviewing the Curriculum, Teaching Learning Process, Infrastructure Facilities and other Academic and Non-academic activities carried out on different occasions during the Academic Year. The Feedback is collected periodically from all the stakeholders such as the students, the teachers, the academic peers, the external experts, the alumnae, the employers and the parents. The feedback collected is analysed in various aspects and the findings and suggestions are forwarded to the authorities concerned for necessary action. The Self-appraisal System which was initiated by the IQAC assesses the performance of the teachers. It collects and scrutinizes the achievements, research contributions, innovative pedagogy adopted, service to the society and their overall performance at the end of every Academic Year. It facilitates the Faculty to understand the strengths, weaknesses and opportunities for their career development. In addition, Academic and Administrative Audit (AAA Audit) and Syllabus Audit are conducted every year with the aim of assessing the existing policies and strategies, operations and functions of the

Institution for further improvement.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

A. Any 4 or all of the above

| File Description | Documents |
|--|---|
| Paste the web link of annual reports of the Institution | https://vvvcollege.org/AQAR2023-2024/Criterion6/6.5.3-%20Annual%20Report%20.pdf |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 - Institutional Values and Social Responsibilities**

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

The institution is deeply committed to promoting gender equality and empowering students, especially women, through a comprehensive approach. Courses such as Women Studies, Adolescent Psychology, Reproductive Health in Women, Prevention of Harassment at Workplace and Health and Wellbeing address critical gender-related issues from biological, psychological, legal, and social perspectives. Career competency is enhanced through Courses like Becoming Entrepreneur and Business Skills Development to equip

students with essential professional skills. Various forums and departments, including the Women Empowerment Cell, Rotaract Club, and Entrepreneurship and Talent Development Cell, offer activities like seminars, workshops, and personality development programs to foster leadership skills and selfreliance. Additionally, the National Cadet Corps (NCC), National Service Scheme (NSS), and Youth Red Cross provide opportunities for community service, helping students develop a sense of responsibility and courage.

The institution also emphasizes students' physical and mental well-being through the Lifestyle Club, Health and Fitness Club, and Physical Education programmes. Celebrating International Women's Day annually reinforces the focus on women's empowerment. Essential amenities, such as 24/7 security, CCTV surveillance, grievance redressal systems, and health services, ensure a safe and supportive environment for students, promoting overall development and well-being.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://vvvcollege.org/AQAR2023-2024/Criterion7/7.1.1.%20Gender%20Equity%20Evidences.pdf |

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

A. Any 4 or All of the above

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

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

The institution has a comprehensive waste management system to ensure sustainability and environmental responsibility.

Solid Waste Management: Paper, metal, and plastic waste is collected and sold to local recycling units. The Sivagnanapuram Panchayat handles periodic collection, and plastic waste is disposed of by Garbage Bank, Virudhunagar. Sanitary napkins are incinerated.

Liquid Waste Management: The Effluent Treatment Plant (ETP) processes wastewater from laboratories, RO plants, air conditioning, and hand wash sinks. The treated water is used for irrigating campus plants, promoting water conservation.

Biomedical Waste Management: Biomedical waste like syringes, lancets, and needles is safely disposed of using a syringe destroyer. Blood centrifuge tubes are sterilized in an autoclave before disposal.

E-Waste Management: Broken electronics, such as computers and keyboards, are repurposed for demonstrations. The institution has an MoU with Jai Ganeshan Waste Management for proper disposal of e-waste.

Waste Recycling System: Food waste is converted into biogas for the hostel kitchen, and dry leaves are composted for campus plants. Students also use old tyres, plastic bottles, and other materials to grow plants for campus beautification.

Hazardous and Radioactive Waste Management: Hazardous chemicals are neutralized in the ETP, and microbial cultures are sterilized. The institution does not use radioactive materials.

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

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

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

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | View File |
| Details of the software procured for providing assistance | No File Uploaded |
| Any other relevant information | View File |

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

The institution fosters cultural equality and celebrates diverse traditions through various programs and activities. The Department of History maintains a museum that showcases India's rich cultural heritage, while the Department of Home Science-Nutrition and Dietetics organizes guest lectures and competitions to promote traditional millet-based foods. The Spoken English Club encourages

students to improve their English speaking skills.

To promote linguistic tolerance, events such as Ulaga Thai Mozhi Dhinam, Pulavar Vizha, Valluvar Vizha, and Hindi Day are celebrated, reflecting the institution's commitment to various languages. The Universal Prayer chanted by all students exemplifies the spirit of communal harmony. The Meditation Hall provides a space for both students and staff to enhance their spiritual well-being.

On Independence and Republic Days, the Communal Harmony Club organizes "Readings from Holy Scriptures" to promote unity and peace. The House System encourages interaction among students from diverse cultural backgrounds, fostering positive growth and ethical values.

The Social Service League, Community College Programme, and Thatha Paati Kuzhu instill social responsibility, while the Equal Opportunity Centre works for the welfare of disadvantaged individuals. Additionally, the institution offers free mid-day meals through the Hindu Samaya Vazhipattu Kazhagam and the Suspended Coffee Scheme, providing complimentary beverages to students in need.

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

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

The institution actively sensitizes students and staff to their constitutional obligations through a variety of educational and practical activities. Courses such as the Constitution of India, Human Rights, Consumer Rights and Protection, and Taxation and Ethics help students understand their civic duties and responsibilities. Awareness campaigns, such as those organized by the Electoral Literacy Club on Voter's Day, emphasize the importance of electoral responsibility. Students also have the opportunity to exercise their voting rights during the annual Students' Union Cabinet Election.

The Investiture Ceremony, where students take an oath, reinforces

their social responsibility. The Women Empowerment Cell, Union Cabinet, and Lifestyle Club organize motivational talks by eminent personalities to highlight human values, constitutional rights, duties, and civic responsibilities. The Road Safety Club promotes awareness about traffic regulations, encouraging students to follow traffic rules.

Social responsibility is further instilled through various activities such as blood donation camps, road safety campaigns, and outreach programs supporting orphanages, old-age homes, and blind schools, organized by NSS, YRC, RRC, NCC, SSL, Thatha Paati Kuzhu, and IQAC. The Consumer Forum educates students on consumer rights and responsibilities through guest lectures and competitions. Additionally, the Suspended Coffee Scheme allows employees to support needy students with complimentary beverages.

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

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

A. All of the above

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

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

The institution actively promotes students' social consciousness and national pride by observing significant national and international days. These celebrations foster unity, responsibility, and awareness of key global and local issues.

Key days celebrated include International Yoga Day, International Day Against Drug Abuse, Nelson Mandela International Day, World Breastfeeding Week, and Handloom Week. National celebrations like Independence Day, Republic Day, National Sports Day, and Teachers' Day are marked with enthusiasm and respect.

The institution also observes health, environmental, and science-related days, such as World Ozone Day, World Environmental Health Day, National Nutrition Week, and National Science Day. Days like Social Justice Day, World Tourism Day, World Space Week, and Energy Conservation Week raise awareness on important global issues.

Additionally, special days such as Gandhi Jayanthi, Wildlife Week, Human Trafficking Awareness Day, and National Youth Day are observed, reinforcing social and civic responsibilities. International Women's Day, National Girl Child Day, and National Online Bank Day highlight the institution's commitment to gender equality and societal issues.

These observances create an environment of learning, respect for diversity, and a deeper connection with national and global causes, encouraging students to engage actively in social and civic life.

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

7.2 - Best Practices

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

Title of the Practice I: Ekalavya

The Objective is to encourage self-directed learning.

This proactive approach prepares them for success in a competitive world.

The curriculum encourages self-learning through

- a self-study component in selected courses
- optional Extra- Credit and Mandatory Self-Learning courses
- mandatory completion of one MOOC

In the academic year 2023-2024, 602 students have earned extra credits, 2,311 completed self-study courses, and 230 finished online courses.

- Many students are reluctant to pursue additional courses.
- Many other students lack internet access at home.

Title of the Practice II: Reaching the Unreached

The Objective is to improve the academic standards, English proficiency and the computer literacy of the students in rural schools.

In today's competitive world, English and computer skills are crucial. Many schools lack a conducive learning environment. Recognizing this, the Institution offers its resources and expertise to benefit the students.

The Institution plans a series of Outreach Activities along with NGOs. The students of the neighbourhood are invited to the Institution and enlightened through Practical Sessions, Competitions and Exhibitions.

The Institution has reached 280 school students.

Difficulty is faced in fixing the time schedule. The Government school students faced difficulty in visiting the College campus.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://vvvcollege.org/AQAR2023-2024/Criterion7/7.2.1.%20Best%20Practices.pdf |
| Any other relevant information | https://vvvcollege.org/AQAR2023-2024/Criterion7/7.2.1.%20Any%20other.pdf |

7.3 - Institutional Distinctiveness

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

The Institution views entrepreneurship as crucial for women empowerment and offers numerous opportunities for students to refine their entrepreneurial skills and emerge as new entrepreneurs. Students receive a solid foundation in entrepreneurial education through a meticulously designed curriculum that includes courses such as Entrepreneurship, Digital Business, Business Organization and Management, Business Statistics, Business Mathematics, Entrepreneurship Development, and so on. These courses equip them with essential knowledge for launching enterprises. Skill Enhancement Courses further develop specific competencies, while additional Certificate, Diploma, and Value Added Courses provide in-depth expertise in their chosen areas. A unique Certificate Course, "Becoming an Entrepreneur," fosters their entrepreneurial aspirations. Practical experience is emphasized through workshops and hands-on training programmes organized by the Entrepreneurship and Talent Development Cell. Students run Campus Companies to gain real-world business experience and learn to manage operations collaboratively. Additionally, the forum "Earn While You Learn" enables students to sell homemade products, and further it develops their entrepreneurial skills. This comprehensive approach nurtures successful entrepreneurs in diverse fields, contributing to

women's empowerment and national growth.

| File Description | Documents |
|---|---|
| Appropriate link in the institutional website | https://vvvcollege.org/AQAR2023-2024/Criterion7/7.3.1.%20Website%20Document.pdf |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

Plan of action for the academic year 2024-2025 are

1. To concentrate more on improving the institution's score in NIRF Ranking.
2. To improve the database of the non-teaching staff members and students.
3. To provide more programmes for students to get success in the government exams.
4. To Strengthen the alumnae database.
5. To Launch a start-up of making chalk pieces for the institution's use.
6. To commence the paper recycling plant.
7. To install windmill in the campus



V.V.Vanniaperumal College for Women

Belonging to Virudhunagar Hindu Nadars'

An Autonomous Institution affiliated to Madurai Kamaraj Univerity

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Virudhunagar

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