

# FOR 4<sup>th</sup> CYCLE OF ACCREDITATION

## V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

NH 7, MADURAI ROAD, VIRUDHUNAGAR 626001 www.vvvcollege.org

## Submitted To

# NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL BANGALORE

September 2023

## 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

V. V. Vanniaperumal College for Women, an Institution par excellence, is highly renowned for its exemplary service towards empowerment of rural women. It is located in Madurai Road, Virudhunagar, the Headquarters of Virudhunagar District, Tamilnadu on the National Highway 7, connecting Srinagar and Kanyakumari, sprawling over 29.17 acres. The Institution was inaugurated by Shri K. Kamaraj, the former Chief Minister of Tamil Nadu and the pride icon of Virudhunagar on 20.08.1962. Having accomplished 60 years of committed educational service, the Institution has always been in the limelight for its rich legacy of imparting quality education with wisdom and values.

V. V. Vanniaperumal College for Women, Virudhunagar is a private grant—in—aid Institution, recognised under Section 2(f) and 12(B) of the UGC Act. It is affiliated to Madurai Kamaraj University, Madurai since 1966. The Institution offers Programmes in Arts, Science and Commerce at Undergraduate, Postgraduate and Research levels in both Aided and Self-Finance Streams.

The Institution was conferred with Autonomous status in 2009. It was accredited by NAAC with 'A' grade in 2004 and re-accredited with 'A' grade in its 2nd cycle in 2010 and retained the 'A' grade in its 3rd cycle in 2018. It became a DST- FIST granted Institution in 2016 and in 2020, it has been funded under the Star College Scheme by the Department of Biotechnology, Government of India. The Institution has secured a position in 151-200 band in the All India Survey on Higher Education undertaken by NIRF of the Ministry of Human Resource Development in 2019, 2020 and 2022. The Institution has been declared as ISO 9001:2015 Certified Institution for Quality Management System by TUV SUD South Asia Private Limited from 2019-2020 to 2021-2022. The Institution has been recognized as the best Local Chapter in Arts, Science and Commerce category of NPTEL Online Courses in the year 2019-2020. The Institution Innovation Cell established at the Institution has been certified with 3.5 stars (out of 5) for undertaking various activities suggested by the Innovation Council, Ministry of Education, Government of India in the year 2021-2022.

#### Vision

The founding Vision of the College is to impart Quality Education to rural womenfolk and to empower them with knowledge and leadership quality.

#### Mission

The Mission of the VVVC is to impart liberal education committed to quality and excellence. Its quest is to mould learners into globally competent individuals instilling in them life oriented skills, personal integrity, leadership qualities and service mindedness.

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

#### **Institutional Strength**

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- Accredited by NAAC with A grade for three consecutive Cycles
- Implementation of Outcome Based Education
- Periodical revision of syllabus
- Introduction of new Courses during every revision
- Choice for the selection of Discipline Specific Elective Courses, Non Major Elective Courses and Part V Courses
- Avenues for Self-learning in curriculum
- Value Added Courses made mandatory for all students
- More number of career-oriented Add-on courses
- Establishment of Learner's Support Centre of Madurai Kamaraj University
- Devising Pedagogic strategies catering to the Learners' needs
- Adoption of interactive and Blended Learning Modes
- IT integrated Teaching-Learning and Evaluation
- High pass percentage in the Summative Examinations
- Grants from the Department of Biotechnology, Ministry of Science and Technology, Government of India, New Delhi under the Star College scheme
- MoUs with reputed Institutions, Government/Non-Government Organisations
- Seed money provided by the management for research project
- Publication of bi-annual International Multidisciplinary Innovative Research Journal
- Functional IPR Cell with 5 Patent Publications
- Wide range of Community Engagement Programmes
- Real-time business experience through Campus Companies
- Smart Classrooms in every Instructional Block
- State-of-the-art Infrastructure for curricular and co-curricular activities
- Establishment of VVVC EduTech studio and VVVC Audio Visual Centre
- Launch of VVVC DigiHub- College YouTube Channel
- Availability of high speed leased line Wi-Fi with 300Mbps
- Uninterrupted power supply
- Automated library with 67279 books, 89 periodicals and 5 e-resources.
- Mentoring through Tutor-ward System
- Provision of Scholarships for students
- Impactful Student support Programmes
- Noteworthy contribution by the Alumnae
- Conduct of Entrepreneurship/Competitive Examinations/Leadership Training Programmes
- Decentralised Participative Management
- e-governance facilitated through customised Software developed by the teachers and the students
- Organization of Faculty Development Programmes, Seminars & Workshops on current trends and technologies
- Recognition of outstanding performance through awards
- Effective Water Management System
- Clean and Green Campus
- Upholding Institutional Values

#### **Institutional Weakness**

- Less number of Research Centres in Science Disciplines
- Constraints in mobilization of Funds from Government and Non-Government Agencies for Research

- Less number of research publications in UGC Care List, Scopus, Web of Science
- Less amount of revenue generated through consultancy
- Less number of collaborative Research Projects
- Lack of sponsors to provide amenities for the adopted villages

## **Institutional Opportunity**

- Introduce new Undergraduate and Postgraduate Programmes in emerging trends
- Upgrade the PG departments into Research Centres
- Introduce innovative Programmes of multi-disciplinary nature
- Apply for B. Voc. Programmes under NSQF
- Enroll more number of full-time research scholars
- Engage in Inter-disciplinary Research
- Contribute e-contents in MOOC Platforms
- Establish Linkages with Industries
- Augment Inter-institutional activities
- Increase placements with higher pay packages
- Strengthen single window office administration system
- Install a state -of-the- art Waste Water Recycling Unit
- Harness alternate energy resources

## **Institutional Challenge**

- Developing English Communication Skills among the students from rural background
- Working for grant of patent
- Establishing a full-fledged Management Information System
- Providing ICT facilities in all classrooms
- Equipping the students with job skills at par with the Industrial requirements
- Establishing Incubation Centre
- Clinching National Level achievements in Sports Activities
- Publishing of Humanities-based Research Articles in journals with high Impact Factor
- Funding for carrying out more number of Extension/Outreach Activities
- Fulfilling the eligibility criteria for receiving National level Best Teacher Awards
- Raising the Institutional Standards for receiving National Level recognitions

## 1.3 CRITERIA WISE SUMMARY

## **Curricular Aspects**

V.V.Vanniaperumal College for Women imparts Quality Education through a need based Curriculum framed under OBE with Choice Based Credit System keeping in view its Vision and Mission for the holistic development of rural womenfolk. The Institution offers 27 Under Graduate Programmes with 140 credits each, 13 Post Graduate Programmes with 90 credits each and 6 Doctoral Programmes. The Curriculum Development Cell initiates the framing of the syllabus and the framed syllabus is placed before the Board of Studies of respective departments for the modifications and later for the approval of the Academic Council. Each

Programme has clearly stated Programme Outcomes, Programme Specific Outcomes and Course Outcomes. The revamp in the Programme Structure is made once in three years. The Curriculum is designed with the focus to reflect the local/regional/national/global needs with due significance for Core competency, Skill enhancement and thereby providing wider scope for employability, entrepreneurship and research. Internships / Field Projects/Projects are introduced as a component in the Curriculum in all Programmes to provide hands on training that aid in improving the job prospects. Students are provided with the opportunity to earn extra credits by undertaking Self-Study Courses in the Curriculum framework and Online Courses available in various platforms. To facilitate Curriculum enrichment, cross-cutting issues relevant to professional ethics, gender issues, human values and environment sustainability are integrated through various Courses in all Programmes. Extension/Outreach activity has been given due importance by including it as a part of the Curriculum under Part V with 1 Credit. Feedback on Curriculum is collected through a structured questionnaire from the students, teachers, alumnae, external experts, employers and parents. Curriculum is revised every year based on the feedback received from the stake holders and meets the changing needs of the society. Post Graduate/Advanced Diploma/Certificate and Value Added Courses are offered to impart interdisciplinary knowledge and skills to the students.

## **Teaching-learning and Evaluation**

Effective teaching-learning and evaluation is institutionalised that ensures students' progression at all levels. Students' admission is carried out through a transparent mechanism in compliance with the Government regulations. The Institution fosters various innovative ICT pedagogies focussing on student centric methods to enable enhanced interactive learning experience that instigates higher order thinking in the students. Different teaching strategies are deployed to achieve the proposed Course and Programme Outcomes. At the beginning of each semester, a Learning Level Assessment Test is conducted for each Course to identify the students' level of performance. Specific efforts are taken to reach out to the students of special learning needs. The progress and upgradation of the students are monitored and recorded systematically. The Institution has a well organised Mentor-Mentee scheme functioning through Tutor Ward System for the cause of the welfare of the students. This system serves as an effective means to analyse the progression and requirements of the mentees. The Calendar Committee chalks out the schedule of activities for the upcoming year. The College Hand Book notifies the important dates and events for the academic year and the departments prepare their year planner accordingly. The Course Teachers prepare the Lesson Plan for their respective Courses and adhere to it. The Examination Management System of the Institution integrates IT tools and tracks all activities related to examinations digitally, right from the student details to the generation of Diplomas. The Continuous Internal Assessment is done through three Internal Tests, Assignments, Seminars and Quizzes. The office of the COE conducts the End Semester Summative Examination and publishes the results within 15 days from the last date of Examination. The pass percentage has been more than 90% in all the Courses during the last five years. Provision to apply for revaluation of answer scripts of the Summative Examinations are given to the students. The Institution thus implements efficient evaluation system and gauges the PO-CO attainment through the students' performance in the Examinations.

## Research, Innovations and Extension

The Research Academia of the Institution headed by Dean Research, plans, initiates, promotes and monitors quality research endeavours. It formulates and revises the Research Promotion Policy for the sustenance of the conducive research ambience. With the support of the Research Advisory Committee and the Research Ethics Committee, the Institution regulates the research activities and ensures academic integrity as per the stated

Code of Ethics. The six Research Centres foster a research culture among the research scholars by offering academic support and resource sharing. The upgraded laboratories, FIST-funded and DBT-supported equipment and adequate software facilitate interdisciplinary research projects. The Institution encourages active research participation and resource mobilisation by procuring grants from Government Agencies or other Organisations. The College Management renders financial assistance to pursue Minor Research Projects under VVVCMB-MRP Scheme for invigorating the research aptitude of the teachers. Research outputs are published in UGC CARE List and other journals with high impact factor. The research achievements of the faculty are commended by the management and are honoured with great incentives and awards.

The Online biannual International Multidisciplinary Innovative Research Journal accelerates high-quality publications. The Institution Innovation Council of the Institution plays a crucial role in upholding innovation ecosystem and transferring ideas into commercial products. The empowered faculty are enlightened on development, distribution and protection of new products conferring Intellectual Property Rights. The Constructive initiatives are being taken to get patents and to establish incubation centres. The teachers share their expertise and specific knowledge to industries and generate revenue through consultancy services and corporate training. The Curriculum-extension interface sensitises the students towards community interaction and enrichment. Numerous extension activities are carried out under various Forums like NSS, NCC, YRC, RRC, SSL in the eight target villages adopted by the Institution. The self-driven student volunteers extend their service further to the rural population and provide them with access to information and solutions regarding the social issues. The collaborations made through MoUs with reputed Organisations and Government Institutions pave way for enhancing the intellectual capital of the stakeholders through the conduct of mutually beneficial programmes.

## **Infrastructure and Learning Resources**

The well established infrastructure of the Institution is endowed with 18 well facilitated instructional blocks with 118 class rooms, 42 laboratories, Hi-tech English language laboratory, Mathematics laboratory, History Museum, a state-of-the-art library, Department libraries that provide rich learning ambience, an adequately equipped Administrative block, a vast playground, 6 Seminar halls with LCD projector facilities and a spacious Multi-purpose hall utilized to organise meetings, celebrations, cultural events, inter and intra-collegiate The Library is enhanced with Web OPAC, subscriptions to e-resources through Library Consortia, Institutional Memberships in NDLI and Bookshare.org. The e-tutorials are created through VVVC EduTech Studio, published in VVVC DigiHub-YouTube Channel to integrate ICT enabled teaching-learning among the students. Furthermore, the e-tutorials are disseminated through Google Classroom, Slide Share and blogs. The Institution's LMS facility is enhanced through VVVC Audio Visual Centre. The Institutional Membership with ICT Academy of Tamil Nadu enables faculty training in technology. The equipment purchased under DBT Star College Scheme and DST-FIST enriches the practical learning experience. The College Managing Board fulfils infrastructural augmentation as per the requirements. The functioning of academic and administrative services are made effective harnessing customised software using out sourced and in house resources. The Wi-Fi enabled campus, RO Plants, Biogas plant, Effluent Treatment Plant, CCTV, LED Display Boards, cosy Hostels and other resources provide a healthy and comfortable environment. The campus is Divyangjan friendly. Every block is provided with ramps. The Institution has wheelchairs, a lift and user friendly special washrooms. The sprawling playground, gallery and courts with floodlight are used to train the players and also to host tournaments. The physical, academic and support Infrastructure facilities are optimally utilised and maintained properly. The basic amenities and support facilities augment the physical and psychological well-being of the students and make their life congenial and more pleasant. The gardens, swing, geese, fish pond, fountains, love birds and peacock transform the ambience stress free.

## **Student Support and Progression**

The Institution has a distinct mechanism for student support and progression. Various Associations, Forums, Clubs and Cells instituted play a prominent role to upgrade the academic, personal, and professional development of the students. It provides a conducive environment for the students to explore their interests and talents, develop their career aspirations through participating in competitions and other activities. The Institution's student support services and facilities include provisions for academic guidance, mentoring, career counselling, and placement support. The Institution takes special efforts in promoting equity among diversity ensuring equal opportunities for all.

The Institution provides scholarships and freeships to alleviate the students' economic constraints. Career Guidance is provided through Career Guidance Cell and Study Circle. The Placement Cell trains the students with job skills and organises Placement Drives to get them employed. Personality Development and Skills Enhancement Programmes develop their skills through various activities organised by Clubs and Forums. The College provides adequate facilities for sports and cultural events to make the students excel in extracurricular activities. Youth Welfare Organisation serves as a platform for the students to exhibit their talents, fulfill their passion and develop their leadership qualities. Students' Grievances are redressed through Grievance Redressal Cell, Internal Complaints Committee, Student Welfare Committee, Department Student Council, Anti Ragging Cell and Tutor Ward System. Grievances are addressed through appropriate bodies and measures are taken to resolve the problems immediately. Needy students are offered counseling through Professional Counsellor available in the campus. Students' progression to Higher Education is commendable. Students are given opportunities to represent their community in Academic and Administrative Bodies/Committees. The registered Alumnae Association supports the Institution by providing scholarship, sponsorship and enabling infrastructure augmentation. The Alumnae contribute their support by giving guest lectures, motivation talks and career guidance for the benefit of the students. Campus Companies and Entrepreneurship and Talent Development Cell train the students to become future entrepreneurs. The facilities for e-career counseling have been provided for the students. Students are also trained in leadership skills by providing various platforms in academic and non-academic fronts and thereby the Institution fosters a holistic development.

## Governance, Leadership and Management

The Institution has an organised and established leadership to implement effective Management System both at administrative and academic levels. The Institution functions under the able administration of the Office Bearers of the College Managing Board and the Principal, encompassing the Statutory and Non Statutory bodies under UGC Autonomy. Each Statutory body is formed with adequate representation from the Madurai Kamaraj University, Industry, stakeholders, and teachers, as per the UGC autonomy guidelines. It meets periodically and formulates the administrative, academic and financial activities in compliance with the developmental policies devised based on the Vision and Mission of the Institution. Various Non-statutory bodies are constituted by the Principal to plan and execute co-curricular and extra curricular activities. The overall Management ensures participation from all levels to effect decentralization. Total Quality Management is enforced through the Internal Quality Assurance Cell. The IQAC initiates the incremental improvements and institutionalizes them through the Heads of the Departments/Forums/Clubs, faculty members and students. It reviews their performance through Feedback mechanism, and thereby sustains the quality of curriculum, teaching-learning and evaluation process. The Institution promotes the interests of the employees by providing them with various welfare measures. It has a policy to mobilise financial resources from various sources and ensures optimal utilization of the funds for the developmental activities of the Institution such as infrastructure

development, curriculum development, ICT enhancement, research activities, organization of Seminars, competitions and tournaments. All the fiscal transactions are properly accounted and audited periodically as per the government norms. Effective implementation of e-governance in Administration, Student Support and Progression and Examination makes the functioning smooth and swift ensuring transparency and accountability in overall Institutional Management.

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

The embedded value system is a major thrust for the Institution's widespread renown. Discipline and Integrity through ethical practices is emphasised in different ways. The curriculum is supported with value-based Courses and programmes are organised by the forums and cells to inculcate these practices among the students. The campus is Divyangjan friendly with all the facilities required for them to feel at ease. The campus is also eco-friendly guaranteed by the proper disposal of wastes, maintenance of a green campus, use of solar power and biogas. The Waste Management System ensures proper collection, segregation and disposal of biodegradable and non-biodegradable solid wastes. Incinerators are used for the safe disposal of sanitary napkins. Energy Conservation is done by the usage of LED bulbs and energy saving devices and by periodical observance of Pollution Free Day and Electricity Economy Day. Water Management is done systematically with well-established Rainwater Harvesting System to recharge groundwater. Steps are taken to reduce the consumption of plastics by gradual replacement of plastics with eco-friendly products. Green Audit, Energy and Environment Audits are conducted periodically to sustain the quality in the campus. The Institution endorses gender equity by organising various programmes on women's wellbeing. Gender consciousness is instilled through the activities organised by forums and cells. Women Empowerment Cell sensitises on gender related issues and advocates on emancipation of women. The students are made to realize their constitutional rights, duties and responsibilities by observance of significant national days. The activities carried out under the service and support forums of the Institution inculcate social responsibility among the stakeholders to create an inclusive environment. The code of Conduct Principles prescribed by the Institution is emulated by all the stakeholders. The Institution has adopted the best practices of motivating the students towards self-driven learning to widen their horizons of knowledge and enabling the students and teachers of Government schools to get a better educational exposure by conducting multifarious activities for them. The Institution stands distinct in chiselling the entrepreneurial skills of the students through the Entrepreneurship and Talent Development Cell, Earn While You Learn Scheme and the Campus Companies.

## 2. PROFILE

## 2.1 BASIC INFORMATION

Name and Address of the College	
Name	V.V.Vanniaperumal College for Women
Address	NH 7, Madurai Road, Virudhunagar
City	Virudhunagar
State	Tamil Nadu
Pin	626001
Website	www.vvvcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S.M. Meena Rani	04562-243540	9489088703	-	principalvvvc@gm ail.com
Associate Professor	R. Barani	04562-248694	9790429048	-	barani@vvvcollege .org

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

<b>Establishment Details</b>	
Date of Establishment, Prior to the Grant of 'Autonomy'	23-06-1962

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Date of grant of 'Autonomy' to the College by UGC | 11-06-2009

University to which the college is affiliated			
State University name Document			
Tamil Nadu	Madurai Kamraj University	View Document	

Details of UGC recognition			
Under Section Date View Document			
2f of UGC	01-01-1968	View Document	
12B of UGC 01-01-1968 <u>View Document</u>			

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)					
Statutory Regulatory Authority	Recognition/Appr oval details Instit ution/Department programme	Day,Month and year(dd-mm- yyyy)	Validity in months	Remarks	
AICTE	View Document	15-05-2023	12	Extension of Approval is provided for the current Academic Year	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NH 7, Madurai Road, Virudhunagar	Rural	29.17	57024

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Pro gramme/Co urse	Duration in Months	Entry Qualificatio n	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Tamil,T AMIL	36	Higher Secondary or Equivalent	Tamil	60	57
UG	BA,English, ENGLISH	36	Higher Secondary or Equivalent	English	60	60
UG	BA,History, HISTORY ENGLISH MEDIUM	36	Higher Secondary or Equivalent	English	60	22
UG	BA,History, HISTORY TAMIL MEDIUM	36	Higher Secondary or Equivalent	Tamil	60	57
UG	BSc,Mathem atics,MATH EMATICS	36	Higher Secondary or Equivalent	English	63	63
UG	BSc,Physics, PHYSICS	36	Higher Secondary or Equivalent	English	41	41
UG	BSc,Chemist ry,CHEMIST RY	36	Higher Secondary or Equivalent	English	45	45
UG	BSc,Zoology ,ZOOLOGY	36	Higher Secondary or Equivalent	English	43	43
UG	BSc,Home S cience,HOM E SCIENCE NUTRITION AND DIETETICS	36	Higher Secondary or Equivalent	English	40	34
UG	BSc,Bioche	36	Higher	English	40	39

	mistry,BIOC HEMISTRY		Secondary or Equivalent			
UG	BSc,Comput er Science,C OMPUTER SCIENCE	36	Higher Secondary or Equivalent	English	45	45
UG	BCom,Com merce,COM PUTER APP LICATIONS	36	Higher Secondary or Equivalent	English	36	36
UG	BCom,Com merce,	36	Higher Secondary or Equivalent	English	33	33
UG	BA,English Self Finance, ENGLISH	36	Higher Secondary or Equivalent	English	60	13
UG	BSc,Biotech nology Self F inance,BIOT ECHNOLOG Y	36	Higher Secondary or Equivalent	English	44	44
UG	BSc,Comput er Science Self Finance, COMPUTER SCIENCE	36	Higher Secondary or Equivalent	English	43	43
UG	BCom,Com merce Computer Applications Self Finance, COMPUTER APPLICATI ONS	36	Higher Secondary or Equivalent	English	120	119
UG	BSc,Mathem atics Self Fin ance,MATH EMATICS	36	Higher Secondary or Equivalent	English	40	0
UG	BSc,Physics Self Finance, PHYSICS	36	Higher Secondary or Equivalent	English	40	0

UG	BCom,Com merce Self Finance,	36	Higher Secondary or Equivalent	English	120	86
UG	BCom,Com merce Professional Accounting Self Finance, PROFESSIO NAL ACCO UNTING	36	Higher Secondary or Equivalent	English	60	30
UG	BSc,Microbi ology Self Fi nance,MICR OBIOLOGY	36	Higher Secondary or Equivalent	English	43	43
UG	BSc,Informat ion Technology Self Finance, INFORMAT ION TECHN OLOGY	36	Higher Secondary or Equivalent	English	44	44
UG	BBA,Busines s Administrat ion Self Finance,	36	Higher Secondary or Equivalent	English	60	26
UG	BSc,Costume Design And Fashion Self Finance,COS TUME DESIGN AND FASHION	36	Higher Secondary or Equivalent	English	40	25
UG	BCA,Computer Applications Ug Self Finance,GRAPHIC DESIGN	36	Higher Secondary or Equivalent	English	40	20
UG	BCA,Compu ter Applications	36	Higher Secondary or Equivalent	English	44	44

	Ug Self Finance,					
PG	MA,English, ENGLISH	24	UG Degree	English	36	32
PG	MA,History, HISTORY	24	UG Degree	English	36	24
PG	MSc,Mathem atics,MATH EMATICS	24	UG Degree	English	36	30
PG	MSc,Zoolog y,ZOOLOG Y	24	UG Degree	English	25	0
PG	MSc,Home S cience,HOM E SCIENCE NUTRITION AND DIETETICS	24	UG Degree	English	28	28
PG	MSc,Bioche mistry,BIOC HEMISTRY	24	UG Degree	English	25	18
PG	MCom,Com merce,	24	UG Degree	English	36	22
PG	MSc,Comput er Science Self Finance, COMPUTER SCIENCE	24	UG Degree	English	36	12
PG	MSc,Physics Self Finance, PHYSICS	24	UG Degree	English	25	0
PG	MBA,Busine ss Administr ation Self Finance,	24	UG Degree	English	60	60
PG	MA, Tamil Self Finance, TAMIL	24	UG Degree	Tamil	36	12
PG	MSc,Chemist ry Self Finan	24	UG Degree	English	25	24

	ce,CHEMIS TRY					
PG	MCA,Compu ter Applications Pg Self Finance,	24	UG Degree	English	30	28
Doctoral (Ph.D)	PhD or DPhil ,Tamil,TAMI L	36	PG Degree	Tamil	0	0
Doctoral (Ph.D)	PhD or DPhil ,English,EN GLISH	36	PG Degree	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,History,HIS TORY	36	PG Degree	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,MATHEMA TICS	36	PG Degree	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Biochemistr y,BIOCHEM ISTRY	36	PG Degree	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Commerce, COMMERC E	36	PG Degree	English	0	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Profe	essor			Assoc	iate Pro	ofessor		Assis	<b>Assistant Professor</b>		
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				97			
Recruited	0	0	0	0	0	0	0	0	94	0	0	94
Yet to Recruit	0				0			3				
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				112			
Recruited	0	0	0	0	0	0	0	0	112	0	0	112
Yet to Recruit	0		•		0		•		0		•	•

		Non-Teaching	Staff	
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				50
Recruited	5	41	0	46
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				148
Recruited	38	110	0	148
Yet to Recruit				0

		Technical St	aff	
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

## Qualification Details of the Teaching Staff

	Permanent Teachers												
Highest Qualificatio n	Professor		Associate Professor			Assistant Professor							
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total			
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0			
Ph.D.	0	0	0	0	36	0	0	86	0	122			
M.Phil.	0	0	0	0	1	0	0	59	0	60			
PG	0	0	0	0	0	0	0	24	0	24			
UG	0	0	0	0	0	0	0	0	0	0			

	Temporary Teachers												
Highest Qualificatio n	Professor			Associ	Associate Professor			Assistant Professor					
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total			
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0			
Ph.D.	0	0	0	0	0	0	0	0	0	0			
M.Phil.	0	0	0	0	0	0	0	0	0	0			
PG	0	0	0	0	0	0	0	0	0	0			
UG	0	0	0	0	0	0	0	0	0	0			

	Part Time Teachers												
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor						
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total			
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0			
Ph.D.	0	0	0	0	0	0	0	0	0	0			
M.Phil.	0	0	0	0	0	0	0	0	0	0			
PG	0	0	0	0	0	0	0	0	0	0			
UG	0	0	0	0	0	0	0	0	0	0			

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1124	0	0	0	1124
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	289	0	0	0	289
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	116	116	124	127
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	4	4	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	565	574	639	669
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	369	360	369	377
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	265	329	368	390
	Others	0	0	0	0
Total	1	1315	1383	1504	1566

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry	View Document
Biotechnology Self Finance	View Document
Business Administration Self Finance	View Document
Chemistry	View Document
Chemistry Self Finance	View Document
Commerce	View Document
Commerce Computer Applications Self Finance	View Document
Commerce Professional Accounting Self Finance	View Document
Commerce Self Finance	View Document
Computer Applications Pg Self Finance	View Document
Computer Applications Ug Self Finance	View Document
Computer Science	View Document
Computer Science Self Finance	View Document
Costume Design And Fashion Self Finance	View Document
English	View Document
English Self Finance	View Document
History	View Document
Home Science	View Document
Information Technology Self Finance	View Document
Mathematics	View Document
Mathematics Self Finance	View Document
Microbiology Self Finance	View Document
Physics	View Document
Physics Self Finance	View Document
Tamil	View Document
Tamil Self Finance	View Document
Zoology	View Document

### **Institutional preparedness for NEP**

1. 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.

### 2. 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.

## 3. 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.

4. 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.

### 5. 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.

#### 6. Distance education/online education:

The Institution adopts ICT blended teaching learning pedagogy along with the traditional Chalk and Talk Method. The class room teaching is assisted by smart tools to make the impact stronger. E-content prepared by the faulty 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.

## **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Yes, as mandated by the Election Commission of India, V.V.Vanniaperumal College for Women, Virudhunagar has set up an Electoral Literacy Club in the name of VVVC Electoral Literacy Club.

2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?

Yes, the Institution has constituted the VVVC Electoral Literacy Club as per the norms of the Election Commission of India. Five student ambassadors and eight volunteers from various Disciplines who have registered as voters and three teachers who have prior experience in election duty are appointed as Nodal Officers by the Institution. VVVC Electoral Literacy Club functions effectively to strengthen the culture of electoral participation among the students and inculcates a sense of responsibility towards our nation. The Club also effectively organises the activities scheduled by the Government and duly sends the report of the activities conducted to the concerned authorities every year.

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

VVVC Electoral Literacy Club sensitises the students towards their electoral rights and familiarises them with the electoral process of registration and voting. The Club organizes in campus programmes to create awareness on the significance of voting and the value of exercising their suffrage right in a confident and ethical manner. A Special Camp was organised to make the students understand the importance of a voter ID card for every citizen of India and thereby make them enroll in the Voter's list and apply for their Voter ID Card. Competitions like Essay Writing and Oratory were conducted in connection with the National Voters' Day. An Electoral Literacy Programme on Electoral Rights was organised for the teaching, non teaching faculty members and the students to demonstrate the usage of EVM- VVPAT and to achieve 100% voting in the forthcoming General Elections to LOK SABHA, 2019. To

promote the Government initiative, of linking the Voter ID with Aadhaar Card, Mr. A. Prince Ranjith Singh, Special Deputy Thasildar, Virudhunagar was invited as a resource person to educate the Nodal officers and the ambassadors of the VVVC Electoral Literacy Club on the topic "How to link Voter ID and Aadhaar card". As an outcome, the ambassadors who gained knowledge about linking of the Voters ID and Aadhaar card extended their help to other fellow students and teachers in the process. In connection with the National Voters' Day celebration, VVVC Electoral Literacy Club jointly with National Service Scheme of the Institution organised a programme on Poster making Competition for the students on "My Vote is My Right - Power of One Vote" with the motive to make the students understand the importance of voting. Forty students actively participated in the competition. Under Systematic Voter's Education and Electoral Participation (SVEEP), singing competition was conducted to emphasis the power of vote. The Club, in collaboration with Virudhunagar District Election Commission, organised various programmes like Rally to emphasise the significance of voting and Oath Taking to sensitise the students of their voting rights. As a part of the programme, VVVC ELC Wall was set up for Signature Campaign highlighting My Vote is My Future- Power of One Vote in which the teachers and the students ensured 100% voting by inscribing their signature. A Tableau on Polling station was staged by the students portraying the scenario of a Polling Booth on the Day of the Election. They also demonstrated how to make the disabled persons and senior citizens to cast their vote comfortably.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

The Institution has institutionalized the practice of conducting Student Elections for the College Students' Union Cabinet. As a result, the students are provided with experimental learning on the electoral practices. The College Students' Union Cabinet Election is conducted every year systematically through digital mode. All the eligible students are given opportunity to contest in the election. The students involve in class to class Election campaign actively to gather the support of the voters. The Online Election is conducted in a democratic manner allowing all the students of the Institution to cast their

votes. The result of the election is declared by the Principal on the day of the conduct of the election itself. A Special Investiture Ceremony is held in which the students are invested with their designated positions like Union Chairman, Vice-chairman, Secretary, Joint-secretary and Ministers of Education, Health, Discipline, Public Relation, Transport and Environment. The elected student representatives are made to ensure their responsibilities through solemn oath taking. The Institution has taken initiatives to conduct Youth Parliament every year to develop an insight into the function of the Parliament. The Youth Parliament serves as a practical model of the Indian system of government. It helps the students to understand the roles, responsibilities, and functioning of various parliamentary positions, such as the Prime Minister, Cabinet Ministers, Opposition and Speaker. In a broad sense, the Youth Parliament teaches the students how democracy works. It serves as a common platform for the students to foster a healthy discussion on political reforms, parliamentary activities, policymaking, education and employment. It guides the students to enhance their leadership qualities, enrich their understanding of the democratic process and political issues. The Institution also encourages the teaching and non teaching faculty members to actively involve in the poll day duty.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

The students who have become eligible to cast their vote are enrolled in the Voter's List. They have also applied for the Voter's ID Card and have received them. The VVVC Electoral Literacy Club educates the students regarding the significance of enrolling in the electoral roll. The Club functions with the objective of making all students above 18 years of age to exercise their suffrage. To accomplish this, the student-members under the guidance of the faculty-incharge identify the students who are yet to enroll in the Voter's List and help them to be enrolled. Awareness Programmes are organised in this regard and later steps are taken to apply for the Voter's ID Card. The Planning Forum of the Institution also facilitates the updation of the Aadhaar Card for the students. The Institution takes earnest effort to make all the students enroll in the Electoral Roll.

## **Extended Profile**

## 1 Students

## 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
3941	4304	4650	4835	4824

File Description	Document
Provide Links for any other relevant document	<u>View Document</u>
Institutional data in the prescribed format (data	<u>View Document</u>

## 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1499	1544	1628	1652	1568

File Description	Document
Provide Links for any other relevant document	<u>View Document</u>
Institutional data in the prescribed format (data	<u>View Document</u>

## 2 Teachers

## 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
213	218	222	225	219

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	<u>View Document</u>
Certified list of full time teachers	View Document

## 2.2

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

Response: 298

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

## 3 Institution

## 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1070.47	624.12	391.96	597.88	546.51

File Description	Document
Provide Links for any other relevant document	View Document

## 4. Quality Indicator Framework(QIF)

## **Criterion 1 - Curricular Aspects**

## 1.1 Curriculum Design and Development

#### 1.1.1

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

#### **Response:**

The Institution imparts holistic education for strengthening the potential of rural women to face challenges with wisdom and poise. The Curriculum Framework strives to fulfil the Vision of the Institution and adheres to the recommendations offered by the UGC for the implementation of Choice Based Credit System and Outcome Based Education. The Curriculum facilitates the students to acquire knowledge and skills in domain-specific and allied areas with a focus on ethical values for lifelong learning as emphasised in Programme Outcomes and Programme Specific Outcomes.

In UG Programmes the Part I Tamil/Hindi, equip the students with proficiency in the native/national language. Part II English fosters language skills to ease the student's job procurement. Part III Core, Allied and Discipline Specific Elective Courses enrich the knowledge to meet the current developmental needs. Non Major Elective and Generic Elective Courses equip the students with adequate interdisciplinary skills. Part V Extension Activities inculcate a sense of responsibility among the students to serve the society.

The Curriculum of PG Programmes incorporates advanced Core and Discipline Specific Elective Courses to pursue research and to confront the challenges in job acquisition and career progression. The POs and PSOs of all Programmes address students' development in disciplinary knowledge, communication skills, critical thinking, digital literacy, self-learning, multicultural competence and ethical awareness.

The Course Outcomes of each Course strengthens the calibre of the students ranging from lower order to higher order thinking skills to fulfil the corporate and societal needs at local, regional, national and global levels.

#### Local

The Courses in Humanities focus on the history, art, culture of the locality. Courses in Commerce and Management highlight entrepreneurial skill, industrial relationship and basic accounting principles. The Courses in Science Programmes impart knowledge and skills related to sewing technology, bakery, bee keeping, poultry science, DTP, basic electronics, industrial chemistry, diagnostic laboratories and analysis of soil, water, oil, fats. In order to cater to the demands of the nearby edible oil refineries and dhall mills in the locale of the Institution, specific Courses teach the techniques in food analysis, preservation and packaging.

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## **Regional and National**

A deep sense of national fervour is instilled among students through Courses on Indian history, freedom struggle and tourism. The Courses related to Indian banking, economics and taxation provide knowledge about Indian business scenario. The Courses in the Science Disciplines educate the students on the advancements in computing and technology that leads towards regional and national growth.

All students are tutored to face Competitive Examinations like SET/NET/CSIR-NET/TNPSC conducted by the State and Central Government. In UG Programmes the Part–V Extension Activities under NCC, NSS, YRC, and RRC sensitize the students on social issues and inculcate a sense of participation in nation-building through community engagement.

#### Global

The Courses in all Programmes include global concerns that enable the students develop a broader outlook towards the issues that would have a global impact. Global Literature, Main Currents of Modern World, Nanotechnology, Bioinformatics, Environmental Science, Cloud Computing have high relevance to global needs.

File Description	Document
Upload Additional information	View Document

### 1.1.2

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

#### **Response:**

The Institution's Vision and Mission aims at empowering the rural womenfolk with competencies and skillsets required for a self-reliant livelihood.

The Programmes offered by the Institution focus in fulfilling the demands of the employers and the society, thereby assures job placements and entrepreneur opportunities for the students. The Curriculum Development Cell collects feedback on Curriculum through a structured questionnaire from the Students, Alumnae, Teachers, Academic peers, External Experts, Employers and Parents. Based on the suggestions received from these stakeholders, syllabus revision is made every year to suit the changing needs of the job market and emerging trends in technology. The Curriculum also incorporates the recommendations made by the members of the Board of Studies and is implemented after the approval of the Academic Council. The syllabus is sent to the respective subject experts for an audit and the remarks received are taken into consideration while designing a new syllabus. A revamp in the Programme Structure is made once in three years with the motive to enhance the core competency, employability, entrepreneurial skills and research aptitude of the students.

## **Employability**

The Course Contents of all Programmes increase the students' employability opportunities through imparting job skills in their respective fields so that the students are job ready by the time of graduation. The Courses equip the students to work as Journalist, Food Analyst, Lab Technicians, Audit Assistant, Accountant, GST Practitioner and Data Analyst. All UG students are offered with a Course-Practice for Competitive Examinations-Online and all PG students with a Course on Practice for SET/NET/CSIR-NET to crack the competitive examinations and get better placements in Government Sectors. The MoUs with industries and organisations provide opportunities for internship and training, opening new avenues for prospective career. The MOOCs learnt under Extra Credit Courses serve a cutting-edge for the students in the competitive job market.

## **Entrepreneurship**

The Curriculum provides entrepreneurial education to make the students job providers in future. The Course Contents are well designed to furnish the students to become successful entrepreneurs in the fields like freelance writing, language training, art and craft, dietetics, fashion, baking, tax consultancy, mobile app development, DTP, bee keeping, poultry farming, mushroom cultivation. The Value Added Courses upskill the students to take-up business ventures. The Certificate Course on Becoming an Entrepreneur imparts knowledge and skills in varied entrepreneurial domains to make the students become self-employed.

## **Skill Development**

The Curriculum under OBE enhances the skills of the students through Skill Enhancement Courses. The Courses impart skills in translation, animation, digital banking, business and management that chisel their performance for widening their employment and entrepreneurship opportunities. Communication skills are honed through Part I-Tamil and Part II-English to present their ideas effectively and confidently and emerge successful in their chosen fields. Training in soft skills enables them to adapt to the working environment with ease.

The Project, included as a mandatory component of the Curriculum widens the scope for acquiring employment, entrepreneurial experience and required skill development.

File Description	Document
Upload Additional information	<u>View Document</u>
Provide Link for Additional information	View Document

## 1.2 Academic Flexibility

#### 1.2.1

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

## Response: 22.2

## 1.2.1.1 Number of new courses introduced during the last five years:

Response: 628

## 1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years:

Response: 2829

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

## 1.3 Curriculum Enrichment

### 1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy -2020 into the Curriculum

## **Response:**

Inclusive Quality Education, a Sustainable Development Goal insisted through National Education Policy-2020 has been the focus of the Institution which is evident in the Vision, Mission and Objectives of the Institution. The Curriculum framed under OBE encompasses the cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability to ensure equitable quality education for the students.

#### **Professional Ethics**

The syllabus of each Programme incorporates the aspects of ethics as required for respective professions. Research ethics included as a component of Research Methodology in all PG Programmes reiterate the significance of ethical practices in research activities. The Courses in UG and PG Programmes highlight the ethics related to biosafety, biomedicine, food safety and quality control, journalism, business and web applications. Internship/Field Visit offered as a Course provide the students with experiential learning on workplace ethics.

#### Gender

Gender related Courses form an integral part of various Programmes to sensitise and motivate the students towards gender equity. The students become aware of women's rights, gender justice, challenges faced by women and legislative protection through Courses like Women Studies, Prevention of Harassment at Workplace, Human Rights and Part V Extension Activities - Red Ribbon Club and Health and Fitness Club. The NCC functioning under Part V infuses strength and courage in young women. The students undertake assignments and projects addressing the sensitive issues concerning gender.

#### **Human Values**

Value Education offered to all UG students instills the human values of love, compassion, tolerance, peace and harmony among the students. Courses in Literature inculcate moral values and ethical social behaviour. The spirit of nationalism and service mindedness are developed through Part V Extension Activities and chisel the learners as responsible individuals with discipline and social commitment. Certificate Course in Gandhian Thought and Diploma Course in Yoga, Meditation and Holistic Health tune the students' minds with optimism, broad thinking and enhance their personal competence.

## **Environment and Sustainability**

The Courses like Environmental Studies, Eco Science, Green Biotechnology, Green Chemistry, Green Management, Solar Energy, Biodiversity and Conservation Environmental Chemistry, Environmental Biochemistry, Environmental Biotechnology, Marine Biotechnology and Disaster Management instill eco-consciousness in the young minds. Courses offered under Eco Club, NCC, YRC and Rotaract Club create awareness among the students on environmental issues, preservation of nature, energy conservation methods and balanced ecosystem. Various Extension Activities are organised under Part V to bring about environment sustainability that ensures a green future for the coming generations.

The Curriculum also addresses other Sustainable Development Goals like No Poverty, Zero Hunger, Good Health and Wellbeing through Courses such as Economic Development of India and Public Nutrition and Hygiene. The Curriculum gives additional focus to multi-disciplinary studies and preservation of vernacular language, literature and arts. Courses like Maruthuva Thavaraviyal (Herbal Medicine), Chuvadiyal (Epigraphy), Kanini Tamil (Computers through Tamil) and Yoga, Meditation and Holistic Health insist the significance of Indian knowledge system. The Curriculum integrates the objectives of NEP-2020 enabling the students to blossom into full-fledged individuals capable of rational thought and action, possessing compassion and empathy with sound ethical values.

File Description	Document
Upload Additional information	<u>View Document</u>

## 1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and

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online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

**Response:** 208

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

## 1.3.3

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

Response: 100

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

Response: 36

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

Response: 36

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

### 1.4 Feedback System

#### 1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	<u>View Document</u>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

## **Criterion 2 - Teaching-learning and Evaluation**

#### 2.1 Student Enrollment and Profile

#### 2.1.1

#### **Enrolment percentage**

Response: 81.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
1315	1383	1504	1566	1602

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

2022-23	2021-22	2020-21	2019-20	2018-19
1791	1727	1791	1887	1887

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document relating to sanction of intake as approved by competent authority	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

#### 2.1.2

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

Response: 86.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
681	694	730	756	758

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

2022-23	2021-22	2020-21	2019-20	2018-19
829	806	829	862	862

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

### 2.2 Catering to Student Diversity

#### 2.2.1

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

#### **Response:**

The Institution serves chiefly for rural women of different academic background, socio economic status

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and intellectual calibre by catering to their needs through diverse platforms.

#### **Appraisal of Learners' Learning Levels**

During the Student Induction Programme, a Screening Test is conducted for the I year UG students to assess their English language proficiency. Based on their performance, the students are categorised into three streams for Part-II English Course. The Curriculum and teaching strategies are designed and implemented to suit the needs of the learners in the respective streams to accelerate the students' progression in their English language competency.

The differently-abled students are given special attention by supporting them with required teaching aids. The College Library provides them a dedicated computer with Book share and NVDL facility.

At the beginning of each semester, a Learning Level Assessment Test is conducted for each Course to identify the students' level of performance. Based on the marks secured, the students are categorised into Slow Learners, Intermediate Learners and Advanced Learners.

#### **Slow Learners**

The Slow Learners are assisted by the teachers through the following approaches that enable them to learn effectively.

- Remedial Coaching
- Providing Abridged Learning Materials
- Conducting Slip Tests
- Peer Teaching by the Advanced Learners

The progress and upgrade of the Slow Learners are monitored and recorded systematically. The outcome of the initiatives taken for the Slow Learners are evident from the increased marks in the ensuing Summative Examination and their dynamic involvement in diverse activities.

#### **Intermediate Learners**

The latent individuality of the Intermediate Learners are identified by the teachers and are motivated through the following ways to increase their level of performance.

- Poster Presentations
- Group Discussions
- Repeating the Taught Topics
- Participation in Interdepartmental Competitions.

Thereby the Intermediate Learners gain a boost in their level of confidence and show voluntary participation in all activities.

#### **Advanced Learners**

The Advanced Learners are guided by the teachers to explore beyond the syllabus and update themselves in the emerging areas of their discipline by participating in the following

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- Self-study Courses for Extra Credits
- Internship Programmes with Stipend
- MOOCs NPTEL, Coursera, Udemy
- Competitive Examinations-TNPSC, TET, SET/NET/CSIR, CAT, GATE, Bank-PO
- Presentation and Publication of Research Papers
- Research Projects TNSCST and DBT
- Start-ups/Campus Companies
- Blog, YouTube Channel and Website Creation
- State and National Level Intercollegiate Competitions

The Advanced learners render their services to their fellow classmates through the following activities.

- Preparing simplified Study Materials
- Peer Teaching through Seminar and Role play
- Organising Quiz Programmes
- Developing Fun Way Learning Methods like Puzzles and Games

The need-based exposure provided to all the students inspires them to pursue their higher education and develop a career of their own. As a complementary support, the e-tutorials prepared by the teachers are uploaded in the College YouTube Channel, VVVC DigiHub for the students of all learning levels to access at their own time and space.

File Description	Document
Upload Any additional information	<u>View Document</u>
Provide link for additional information	View Document

#### 2.2.2

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

Response: 18.5

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

### 2.3 Teaching- Learning Process

2.3.1

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

#### **Response:**

The Institution fosters various innovative pedagogies focusing on student centric methods to enhance the learning experience of the students. Different teaching strategies are deployed to achieve the proposed Course and Programme Outcomes.

#### **Experiential Learning**

The students are made to reflect on their concrete experience to apply the abstract concepts in active experimentation. In the process of Experiential Learning, the students are provided with

- On-site Learning experience through Industrial Visit, Field Visit, Field Survey, Projects, Internship, Study Tour and Outreach Programmes
- In-house know-how through Role play, Mock Interviews, Model Creation and Software design
- Ample opportunities to apply the theoretical concepts through the

#### **Participative Learning**

The students use practical activities to understand concepts and work together to identify solutions and develop a plan of action. Participative Learning heightens the involvement of the students through meaningful activities like

- Cluster Doings Seminars, Conferences, Group Discussion, Debates, Quiz and Exhibitions
- Learning by Doing Workshops, and Hands-on Training
- Mutual Learning Peer Teaching and Enacting Scenes
- Learning by Competing- Curricular and Co-curricular Competitions

#### **Problem Solving Methodology**

Problem Solving Methodology instigates the students to learn by finding a solution that best suits the context of the problem. The students are trained to apply the concepts in analysing and solving problems allied to their respective disciplines. Problem solving methodology is reiterated in the teaching learning process through

- Brain Storming Case Study Analysis, Creative Problem Solving, Budget Analysis, Program Writing, Execution and Debugging etc.
- Root to Fruit Cause and Effect Analysis, Social Surveys, Troubleshooting Assignments, Research Projects, Presentation of Research Findings etc.
- Think, Act and Lead Mind Mapping, Group Debate, Public Speaking, Event Organising.

#### **ICT- enabled Tools**

The usage of ICT enabled tools including online resources, enable efficient teaching for effective

learning. The Institution consistently updates the ICT infrastructure and provides intervallic training for the teachers to employ the latest digital aids in teaching. The ICT devices like LCD projectors, Interactive smart boards and audio-visual aids available on the campus bring about an edutaining learning experience for the students. VVVC Edu Tech Studio and Lecture Capturing System in the Institution assist the teachers in creating and publishing the e-lessons in the College You Tube Channel, VVVC DigiHub. VVVC Audio Visual Centre provides an environment for listening to Online and real time tutorials. The English Language Laboratory trains the students in developing the listening, speaking, pronunciation and vocabulary skills. The digitised College Library serves as an e-learning hub and fulfils the academic needs of the teachers and the students.

The Blended Learning through Google Apps, Virtual Labs, Online Tutorials, You Tube Channels, Slide Share, Blogs, Online Quizzes, Websites, support the process of teaching-learning. The Virtual conferencing using the apps like Google Meet, Microsoft Team and Zoom provides a platform for collaborative learning through distant lectures and class discussions. The Institution takes consistent efforts to strengthen the teaching-learning ambience and prepares the students to compete in this digital era.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

#### 2.3.2

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

#### **Response:**

The Institution has a well organised **Mentor-Mentee Scheme** for the cause of the welfare of the students. Each mentor maintains the profile of her mentees regarding socio economic background, general information, academic details, attendance and participation in co-curricular and extra-curricular activities. This practice serves as an effective means to know their requirements and analyse the performance and progression of the mentees.

#### **Tutor Ward System**

The Mentor-Mentee Scheme functions through the Tutor Ward System in the Institution. Each faculty is assigned with a group of students as her wards to play the role of a tutor. The ward can approach her tutor at any time and share the problems with her. The formal Tutor Ward Meeting takes place monthly once, on a Wednesday after class hours.

The Tutor Ward System facilitates the students to discuss the academic issues, lapses in the amenities and their personal problems with the tutor. The students present academic issues like insufficient exam duration, need for simplified study material and ICT enabled lectures. The tutors discuss the issues with

concerned authorities and try to bring about a solution. The wards also come out with suggestions regarding the facilities in the Institution like extra canteen outlets and more number of bus trips. The tutors report the gathered issues to the Province Management Committee and thereby rectify the problems. The wards also share their personal grievances related to their family and financial situations. The tutors pay heed to the problems of their wards and comfort them with soothing words and provide them with moral and emotional strength. The Tutor Ward System helps the wards to strengthen their mental well-being with a composed ease amidst their academic and personal stress.

#### **Student Counselling Forum**

The Institution has an effective Student Counselling Forum that functions at two levels. At the Institution level, a professional counsellor is appointed who is available during the noon sessions on all days. The students who wish to meet the counsellor, shall book an appointment online through students' portal in the College website. The confirmation and the schedule of the appointment is intimated to that particular student through e-mail. The counsellor alleviates the anxieties and guides them with appropriate counselling.

At the Department level, the teachers offer counselling to the students on their personal, financial and educational difficulties. The teacher identifies the student who is in need of counselling and discusses with her personally and counsels her for a positive transformation. In case of severity in the nature of the problem, the teacher recommends her to meet the professional Counsellor available in the campus.

The Enquiry Committee of the Institution recommends certain issues and problems that need immediate attention to the Student Counselling Forum. The students involved in those issues and snags are handled by the counsellor with a professional touch to find a suitable remedy.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

#### 2.3.3

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

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

#### **Response:**

The Institution follows effective planning and execution strategies to achieve the goals set for every academic year.

#### **College Calendar and Handbook**

Before the beginning of an academic year, the College Calendar is prepared by the Calendar Committee. The Committee meets in May and schedules the dates and events for the upcoming academic year. The College Calendar shows the list of working days, holidays, dates of internal tests and events to be organised. The same is displayed in the College website and distributed to every staff and student as a Handbook at the beginning of the Academic year. This proves helpful in pre-planning all the Programmes both at Department and Institution levels. The Handbook encompasses the Programmes, the list of Courses and information regarding the list of teaching and non-teaching staff members, the fees structure, scholarships, code of conduct, awards and medals.

The Institution follows a well organised process in adhering to the College Calendar. However, in case of any unforeseen situations, necessary changes are made by the authorities and the same are intimated through circulars, WhatsApp messages and also put up on the Notice Board and in the College website.

Additionally, the conduct of significant events in the Institution and its allied duties, allotment of funds for Seminars and Conferences, Purchase of Library Books and other academic affairs are discussed and finalised by the Principal in the Staff Council Meet held periodically.

#### **Year Planner**

Each Department prepares a Year Planner for the upcoming Academic year with details like Association activities, Celebration of Significant days, Extension and Outreach Programmes. The proposed activities are executed by the Department as per the schedule and is reported to the IQAC in the form of Diary of Events.

#### **Teaching Plan and Syllabus Coverage**

The General Time Table(GTT) is drafted by the Time Table Committee fixing the hours for the common Courses - Part-I, Part-II, NME, DSEC, GEC, AECC and Practical Courses. The Department wise Time Table is then generated based on GTT.

The Heads of the Departments conduct meetings with their respective faculty members, before the commencement of each semester to discuss the allotment of workload, Courses and other duties. Every Course teacher prepares the Lesson Plan for their respective Courses that act as a guide to the completion of the syllabus on time. The record of syllabus coverage is also simultaneously maintained by the Course teachers.

Adherence to the Lesson Plan is ensured by the Heads of the Departments through Department Student Council Meetings held after every Internal Test. During such meetings, discussion is made on syllabus coverage, nature of question paper, students' performance and attendance. The follow-up actions are carried out for enhancing the quality of teaching learning process and the proceedings of the meetings are reported to the IQAC Office.

At the end of every Academic year, the activities of the Department are reviewed through the Internal and External Academic Audits. The suggestions specified by the Experts are taken into account for further action.

File Description	Document
Upload any additional information	<u>View Document</u>
Provide Link for Additional Information	View Document

### 2.4 Teacher Profile and Quality

#### 2.4.1

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

**Response:** 99

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

2022-23	2021-22	2020-21	2019-20	2018-19
215	218	222	225	220

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

#### 2.4.2

 $Percentage\ of\ full\ time\ teachers\ with\ Ph.D./D.Sc.\ /\ D.Litt./\ L.L.D\ during\ the\ last\ five\ years$ 

Response: 50.34

2.4.2.1 Number of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

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

#### 2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 15.24

### $2.4.3.1 \ \textbf{Total teaching experience of full-time teachers as of latest completed academic year}$

Response: 3246

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

#### 2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 73.97

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

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

#### 2.5 Evaluation Process and Reforms

#### 2.5.1

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

Response: 14.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	15	19	13	14

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

#### 2.5.2

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

Response: 0.77

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

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2022-23	2021-22	2020-21	2019-20	2018-19
33	15	0	45	76

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

2022-23	2021-22	2020-21	2019-20	2018-19
3836	4188	4520	4639	4688

File Description	Document
List of students who have applied for revaluation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

#### 2.5.3

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

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

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

#### **Response:**

The Examination Management System of the Institution integrates and tracks all activities related to examinations digitally, right from the student data to the generation of Diplomas.

#### **IT Integration**

The traditional mode has been gradually replaced by techno-based examination and evaluation pattern using the following customised software:

- VVVC Exam Master Maintenance of Students Data (Name, Date of Birth, Register Number, Programme, etc.), generation of Hall Tickets and Time Table for Summative Examinations, consolidation of CIA and Summative Examination marks in the form of Result Galley, follow up on arrear examination and revaluation, preparation of Mark Statements, Rank and Diploma Certificates and Grade Register
- Myklassroom.com Maintenance of students' attendance, list of Courses, Course Codes, Course Outcomes, Course Teachers, Faculty Time Table, and CIA marks under OBE
- VVVC-QSet Assignment of question paper setters for Summative Examinations.
- COPOC Computation of CO and PO Attainment under OBE
- Campusplanner Allotment of Halls and Seats for Summative Examinations

#### **Reforms through IT Integration**

IT Integration in the Examination Management System has facilitated the following reforms in the functioning of the COE.

- Alignment of Courses, Course Codes, Course Outcomes, Course Teachers for mark entry
- Online entry of marks for different components of the CIA under OBE
- Payment of Examination fees through online
- Tracking students' attendance for generating Hall Tickets
- Allotment of Examination Halls and Seats for Summative Examinations
- Communication of Hall Allotment to the students through website on the previous evening
- Online exams for Core Course Quiz, Practice for Competitive Examinations, Practice for SET/NET/CSIR
- Maintenance of a Database for Question Banks, Question Paper Setters and External Examiners for theory and practical Courses
- Calculation, Consolidation and Grading of marks
- Publication of Summative Examination Results on the website
- Generation of Mark Statements and Rank Certificates

IT integration in the examination procedures has eased manual labour and data portability ensuring errorfree data with precision and accuracy. It has accelerated the evaluation process with the publication of results within 10 days from the last date of examination.

#### **Other Reforms in Examination Procedures**

Notifications from the UGC and the corresponding updation in the education pattern implemented in the Institution necessitates certain other reforms in the examination and evaluation patterns.

- The question pattern is based on CO and K level framed as per the guidelines under OBE
- The Practical viva voce tests for Part-II General English are conducted by the external examiners
- Extra Credits are awarded for the completion of MOOCs based on the duration of the Course and is also mentioned in the consolidated Mark Statement
- Transcripts are provided on request to the students going abroad for higher studies
- Open Book Assignment for select Courses in select UG and PG Programmes help the students check their level of understanding of the Course
- Feedback about the question paper is obtained from the students on the day of examination and is considered during the External evaluation and revision of curriculum

• The confidentiality and security during the Examination process is ensured through Video Surveillance System in the Office of Controller of Examinations

File Description	Document
Upload any additional information	<u>View Document</u>

#### 2.6 Student Performance and Learning Outcomes

#### 2.6.1

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

#### **Response:**

The shift in the education scenario has leveraged the Institution to adopt student-centric teaching, learning and evaluation needed to meet the status quo and to achieve the desired results as CO-PO Attainment.

#### **Outcome Based Education**

The Institution has implemented OBE for all UG and PG Programmes from the academic year 2020-2021. Distinct POs are framed for UG and PG Programmes respectively, based on the Graduate Attributes suggested by the UGC. Programme Educational Outcomes (PEOs) are framed for each Programme in accordance with the Vision and Mission of the Institution. Based on the POs, PSOs are prepared by the Departments focusing on their respective Vision and Mission. The COs are framed by the Course Designers and the syllabus is designed relevant to the Course Outcomes. The level of relevance between POs/PSOs and COs are provided as Course Articulation Matrix (CAM).

The Assessment Management Plan includes CO and PO Attainment. The Attainment calculation involves Direct and Indirect Assessment. Direct Assessment is computed with Internal and Summative Examination marks. The Indirect Assessment for CO/PO is based on Course/Graduate Exit Survey.

#### **CO** Attainment

- The Maximum Marks for each CO and the target percentage are fixed by CDC
- The marks obtained for each CO is calculated by adding the corresponding marks in all the Internal Assessment Tools
- The percentage is then calculated for each student, for every CO and for all Courses
- The number of students scoring more than the target percentage is computed for each CO and for all Courses
- CO Attainment = (No. of Students Scoring more than the Target Percentage / Total Number of Students ) x 100
- Direct CO Attainment is made by weighted sum of both Internal and Summative Examinations

(40:60)

• Overall CO Attainment is obtained by the weighted sum of Direct and Indirect Attainment (75: 25)

#### **PO Attainment**

- Direct PO Attainment is calculated as the weighted sum of Internal and Summative Examinations (25:75) for each PO in every Course by considering the average levels of all CO with reference to CAM
- CO Level (1/2/3:50/55/60) is inferred from CO Attainment percentage of Internal and Summative Examination separately for each CO in every Course
- Overall PO Attainment is calculated as the weighted sum of Direct and Indirect Attainment (75:25).
- The level of PO Attainment is measured as Excellent/Very Good/Good/Satisfactory/Not Satisfactory based on the PO Attainment Value.

#### Dissemination of the POs and COs

The freshers are educated about the OBE during the Students' Induction Programme. The Curriculum along with the POs, PSOs and COs are published in the Institutional Website to give a comprehensive outlook on OBE. The POs and PSOs are displayed in the corridors of the respective Departments and the COs on the walls of the classrooms. The Course Teachers send the syllabus through Google Classroom and explain the relevance of the COs to the Course Contents at the beginning of every semester. The Assessment process based on the COs and cognitive levels is intimated through blue prints and model question papers. The students register their opinions on COs and Course Contents during Feedback on Curriculum and Course Exit Survey.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

#### 2.6.2

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

**Response:** 98.2

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

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

# 2.7 Student Satisfaction Survey

### 2.7.1

Online student satisfaction survey regarding teaching learning process

**Response:** 3.95

### Criterion 3 - Research, Innovations and Extension

#### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

#### **Response:**

Research Academia, the research hub of the Institution, headed by Dean Research monitors research endeavours of the Institution and ensures the availability and updation of research facilities. The Research Promotion Policy is updated with the concurrence of the Research Advisory Committee and approved by the Governing Body. The Research Ethics Committee ensures academic integrity in all research activities. Research Academia focuses on the following aspects-

#### **Fostering Research Ambience**

- The six vibrant Research Centres promote healthy practices and strategies to facilitate quality research.
- The 34 state-of-the-art Science Laboratories and 9 high-tech Computer Laboratories support research innovations. The Plant and Animal Tissue Culture, Molecular Biology, Microbiology and Bioinformatics Laboratories are erected to facilitate research findings to be translated into socially-relevant community welfare activities. The FIST-funded equipments in the Central Instrumentation Facility (PCR, FT-IR etc.), the DBT-supported facilities (Flame Photometer, Muffle Furnace, Orbital Incubator Shaker etc.) in the Central Instrumentation Centre and software like MathLab, ChemDraw promote interdisciplinary/interdepartmental research activities.
- The resourceful Library with 67279 books, e-resources (NLIST, DELNET, KINDLE, etc.), magazines, journals and membership in NDLI strengthens the research output.
- Subscription to premium-ware anti-plagiarism tool PaperRater assists in ensuring ethical standards of research.
- The fibre-optics wifi (2x300Mbps) creates a conducive ambience for uninterrupted research.

#### **Mobilisation of Research Grants**

- The Institution strengthens the intellectual environment by availing of grants from Government agencies DST, DBT, UGC, ICSSR, ICHR, TNSCST, and TANSCHE.
- VVVCMB-MRP Scheme sponsored by the College Management provides seed money to the faculty members for their Research Projects.

#### **Strengthening Research Capacity**

- Research calibre is strengthened through Capacity-Building Programmes like Seminars/Conferences/FDPs on Research Domains, Workshops/Hands-on Training on Advanced Technologies, and Guest Lectures on Research Methodology and IPR.
- Research Ethics included in the syllabi of PG and Research Programmes insists on research integrity and intellectual honesty.

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• Internship and Projects in Curriculum of UG/PG Programmes instil research interest among students.

#### **Dissemination of Research Expertise**

- The research knowledge of the teachers is disseminated through projects, consultancy, and publications. The research findings, contributed to NCBI Database and Policymaking, maximise the research impact on social, ecological and economic fronts.
- The peer-reviewed Online Biannual *International Multidisciplinary Innovative Research Journal* published by the Institution disseminates research ideas across the world.
- The financial assistance extended by the Institution helps the teachers to associate with Professional Bodies and publish Books with ISBN.

#### **Offering Research Incentives**

- Incentives in the form of cash awards, mementos, and certificates are given to teachers who publish Books/Chapters, Articles in Scopus/UGC CARE Journals, and complete Ph.D. and Projects.
- The Institution permits teachers to avail sabbatical leave for pursuing Doctoral Programme.
- Financial support is rendered to teachers for presenting research papers at International Conferences and for pursuing MOOCs.

#### **Advocating Patentable Research**

- The IPR Cell functions as per the IPR Policy, identifies patentable research and guides innovators for steering the patent process through recognised bodies (ACIC-CIF).
- The IPR Cell organises activities in collaboration with the Ministry of Commerce and Industries to create awareness on innovative research ventures.

File Description	Document
Upload any additional information	<u>View Document</u>

#### 3.1.2

#### The institution provides seed money to its teachers for research

Response: 27.21

# 3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
21.71062	2.77122	1	1	0.72914

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

#### 3.1.3

Percentage of teachers receiving national/international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 1.34

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

Response: 4

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

#### 3.2 Resource Mobilization for Research

#### 3.2.1

Total Grants research funding received by the institution and its faculties through Government

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and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

**Response:** 143.375

File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

#### 3.2.2

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

Response: 0.07

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

Response: 20

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document

#### 3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 16.43

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

#### 3.3 Innovation Ecosystem

#### 3.3.1

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

#### **Response:**

The vibrant Institutional Ecosystem facilitates the integration of knowledge, innovation, and technology for social upliftment. It also promotes productive research through initiatives for creation, transfer, and translation of ideas to meet global demands. The components of Institutional Ecosystem - Research Academia, Service and Support Forums and Start-ups/Campus Companies foster innovation culture through the following

#### **Upgrading Intellectual Capital**

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 Cell functions with the objective of fostering Innovation and Entrepreneur Ecosystem through Impact Lectures on Innovative Thinking, Protype/B-Plan competitions and Mentoring Sessions with successful Start-up founders.

#### **Reviving Indian Ancient Wisdom**

Towing the vision of the Indian Knowledge System, the curriculum incorporates Courses related to Indian History, Languages, Culture, Values, Arts, Literature and Traditional Science and Knowledge. Training on Palm-leaf manuscript and Inscription reading, Folk Arts and Silambam, making of millet-based value-added products, herbal medicines, organic fertilizers, and traditional crafts facilitate transmission of traditional knowledge to the younger generation. The significance of traditional knowledge in the present scenario is imparted through lectures, exhibitions and seminars. Research contributions of the Institution in the form of projects and publications enrich the Indian knowledge Repository.

#### **Generating Patentable Products**

The Intellectual Property Rights Cell of the Institution creates awareness on IPR through Seminars, Workshops and Conferences. It identifies innovative research ideas, adopts Lab-to-Land technology and commercialises the research findings for social benefits.

#### **Accelerating Pre-incubation**

Startups/Campus Companies of the Institution - Virutcham, Trendy Turn, Srushti, Young Minds, Techie Tree, Suvai, and Come aur Cut Compos- nurture and support students to ideate in their formative years. Technological and physical facilities, preliminary financial assistance, mentoring services and business-assistance through Trade Fairs are provided to entrepreneurial ventures.

#### Transferring knowledge through other Initiatives

- Linkages with Industries, Government and Non-Government Organisations and Educational Institutions accelerate sharing of knowledge and infrastructure through internship, field work and joint research ventures.
- Entrepreneurship and Talent Development Cell hones culinary, craft, managerial and entrepreneurship skills.
- Earn While You Learn offers demand-driven vocational training and opens-up opportunities for self-employability.
- Development of Area Study identifies the distinct needs of the rural folk in adopted villages and provides them with free soil tests, biofertilizers and vermicompost.
- Community College Programme trains the womenfolk of Self-Help Group on varied entrepreneur skills to empower them with economic independence.

Compostable Menstrual Pad with herbal membrane, ideated with the assistance of VVVCMBMRP Seed Money has been approved for the next level of funding Rs.2,00,000 by ATAL Innovation. The Faculty-innovators have registered in the Indian Patent Office for their findings in Biodegradable polymeric nanoparticles, nanomedicine, herbal drug and for lung cancer sensor device. The research expertise of the teachers is shared via Consultancy Services to small-scale industries and corporate houses. The students' visit to research centres, organisations, and industries facilitate interaction with eminent scientists, renowned academicians, industrialists and entrepreneurs. It enables update of knowledge and stimulates the aspirations of students. The entrepreneurial awakening through campus companies has resulted in augmenting student-homepreneurs.

File Description	Document
Upload any additional information	<u>View Document</u>

#### 3.4 Research Publications and Awards

#### 3.4.1

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

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

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

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

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

#### 3.4.2

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

Response: 1.03

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

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

#### 3.4.3

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

**Response:** 0.67

# 3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Response: 201

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

#### 3.4.4

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

Response: 0.67

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

Response: 201

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

#### 3.4.5

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

**Response:** 7.5

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	<u>View Document</u>

#### 3.4.6

Bibliometrics of the publications during the last five years based on Scopus/Web of Science – h-index of the Institution

**Response:** 11.5

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

### 3.5 Consultancy

#### 3.5.1

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

Response: 16.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.98386	2.809	4.895	4.509	0.0205

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

#### 3.6 Extension Activities

#### 3.6.1

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

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

#### **Response:**

The Institution extends its service to the neighbouring eight adopted villages- Chatrareddiapatti,

Vadamalaikurichi, Chinnamoopanpatti, Sivagnanapuram, Meenakshipuram, Pappakudi, K.Usilampatti, Pavali and nearby places. The Institution educates students on community engagement, through Extension and Outreach activities. The inspired students carry forward the services towards the community at large and serve as exemplary citizens, as evidenced by the following four Case Studies.

The Institution promoted the Green India Mission by planting saplings in and around the Institution. Sapling Plantation Drive enable the student-volunteers understand their role in making the future more sustainable. Inspired by these Green Initiatives, G.Valarmathi of B.Sc.Chemistry has donated 615 saplings to the public under "Pasumai Thevathai" and has bagged the Chinna Kalaivaanar Award in 2022. This Case Study on **Preen our Earth with Green** appeals to strive together for rejuvenating the ecosystem through green strategies.

The Awareness Programmes organised by the Institution on Women Health inspired the students to disseminate awareness message on Menstrual Health and distribute organic napkins both inside and outside the campus. They conducted a Survey on Menstrual Practices among the rural womenfolk and undertook a follow-up action in educating them about menstrual health, hygiene and usage of organic napkins. These activities resulted in sensitising around 10000 students in the Institution and 1450 women in the villages. Research is being carried out in the Institution under the funding of ATAL Innovation Mission to develop Herbal based menstrual pads. This Case study on **Green and Clean Menstruation** highlights sensitization of Women folk towards self-care in Menstrual Health and Hygiene.

The Service Forums organised about 62 Cleanliness Campaigns to promote Swachh Bharat Mission. The Baseline Household Survey was conducted with the support of DRDA and Panchayat Offices in the adopted villages. Based on the data collected, Anti-plastic and ODF Sensitisation Programmes were organized. S.Ashwini of B.A. History, one of the volunteers took initiatives to inspire 50 other students who involved themselves individually in sensitizing the people of their villages on rural sanitation through pamphlets, oath-taking, animation video, and awareness talks. The case study entitled **Clean Village for Clean India** highlights the social responsibility of the volunteers in bringing out behavioural changes in the community towards sanitation and hygiene.

The Institution organised Eye Care Campaigns and Awareness Programmes on Eye Donation in collaboration with Registered Bodies to educate students and common people on the mission of NCPB. These Programmes instilled the importance of Corneal Transplantation among the people of Virudhunagar. 1000 Eye Donation Pledge Forms were distributed to the people. 218 Eye Donations have been accomplished by the sustained efforts of the student-volunteers. The Case Study **Lighting the Lives** describes the role of the Institution in promoting Eye Donation and its working towards establishing a link with Eye Banks and Research Centres for addressing the issues in visual impairment.

The noble service rendered by the Institution has been recognised by various Registered Bodies with great accolades namely Green Warrior, Eco Warrior, Pasumai Thozhi, Kalam Thesathin Sirpi, Tamil Thai, Nature Semmal, Eco Ambassador and so on.

File Description		Document	
Uploa	ad any additional information	View Document	

#### 3.6.2

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

Response: 387

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

2022-23	2021-22	2020-21	2019-20	2018-19
133	125	11	58	60

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format (data template)	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

#### 3.7 Collaboration

#### 3.7.1

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

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activitywise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

### **Criterion 4 - Infrastructure and Learning Resources**

#### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for

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

#### **Response:**

The Institution, situated on the NH-7, sprawling over 29.17 acres, has a state-of-the-art physical and digital infrastructure that is upgraded to keep in pace with the growing needs of the Higher Education scenario.

#### **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 67279 books, 89 periodicals and 5 e-resources establish the Institution's added wealth.

#### **ICT-enabled Facilities**

The Wi-Fi enabled campus provides students and teachers with access to high-speed (100 Mbps Jio Leased Line, 300 Mbps Mercury Fibre) Internet connectivity, making the teaching-learning experience more effective. Smart Boards and LCD Projectors are made available in all blocks to enable interactive teaching and smart learning. The Institution's LMS functions through VVVC EduTech Studio, VVVC Audio Visual Centre and VVVC DigiHub enables the teachers in creating and publishing their e-tutorials for the benefit of the Students. E-tutorials are also disseminated to the students through Google Classroom, SlideShare and Blogs.

#### **Facilities for 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.

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	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

#### 4.1.2

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

Response: 41.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
553.37	271.06	147.79	194.59	169.16

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

#### 4.2 Library as a Learning Resource

#### 4.2.1

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

#### **Response:**

The Automated Library of the Institution, rich in scholastic resources, complements in facilitating quality education. ILMS is implemented through standalone modules as per the requirements of the Library. The bibliographic details of printed resources have been automated using Computer Documentation System/Integrated Set of Information Systems (CDS/ISIS), a freeware from UNESCO, following the International Standard Common Communication Format (CCF) to ensure interoperability and portability. The automated circulation system using barcodes has been effectively implemented using Foxpro. The automated serial control system and the WebOPACs are accessible via www.vvvclibraryweb created with Looker Studio and Google Sites.

#### **Virtual Library**

The Virtual Library of the Institution created through Google Blogger and Google Sites enables the easy sharing of resources for academic pursuits, with an outstanding result of more than four lakh accessors. The users are intimated with the New Arrivals and ongoing activities through Current Awareness Service (CAS). Personalised research needs are catered to through the Selective Dissemination of Information (SDI) and other available resources are communicated to the users. Besides, the users are provided with access to online Information Literacy (IL) tutorials and e-resources.

#### E-resources

The Library has adequate subscription to e-resources and journals. The subscription to DELNET, INFLIBNET N-LIST, and AMAZON KINDLE UNLIMITED are renewed annually for the benefit of the patrons enabling them with remote access. PaperRater.com, the anti-plagiarism tool is subscribed and used for ensuring research integrity. Eighty nine periodicals are subscribed to, for enriching the

knowledge in various domains.

Being a registered Institution of National Digital Library of India (NDLI), the students are also enrolled to become members and participate in the NDLI club activities every year. The College Library was ranked fourth out of 126 NDLI Clubs that were active nationwide in February 2020. The NDLI Club of the College Library has also been awarded with the Certificate of Recognition as one of the top-performing NDLI Clubs from 2018 to 2021and 2022 to 2023. The Library is also a member of Bookshare, the largest online library for print-disabled in the world run by Benetech Inc. of Palo Alto, California. A dedicated computer with NVDA, Google Talkback and 'White Print' Braille magazine are available to serve the Divyangjan.

Library and Information Science is offered as NME Course and Part V for UG Programmes. All UG and PG Programmes are assigned with Library hours incorporated into the time table. The Library Committee comprising the Principal, the Librarian and two teaching faculty steer the effective functioning of the Library. The unique features are Best Library User Awards, Inter and Intra Collegiate Library Carnivals, Know Your Library Expo, VVVC Book Expo and Reading Marathon.

The www.vvvclibraryweb hosts Institutional repositories for remote access, including College Magazines, Handbooks, Department Magazines, and Summative Examination Question Papers. Users across the world have extensive access to the virtual library. The teachers can access the online resources using the VVVC Library app in a single window. The Career Launcher section is dedicated to cater to the needs of the aspirants of Competitive Examinations.

File Description	Document
Upload any additional information	<u>View Document</u>

#### 4.2.2

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

Response: 0.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.60649	1.96157	1.86907	7.04417	5.13781

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

#### 4.3 IT Infrastructure

#### 4.3.1

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

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

#### **Response:**

The Institution ensures adequate provision for updating and augmenting IT facilities to serve both academic and administrative purposes. Essential funds are allocated in the annual budget to enhance the digital infrastructure.

The Institution has a functional Information Technology Infrastructure Policy covering the establishment, utilization and maintenance of hardware and software resources, interconnected network, cloud storage, G-Suite, Wi-Fi, ICT tools and Security System for the effective implementation of IT Infrastructure in the campus.

In accordance with the changes in the Curriculum and the teaching-evaluation pattern, the computers and other accessories are upgraded promptly. During the last five years 215 computers, 14 printers and 3 scanners have been purchased. RAM Capacity in thirty three computers has been upgraded.

The gradual digitisation in the functioning of the Institution has warranted the need for the procurement of new software and customisation of software with the support of outsource and in-house resources. Tally, MATLAB, ChemDraw, Adobe Creative Cloud, Clarity English Success, TUKAcad are the newly purchased software, while dMate, Myklassroom.com, academsy.vvvcollege.org and Campus Planner are the customized outsourced software. VVVC-QSet, Online Exam Soft, NMEP5 Soft, VACSelect Soft, DigiElect Soft, DigiFeedback Soft and COPOC are the in-house software customised for the effective functioning of the Institution.

#### **Network and Cloud**

The Institution's existing network connectivity is widened by increasing the Hubs and Gigabit switches that cover all the blocks in the campus. The internet leased line has been upgraded from 50Mbps to 100Mbps from 01-02-2023. The internet connectivity has been switched over from broadband to OFC service with the increased bandwidth of 300Mbps w.e.f. 01-03-2023 and 47 access points to offer fully enabled Wi-Fi campus to support the Hybrid mode of Teaching-Learning and to promote effective e-governance. The purchase of Cloud Space has enabled the elevation of the College website from local to virtual web server. The Cloud Space has been enhanced with 2x4TB, to maintain the Virtual Institutional Repository.

#### **Digitalised Teaching and Learning**

The conduct of Online Classes during the Pandemic period necessitated the service of G Suite Basic Edition enabling professional email, online storage, virtual classroom, video meet, online document editing, shared calendar, Jam board and other Google Apps that are still in use for the effective implementation of Blended Learning. G-Suite Enterprise Edition is procured to avail the recording facility of high quality real time video meetings. The Institution has also upgraded a considerable number of classrooms as ICT enabled, using 39 LCD Projectors, 11 Smart Boards and a VVVC Audio Visual Centre to enrich Blended Learning and Interactive Teaching. The Institution's LMS has been strengthened by creating e-tutorials in VVVC EduTech Studio and publishing via the YouTube Channel-VVVC DigiHub for the benefit of the students.

Sophos XGS 2100 Firewall enables authentication based user access, blocking data breaches and other threats. The campus is under surveillance with 28 cameras that ensures a safe environment. Three LED Display Boards have been installed to notify the students with the ongoing events in the Institution.

File Description	Document	
Upload any additional information	<u>View Document</u>	
Provide the link for additional information	View Document	

#### 4.3.2

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

**Response:** 4.87

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

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

### 4.3.3

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

### **Response:**

The Institution has set up a dedicated media studio 'VVVC EduTech Studio' with mixing and editing facilities for the development of e-content videos. The e-content so developed is disseminated through YouTube Channel in the name of *VVVC DigiHub*. An effective Audio Visual Centre 'VVVC Audio Visual Centre' is also operational in the campus as a virtual classroom for hybrid learning. To promote digital teaching-learning culture among the students, the Institution has a Lecture Capturing System in all smart classrooms.

### **Audio Visual Centre**

The VVVC Audio Visual Centre comprising Logic Interactive Panel LT - I R 75 BX 75", Audio Systems and a computer with internet connectivity provides a multimedia environment for hybrid learning to acquire global knowledge on diverse disciplines through the lectures and demonstrations by domain experts.

### **Media Studio**

With the ever increasing demand for e-resources, the Institution has established VVVC EduTech Studio, a full-fledged Media Centre with state-of-the-art technology such as cameras, audio recording equipment, lighting setup, video editing software and broadcasting tools to create high quality e-tutorials. It facilitates the faculty to record, edit, mix and animate their video content and publish through the Institution's YouTube Channel VVVC DigiHub. The Institution's LMS facility is enhanced by the virtual repository of e-tutorials in VVVC DigiHub, which promotes micro learning among the students.

### **Lecture Capturing System (LCS)**

Considering the significance of digital teaching-learning methods, the Institution has made the Lecture Capturing System available for the Departments. The Smart Board with integrated lecture recording software and the collar microphones enable the teachers to record their lectures in live classrooms. The recorded lessons add to the wealth of the Institution's e-learning resources for the benefit of the students.

They are also shared for the students' retrieval for better understanding of the subject and revision during the examinations. This becomes very useful for those students who missed the classes. The Institution's subscription to G-suite Enterprise Edition enables the faculty to record their lectures and make them available to the students.

### Hardware and Software for e-Content Development

VVVC EduTech Studio is supported with advanced Hardware and Software. The details of the hardware and software components available at the Media Studio are as follows.

'Black Magic Studio Camera 4K Pro', broadcast-quality video camera with high image resolution and versatility in range of shooting environment including 'Panasonic GX Vario 35-100 mm f 2.8 11 ASPH Lens' augment the resolution and quality of the e-content. 'Black Magic Atem Mini Pro' is a four-input, live production switcher with an integrated control panel designed for multi-camera live streaming. '15.6" Wacom Full HD Tablet' provides a much more natural and intuitive drawing experience, allowing for higher precision and control in creative tasks.

'Davinci Resolve Studio' a Premium software with advanced colour correction tools, powerful audio editing facilities enables the handing of all aspects of post-production from editing to final delivery on a single platform. Render Forest, Ice cream video editor and OBS are the freeware Software used for video creation, edition and quality broadcasts.

File Description	Document
Upload any additional information	<u>View Document</u>

### 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 57.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
507.75	346.83	238.86	391.03	366.74

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

### 4.4.2

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

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

### **Response:**

The Institution is ISO 9001:2015 certified and has established policies and procedures for the maintenance and use of physical, academic and support facilities. The Province Management Committee comprising the Chairman, Advisors, Team Coordinator and Student Secretary follows systematic procedures in the maintenance and utilization of the campus. The Team Coordinator is assisted by gardeners and supportive crew to keep the campus clean and tidy.

### **Physical Facilities**

The classrooms and the laboratories are cleaned every evening for the successive day. The hygiene in the restrooms is ensured with the scrupulous cleaning by the sanitary workers and the professionals. Procurement of licenses for building stability, fire safety and sanitation is done systematically. Buses are properly maintained and renewal of FC is promptly done. The greenery of the campus is conserved by nurturing the gardens, reducing carbon emission, and observing Green Thursday - No Vehicle Day. Rain water harvesting, underground cables, drainage system, tar roads, wells, bunds, overhead tanks, lightning arrester, RO Plants, Biogas Plant, Effluent Treatment Plant, CCTV and LED display boards are properly maintained. Renovations, carpentry, painting, electrical works, plumbing and eradication of mosquitoes and termites are carried out periodically. Immediate actions are taken on the complaints registered by the students regarding the physical facilities.

### **Academic Facilities**

The College Library preserves the valuable books and periodicals with dried neem leaves and naphthalene balls. The teachers engage in annual stock verification of books with barcode, laboratory

apparatus, sports equipment, furniture, and ICT equipment. The laboratory technicians calibrate lab equipment under teachers' supervision. They keep a vigil over the maintenance and follow the SOPs to ensure the safe use of the instruments. The dilapidated are discarded or replaced promptly. The stock, accession, and service registers are maintained precisely. The Hardware Engineer monitors the installation and maintenance of software and hardware. The playground, courts and gymnasium are well maintained.

### **Support Facilities**

The Institution has AMC for computers and PMC for Air Conditioners. LCD projectors, printers, reprographic machines, ACs, and water coolers are overhauled periodically. Procurement of Star rated ACs, refrigerators and computers reduces energy consumption.

### **Maintenance and Utilisation Procedures**

The Institution adopts systematic procedures to ensure effective maintenance and use its physical facilities. The repair work needed is initiated with an Office Note, which is forwarded for execution after a scrutiny by the Principal. The items taken out of the campus for service/repair are properly documented in Registers. In case of a replacement, a requisition letter is submitted to the Secretary with the consent of the Principal. The purchase of every item is done after analysing the quotations received and finally the newly purchased is duly entered in the Accession Register. The Seminar Halls are booked on First Come First Serve Basis. Apart from the regular use, the campus is also utilized for the conduct of Central/State Elections, Government meetings and Examinations. The computer laboratories are used for conducting Outreach Programmes for the Government school teachers and students. The playground is utilized to host tournaments and athletic meets at State and University Levels.

File Description	Document
Upload any additional information	<u>View Document</u>
Provide the link for additional information	View Document

### **Criterion 5 - Student Support and Progression**

### 5.1 Student Support

### 5.1.1

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

Response: 81.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
3406	3420	3766	3901	3942

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<u>View Document</u>
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

### 5.1.2

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

### **Response:**

The Institution takes earnest steps to enable the students, establish their career. The Career Guidance Cell, Placement Cell, Equal Opportunity Centre and Study Circle organise programmes for strengthening the students' abilities required to build their career. In addition, Educational Experts, Human Resource

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Managers, Working Alumnae, Industry Representatives are invited to address the Students on career opportunities. The Teachers keep the students aware of the job avenues in their respective discipline and orient them throughout the period of study. Students get clarification regarding their career opportunities from their Tutors as well.

The Courses in the curriculum serve as a foundation in instigating the students towards acquiring career skills. Field Visits, Projects and Internships are made mandatory for the students to get onsite training in their career domain. Certificate, Diploma and Value Added Courses widen the scope for career opportunities. The Value Added Courses introduce the current trends to meet the requirements of the contemporary job scenario.

Practice for Competitive Examinations, Practice for SET/NET/CSIR/NET in UG and PG Programmes are conducted online to train the students to appear for all Competitive Examinations conducted at State and National level. The Study Circle and the Departments orient the students towards Competitive Examinations like TNPSC, NET, SET, JAM, GATE, CA/CMA by inviting Experts in the respective fields.

The Placement Cell functions with a Placement Officer and a team of teachers to channelize the aspiring students in getting placements through on/off campus interviews. In collaboration with Government and Non-Government Organizations the students are provided with Placement Training and Career Guidance. Special training in Soft skills and Aptitude is provided to the students during the zero hours by the faculty of English and Mathematics. The Department of Physical Education conducts a training course on the title Uniformed Services exclusively for the aspiring students who wish to join the Department of Police. NCC students are given guidance to clear 'C' Certificate to open up job prospects in the defence sector.

E-career counselling is made possible for the students through the students' portal in the College Website. The queries posted in the portal are clarified via e-mail by the Placement Officer. Information about job openings and important dates for Competitive Examinations are intimated to the students of all the disciplines through circulars, digital display boards, notice boards and also through Whatsapp. The alumni are also provided with career details through Whatsapp groups.

Entrepreneurship and Talent Development Cell trains the students in acquiring entrepreneurial skills. Students who opt for a career by themselves are trained with the required entrepreneurial skills through the periodical conduct of various programmes under the Earn While You Learn Scheme. Start-ups/Campus Companies run by the students of various Departments help in simulating the entrepreneurial experience of the students.

File Description	Document
Upload any additional information	<u>View Document</u>

### 5.1.3

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

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

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

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document

### 5.1.4

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

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

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

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

### **5.2 Student Progression**

### 5.2.1

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

Response: 43.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
830	711	713	752	415

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

### 5.2.2

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

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### graduated students during the last five years

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

Response: 1.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	26	15	20	5

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

### 5.3 Student Participation and Activities

### 5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 122

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	27	14	17	11

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

### 5.3.2

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

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

### **Response:**

The Institution prioritizes all its activities with students, the primary stakeholders as its fulcrum. The pivotal student body of the Institution is the College Students' Union Cabinet. The members of the Union Cabinet are elected democratically through online. The elected student members form the cabinet with a Chairman, Vice Chairman, Secretary, Joint Secretary and Ministers for Health, Education, Transport, Discipline, Sports and Public Relations. The cabinet serves as a link between the students and the administration in addressing the problems of the students. College Students' Union Cabinet organizes all the celebrations inside the campus including Independence Day, Republic Day, Teachers' Day, Women's Day, College Day cum Founder's Day and Winners' Day.

The Student Welfare Committee functioning at the Institution level includes student representatives from all disciplines, opens up a platform for a direct interaction with the higher authorities to discuss their problems. The Department Student Council of each department comprising two students from each class (one advanced learner and one slow learner) along with the Head of the Department and the teachers hold a meeting after every internal test to discuss the Teaching, Learning and Evaluation. Suggestions given by the students are considered for further action and are forwarded by the IQAC to the concerned authorities.

Students are given a role to play in all Academic and Administrative bodies of the Institution. One meritorious student is nominated as the student member in the Board of Studies to represent students' suggestions in reframing the Curriculum. Students, as secretaries of Associations for each Programme, are involved in organizing all curricular and co-curricular activities of the Department. Students take an active part in the Editorial Board while designing and compiling the Department Magazine.

Student representatives in all Service and Support forums like NSS, NCC, Student Faculty Research Forum and Eco Club work with a mission to steer all its activities. Student Representatives of Youth Welfare Organization and Physical Education take lead in organizing the team of participants in various Inter-Collegiate Cultural/Sports events. NCC Cadets serve as members of the Discipline Committee and play a vital role in maintaining discipline during the occasions of mass gatherings in the Institution.

The student members of the IQAC enable Participative Management by offering suggestions for the

initiatives taken towards the development of the College. Students are given exposure to management skills through lead roles in Start-ups/Campus Companies of the Institution. The representatives in each class monitor the class discipline, coordinate the students and mediate between the teachers and the students effectively. The students also contribute their support in the administration and management of Hostel affairs as hostel representatives. They represent the students' ideas in preparing the daily menu in the hostel mess and organise festival celebrations jubilantly.

The inclusive participation of the students in Academic and Administrative Bodies enhances their communication skills, management skills, leadership skills, decision making skills and social skills.

File Description	Document
Upload any additional information	<u>View Document</u>

### 5.3.3

The institution conducts / organizes following activities:

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

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

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

### 5.4 Alumni Engagement

### 5.4.1

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

Response: 29.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.80667	4.41603	1.45400	1.53800	10.39043

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

### 5.4.2

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

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

### **Response:**

Thousands of determined women, who have graduated from the Institution in the past sixty years, serve as ambassadors in spreading the name and fame of the Institution. The Institution's Old Students Association established in the year 1970, has become a registered body on 14.11.2017 under the Tamil Nadu Societies Registration Act, 1975, in the name of 'V.V.Vanniaperumal Pengal Kalloori Pazhaya Maanaviyar Sangam' with the Registration number 178/2017. The Departments have their own Alumnae Chapters functioning under the control of the Institution's registered Alumnae Association.

V.V.Vanniaperumal Pengal Kalloori Pazhaya Maanaviyar Sangam functions effectively under the guidance of efficient office bearers with the Principal as its ex-officio Secretary. The General Body Meeting is conducted once in six months to chalk out the activities of the year for the development of the alma mater. Alumnae Day is celebrated every year on the last Saturday of December and a distinguished alumna is honoured as the chief guest. The alumnae of almost every batch visit the campus and enjoy the

day. They share their success and happiness by participating in cultural programmes.

The alumnae have generously extended their financial support to the development of the Institution. The amount contributed to the Alumnae Association is utilized for the College Development activities including financial assistance for the deserving students. The Association has been raising funds during special occasions. During the Diamond Jubilee celebration, the V.V.Vanniaperumal Pengal Kalloori Pazhaya Maanaviyar Sangam has raised three lakhs to construct rest room for the physically disabled. The Alumnae Association has been sponsoring a gold medal to the First rank holder of Costume Design and Fashion since 2021-2022. The Departments have their own alumnae network whose contributions are also significant. The funds generated as endowments by the Departments are utilized for the benefit of the students in the respective Departments.

The expertise of the meritorious alumnae is used in framing the curriculum during the Board of Studies Meet. The prominent alumnae are invited to deliver Motivational Talks to the students. The alumnae offer career guidance and handle coaching classes for Competitive Examinations. They also donate essentials like fans, solar panels, laboratory equipment, classroom aids, pointers, books, saplings, typewriters and hearing aid. The auspicious Candle Lighting Ceremony organized. by the Alumnae Association every year for the outgoing students, on their last working day, inspires them to spread the light of knowledge and the spirit of erudition to the society.

V.V.Vanniaperumal Pengal Kalloori Pazhaya Maanaviyar Sangam extends its service to the society by donating saplings to the adopted villages every year. It also collaborates with the Support Forums in organizing Blood Donation Camps. Alumnae holding significant positions are invited as Resource Persons on special occasions.

File Description	Document
Upload any additional information	<u>View Document</u>

### Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

### 6.1.1

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

### **Response:**

The founding fathers had incepted the Institution in 1962 for the noble cause of rural women upliftment.

### Vision

The founding Vision of the College is to impart quality education to rural women and to empower them with knowledge and leadership quality.

### **Mission**

The Mission of VVVC is to impart liberal education committed to quality and excellence. Its quest is to mould learners into globally competent individuals instilling in them life-oriented skills, personal integrity, leadership qualities and service mindedness.

### **Institutional Governance**

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.

### **Decentralization and Participation in 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 that include parents, alumnae and the employers take fair participation in the governance by giving necessary suggestions for sustained Institutional growth.

### The Institutional Perspective Plans and Sustainable Growth

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The Short Term and the Long Term goals are devised and executed in a systematic manner following the hierarchy. The Short Term goals of the Institution focus on the incorporation of Digital Education, execution of OBE and preparation for implementing NEP-2020. Digital Education is incorporated in the Institution through the infrastructure akin to ICT enabled teaching, and ample e-contents developed by teachers. OBE has been implemented for all UG and PG Programmes since 2020. To implement NEP 2020, Workshops and Seminars were organised by IQAC. To adhere to the factors of NEP 2020, the Institution promotes Regional Language, Art Forms, Scientific Temper and Ethical Values in Indian Knowledge System. The Institution has the practice of allowing the students to write the examinations of select courses in regional language. Life Style Club, Entrepreneurship and Talent Development Cell in the Institution help in transforming the students into complete women with high values.

The Institution focuses on the Long Term Goals such as establishing the Institution as Research and Consultancy Hub and a Centre of Excellence for Women Empowerment. The Institution is self-sustainable to manage the planning and functioning for its steady and seamless growth in the future.

File Description	Document
Upload any additional information	View Document

### **6.2 Strategy Development and Deployment**

### 6.2.1

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

### **Response:**

V.V.Vanniaperumal College for Women Managing Board (Belonging to Virudhunagar Hindu Nadars) consists of one Patron who is one of the legal heirs of the Founder's family and 66 members nominated from different Mahamais which is effective for a period of 4 years. The Board is divided into two committees with equal numbers. Separate Office Bearers are elected from each Committee by all the members. The Office Bearers of the first committee will govern the Institution for a period of first two years and the Office Bearers of the second committee will manage for the remaining two years. The Managing Committee comprises of 15 members that include 5 Office Bearers, 6 female members and 4 male members from the same Committee of the Office Bearers. The College Committee is formed as per Tamil Nadu Private Colleges Regulation Act (1976). It consists of Patron, Office Bearers of the Board, two female members from the Managing Committee, Principal, one University Nominee, two Senior Professors, Office Superintendent and four male members of the College Managing Board.

The Secretary of the College Managing Board is responsible for the enhancement and maintenance of the infrastructural facilities of the Institution with the help of administrative staff and support staff. The Joint Secretary of the College Managing Board is the Correspondent and Secretary of the College.

The Principal and the teaching staff are appointed as per the UGC norms taking into account the

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reservation policy of the Government of Tamil Nadu. The Principal is primarily responsible for the academic and all other activities to bring about a holistic development of the Institution. The non-teaching faculty are also recruited strictly following the norms of the State Government.

The Governing Body, Finance Committee, Board of Studies, and Academic Council are duly constituted as per the UGC guidelines and the meetings are conducted periodically for the effective implementation of Autonomy Status.

The IQAC, formed as per UGC guidelines, initiates, coordinates, and monitors all the activities of the Institution for quality enhancement and sustenance. To assist the Principal in the administration of the Institution, the Staff Council is constituted with the Principal as the Chairperson and the Heads of the Departments, Coordinator of IQAC, Deans, Controller of the Examinations, Part V Coordinator as members.

Various Statutory and Non-statutory Regulatory Bodies are constituted to create a conducive environment on the campus. There are also several Service and Support Forums that enable the students to strengthen their learning experience by involving themselves in a variety of activities. The Institution strictly adheres to the service rules and procedures as prescribed by the Tamil Nadu Private College Regulation Act, 1976. The students, teaching, non-teaching faculty and academic administrators follow the respective Code of Conduct Principles prescribed for them. Thus, the Perspective Plan of the Institution is effectively deployed with promotional policies, decentralized administrative setup, regular appointment of adequate teaching and non-teaching faculty as per Standard Operating Procedures.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

### 6.2.2

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

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

Response: A. All of the above

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

### **6.3 Faculty Empowerment Strategies**

### 6.3.1

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

### **Response:**

The excellence of the Institution rests in the quality performance of its employees and hence their upliftment and job satisfaction are of paramount importance. The Institution takes efforts to upskill them through the Performance Appraisal System. The Institution always takes care of providing them with welfare measures and also strives to create opportunities for their career advancement.

### **Performance Appraisal**

The IQAC has a well-structured Appraisal System for evaluating the performance of the teachers. At the end of every year, feedback about the teacher's performance is collected from the students and the Head of the Department. In addition, each teacher is asked to submit a Self-Appraisal form in a fixed format which is evaluated by a specially constituted team of senior faculty members. A consolidated report on the performance of each teacher is generated and sent to individual Institutional Mail ID to take necessary steps for further improvement.

### **Effective Welfare Measures**

The Institution shows concern in promoting the interests of the employees by providing them with various welfare measures.

### **Teaching Faculty**

• Financial assistance for undertaking Research Projects and pursuing Massive Open Online Courses

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- Cash reward for publication of Books, Chapters in Books and Articles in UGC CARE list journals
- Diwali Bonus for teachers under Self Finance stream
- Cash prize for 100% attendance
- Reimbursement of Membership fee of Professional bodies and Registration fee for attending Conferences/Seminars/Workshops
- Star Performer Award (One gram gold coin) for the best performing teachers
- Sabbatical leave with the maximum of 30 days for the teachers under Self Finance stream at the time of submission of their Ph.D. thesis
- Insurance coverage for accidents and life risk
- Encashment of surrendered ML and CL

### **Non-Teaching Faculty**

- Waiver of conveyance fees for non-teaching faculty under Self Finance stream
- Free uniform for Sweepers, Water Carriers and Scavengers
- Diwali Bonus for non-teaching faculty under Self Finance stream
- Cash prize for 100% attendance
- Insurance coverage for accidents and life risk
- Provision of vehicles to carry out the duties inside and outside the campus
- Special conveyance facility on days of late working hours
- Admission to the preferred Programme in the Institution for their wards
- Encashment of surrendered ML and CL
- Conduct of Training Programmes to enhance their job specific skills
- Amount generated from the disposal of garbage utilized for the benefit of the non-teaching faculty

### **Avenues for Career Development and Progression**

The Institution identifies new avenues for career development and progression of the teachers and disseminates relevant information for career development.

- The teachers are ·supported to organise collaborative Workshops, Seminars and Conferences and motivated to submit research proposals to various Government/Non-Government funding agencies.
- They are encouraged to apply for National/International awards.
- The Institution facilitates knowledge sharing activities of the teachers by allowing them to assume the roles like Guest Speaker, Chairperson, Rapporteur, Subject Expert, Trainer, Consultant, Author/Editor, Evaluator, Examiner, Question Paper Setter and Paper Presenter.

The Institution provides opportunities for the teachers to discharge their duties under different capacities in various Cells/Forums/Committees/Clubs.

File Description	Document
Upload any additional information	<u>View Document</u>

### 6.3.2

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

Response: 16.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	31	9	71	21

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

### 6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 68.19

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
208	205	204	100	31

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

### 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

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

### **Response:**

The Institution has a policy to mobilise the financial resources, and utilize them for its benefit. The Institution identifies possible sources of resources, mobilizes the resources through proper channels and ensures optimal utilization of the funds. The major sources for financial mobilization are

- Grant from UGC, DBT, ICHR, ICSSR, TNSCST
- The income generated from building assets of the Institution
- Donations from private Trusts and Charities
- Creation of endowments by the well-wishers of the Institution
- Bursaries awarded by the Alumnae Association and Retired Staff

The Annual Budget is prepared by the Secretary of the College Managing Board taking into account the inputs given by the Principal and the Administrative Section and the same is approved by the Managing Board. The funds are spent as per the allocations made in the budget under the supervision of the

Secretary and Principal for effective utilization. The grant received from other funding agencies is judiciously spent under the strict monitoring of the Finance Committee comprising of the Secretary, the Principal and one Senior Teacher.

The funds received as donations are utilized strictly following the guidelines prescribed by the Management. Resource mobilisation is done through bank transactions only. The grants from the government agencies are routed through PFMS.

The Secretary of the Managing Board allocates and distributes the funds generated by the Management. For any expenditure not mentioned in the budget, the Secretary should get prior approval from the College Managing Board. The Principal takes responsibility for the funds received from government funding agencies and ensures that it is spent for the purpose for which it is sanctioned taking into consideration the suggestions made by the teachers.

Funds are utilized for the welfare activities of students, teaching and non-teaching staff members and developmental activities of the Institution such as infrastructure development, curriculum development, ICT enhancement, organisation of Seminars, Conferences and Workshops, conduct of departmental/interdepartmental Intercollegiate Competitions and Tournaments, award of scholarships and freebies for the deserving students, provision of seed money to the teachers for promotion of research, celebration of important days, prizes and medals to outstanding teachers and students.

The thrust area in the overall financial management of the Institution is maintaining total transparency in all transactions. All expenditures are properly accounted and audited periodically. The Institution conducts Internal Audit to ensure the genuineness of every transaction. Annual audit is being conducted by a qualified external auditor. The government audit is carried out every year by the government agencies to vouch the correctness of expenditure pertaining to government funds.

The Institution finds a sense of pride in proclaiming that honest fund management is its strong forte.

File Description	Document
Upload any additional information	<u>View Document</u>

### 6.4.2

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

**Response:** 68.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
46.60	7.30	6.30	3.30	4.80

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

### 6.4.3

Institution regularly conducts internal and external financial audits regularly

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

### **Response:**

The Institution conducts internal and external financial audits regularly. A certified Auditor is appointed as Internal Auditor by the College Managing Board to inspect the Institution's Books of Accounts daily. An External Auditor is also appointed by the Board to conduct the Annual Statutory Audit.

The Books of Accounts regarding Government-Aided stream, Self Finance stream and the College Managing Board are audited and the reports are submitted to the authorities concerned as a part of legal compliance. The Auditor may seek evidence/clarification or may offer suggestions for the apt entry of certain items of accounts in the ledger during the course of audit. He verifies the actual expenses against the budget. Based on the careful scrutiny, the Auditor certifies the correctness of Books of Accounts.

### **Internal Audit**

A detailed and rigorous Internal Audit is done on regular basis to ensure financial genuineness. The Internal Auditor verifies the accounts on a day-to-day basis and prepares audit statement every month. The statement is placed before the Board for its approval. The effective Internal Audit System prevalent in the Institution prevents irregularities of any nature in the Financial Management.

Any discrepancy found during the Internal Audit is brought to the notice of the Secretary and he is empowered to take corrective measures to resolve the issues on the basis of the suggestions given by the Internal Auditor.

### **External Audit**

The Statutory Audit is conducted by the External Auditor every year. If required, the External Auditor may seek clarifications from the Internal Auditor and the Management as well. The audited annual financial statements are presented to the College Managing Board and submitted to the Government authorities as a part of statutory requirements.

### **Audit by Regional Joint Directorate of Collegiate Education**

The account statements and all other items pertaining to Government Aided stream—are audited periodically by the Joint Directorate of Collegiate Education. During the audit if any objection is raised, appropriate evidence/clarification is provided. The Office Superintendent discusses further actions with the Secretary and the Principal. The discrepancy, if any, is resolved in due course of time and the reports are submitted to the Joint Directorate of Collegiate Education. The Joint Director of Collegiate Education certifies that the objections have been satisfactorily settled.

### **Audit by Accountant General's Office**

Over and above the audit by Internal, External and Regional Joint Directorate of Collegiate Education, audit by Accountant General's Office is done every year. Any discrepancies which are inadvertently unnoticed by Internal, External and Regional Joint Directorate of Collegiate Education audit will be brought to the notice of the Institution.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

### **6.5 Internal Quality Assurance System**

### 6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

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

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

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

### **Response:**

To march towards excellence, many constructive initiatives have been taken by the IQAC in all aspects of the Institution's activities. It has been instrumental in effecting incremental improvements in Curriculum Development, Teaching Learning Process, Research, Extension, Innovation, Infrastructure, Student Support, and e-Governance. The IQAC constantly emphasizes the need for augmentation of IT infrastructure in the Institution focusing on the latest trends and technologies and making the campus Wi-Fi enabled with good bandwidth. The IQAC has initiated two important practices during the last five years namely,

- Self-made Software for effective e-Governance.
- Value added Courses for Everyone.

### Self-made Software for effective e-Governance

With the aim of making the campus fully digitalised, the IQAC has taken an initiative to develop customised software to carry out the various activities of the Institution. Towards this end, the Post Graduate students and the teachers of Computer Science Programmes are made an integral part of the Project. As a result, the following self-made software have been developed.

- The customised software **NMEP5 Soft**, **VACSelect Soft** were developed to fully automate the selection process of Courses for NME, Part V and Inter- departmental Value added Courses by the students on their own choice.
- In the Office of Controller of Examinations, **VVVC-QSet** selects the question paper setters and evaluators of the Summative Examination from the database.
- Online Exam Soft software facilitates the conduct of online Examination for the courses Practice for Competitive Examinations, Core Course Assessment and Practice for NET/SET Examination—General in an effective manner.
- **DigiElect Soft** software enables digital polling for electing the members of College Students Union.
- **DigiFeedback Soft** automates the process of collecting and analysing the feedback of the students and generates the reports.
- **COPOC** has been recently developed by a student of II M.C A. to ensure accurate and unerring calculation of CO, PSO and PO attainment under OBE.

This initiative taken by the IQAC has encouraged the teachers and the students to engage in the real time practical experience of finding solutions using the acquired theoretical knowledge.

### **Value Added Course for Everyone**

To broaden the horizons of learning beyond the core curriculum, the IQAC in consultation with the Curriculum Development Cell, recognises the need to provide the students with adequate skills and practical knowledge on the latest trends and technology for employability. To make this fruitful, it was decided to offer at least one Value Added Course to all students every year in the zero hour. Each

Undergraduate Department offers two Departmental and one Inter-departmental Courses and each Postgraduate Department offers one Departmental and one Inter-departmental Courses. After the successful completion of the Course, the students are given a certificate by the Institution. These Courses, not only enhance their domain knowledge, but also promotes interdisciplinary and professional skills of the students.

The quality initiatives of IQAC have always steered the Institution towards dizzy heights of excellence in education.

File Description	Document
Upload any additional information	View Document

### 6.5.2

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

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

### **Response:**

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.

### **Example 1: Practice for Online Competitive Examinations**

In the feedback collected from the parents on Curriculum, a specific suggestion was made that students may be given adequate exposure on Competitive Examinations. As a result, a mandatory Self-study Course titled Practice for Competitive Examinations-Online and Core Courses Examinations-Online

were introduced for all the final year UG students in the fifth and sixth semesters respectively. A Course titled Practice for NET/SET Examinations was introduced for all PG Programmes during the third semester. These Courses throw light on the question pattern, time management, syllabus to be covered and the scheme of valuation followed in the competitive examinations. To facilitate the students for these Courses, an exhaustive question bank is prepared and is sent to the students' mail-id individually and also uploaded in the College website.

### **Example 2: ICT-enabled Teaching**

Technology—embraced teaching is becoming the order of the day, especially in post-pandemic era. Students, in their feedback, expressed the need for shifting from traditional chalk and talk method to ICT-enabled teaching for efficient learning and understanding. Accordingly, it was planned by the IQAC to install at least one smart board in each block. So far eleven smart boards have been installed. One LCD projector is fixed in one of the classrooms in every department and one movable LCD projector is available in every block to meet the expected demands. It was the long pending demand of the students to set up a studio for e-Recording. Responding to the demand, the IQAC took initiative to establish VVVC EduTech Studio and VVVC Audio Visual Centre in the year 2022-2023 at an estimated cost of Rs.15 Lakhs. Faculty Development Programmes are arranged frequently to enable the teachers to use ICT tools effectively. The vision of the IQAC is to convert all the classrooms into smart classrooms in the near future.

File Description	Document
Upload any additional information	View Document

### 6.5.3

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

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

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

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

### **Criterion 7 - Institutional Values and Best Practices**

### 7.1 Institutional Values and Social Responsibilities

### 7.1.1

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

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

### **Response:**

The Institution takes efforts to sensitise the students on gender related issues to accelerate the emancipation of women. The curriculum is designed incorporating Courses that focus on gender issues.

- Awareness on gender related legal, social, biological, psychological and moral concerns is given to all the UG students through the Courses-Women Studies, Human Rights, Human Physiology, Adolescent Psychology and Value Education.
- Students are provided with exposure to the challenges of working women through the Value-Added Course-Prevention of Harassment at Workplace.
- Knowledge on women health and fitness is imparted through the Courses like Nutrition for Health and Fitness, Women and Health and Dietetics for Women.
- Career competency is enhanced through the Courses like Entrepreneurship Development, Entrepreneurship and Food Service Management, Leadership Skills, Soft Skills and Employability Skills.

### **Curricular Activities**

Seminars, Conferences, Workshops, Guest Lectures on topics like Women Entrepreneurship, Rights of the Third I, Legal Protection for Harassment on Girl Children, POCSO Act and Women Rights and Protection were organized. Competitions on Essay Writing, Rangoli and Paper Presentation regarding Women's Law and Empowerment of Women through the Ages were organized as Co-curricular activities to make them realize their strengths and weaknesses and bloom into individuals with independent thinking. Awareness Programmes on women empowerment, women health, cyber security and legal rights help in moulding women into enlightened individuals.

### **Co-Curricular Activities**

The Women Empowerment Cell of the Institution has been functioning vibrantly with the exclusive mission of empowering the young women in all prospects. It conducts various programmes to ignite the passion in the young minds to raise into unique individuals. The Motivational Speeches and Personality Development Programmes on topics like Wonder Woman Inside You, Challenges before Women College Students, Significance of Being a Girl Child, She-The Change Maker and Self Defence inspire and strengthen the students for an emancipated living. During the Women's Day celebrations, outstanding students are acknowledged with awards for their excellent performance in Dancing, Singing, Oration, Art, Sports and Versatility. The Institution invites celebrities to inspire the students and raise

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above the odds in life.

The NCC and NSS instill courage, service mindedness and responsibility among women. The Planning Forum organizes training classes and enables the students procure driving license. Additional classes on Zumba, Yoga and Silambam are offered to improve the physical and mental stamina of women.

International Day of Single Girl Child is observed during which socially and economically disadvantaged students are bestowed with scholarships. The Institution has registered itself in Asia and India Book of Records by successfully organizing Women Empowerment Lessons to the maximum number of women.

### **Facilities for Women**

The Institution provides essential facilities for the well-being of the women in the campus.

### **Security and Health**

- 24x7 Security Guard
- CCTV-Surveillance Camera
- Medical facility
- College Transport Facility
- Gymnasium
- Grievance Redressal Cell
- Internal Complaint Cell
- Anti-ragging Cell
- Anti-drug Cell

### Counselling

- Availability of a professional counsellor
- Student Counselling Forum
- Tutor-Ward System

### **Other Facilities**

- Student's Lounge
- Sick Rooms
- Beauty Parlour

File Description	Document
Upload any additional information	<u>View Document</u>

### 7.1.2

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

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

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

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

### 7.1.3

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

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

### **Response:**

The Institution adopts adequate measures to manage the degradable and non- degradable wastes effectively, in order to prevent the accumulation of wastes that lead to serious environmental and health hazards.

### **Solid Waste Management**

Food waste from the hostel and canteen is processed into biogas and utilised in the hostel kitchen. The food waste is also offered as food for cows. The degradable dry leaves on campus are duly composted by the Campus Company, Come-aur-Cut Compos run by the students of Microbiology. This is utilized as manure for the plants and trees in the Institution. The excess compost is donated to local farmers and also sold as manure during the College Fun Fair. The Department of Zoology also converts dry leaves into Vermicompost. The Sanitary napkins are disposed-off using incinerators.

The solid wastes like paper, metal and plastic are collected, segregated and sold to the local recycling units. Solid waste is also collected periodically by Sivagnanapuram Panchayat. The Institution has a

MoU with Garbage Bank, Virudhunagar through which eco-friendly disposal of the plastic wastes and paperboards is done. The revenue so generated is utilised to buy groceries and sarees for the scavengers.

### **Liquid Waste Management**

The Effluent Treatment Plant (ETP) set up in the Institution enables the proper processing of wastewater from the laboratories using a combination of Polyelectrolyte, Aeration and Settling. The sixteen Soak Pits in the campus allow settling of wastewater before perforation into the ground. The wastewater collected from the RO plants are reused in restrooms. Water from AC ducts and grey water from hand wash sinks is utilized to water the plants.

### **Biomedical Waste Management**

Biosafety guidelines are displayed in the laboratories of all the Life Science departments. The biomedical wastes like lancets, needles and syringes used in Biochemistry and Biotechnology laboratories are duly disposed-off using a syringe destroyer. Blood centrifuge tubes are sterilised in an Autoclave before disposal.

### **E-Waste Management**

The dysfunctional electronic goods like computers and keyboards are used for demo purposes. The Institution has signed a MoU with Jai Ganeshan Waste Management Company, Dindigul for the proper disposal of the e-waste. The company regularly collects the e-waste from the e-waste collection point in the campus.

### **Waste Recycling System**

The dry waste and the food waste are recycled into compost using microbes and earthworms. The food waste is recycled into biogas to minimise the use of non-renewable fossil fuels. The other dry waste materials are collected by the Garbage Bank for recycling. The ETP treated water is efficiently used to water the plants nearby. Students utilize old tyres, cycles, plastic bottles, pipes and unused barrels to grow plants as a part of campus beautification.

### **Hazardous Chemicals and Radioactive Waste Management**

Hazardous chemicals like acids and salts used in the laboratories are neutralized through ETP to make them less toxic. Microbial cultures and gels are sterilised and decontaminated in Autoclave before being buried in the soil.

Radioactive material is not used in any of the laboratories and hence no question of radioactive wastes.

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

### 7.1.4

### Water conservation facilities available in the Institution:

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

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

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

### 7.1.5

### Green campus initiatives include

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

### **Response:**

The Institution ensures that education and eco-friendly practices go hand in hand to promote a sustainable environment in the campus. Environmental Studies offered as Part IV Course to all the UG students educate them on ecology. Varied measures are taken to curb pollution, widen green landscape and exploit energy saving resources.

### **Restricted Entry of Automobiles**

The Institution operates with a fleet of emission- free 15 buses and 6 vans encouraging the use of common transport by nearly 50 percent of the non-residential students. Barricades and Poles restrict the entry of automobiles in certain pathways. All the vehicles are parked in the allotted shelters restricting the auto mobility inside the campus. To create awareness on Zero carbon emission, Green Thursday is observed once in every month. On this day, all the teachers and the students use only the common transport system to reduce environmental pollution.

### Use of Bicycle/ Battery Powered Vehicles

Bicycles are the primary mode of transportation for nearly 10 percent of non-residential students. The Institution has procured bicycles for the usage of the hostel inmates and support staff for on-campus conveyance and recreation. The battery-operated car and four wheeled trolleys are used for in-house transportation.

### **Pedestrian-friendly Pathways**

The restricted vehicle entry in the campus makes the roads safe for pedestrian's mobility. Footpath kerbs and pedestrian friendly pathways on either side of road enable smooth commuting of the students. The roads are lined with trees and LED lights.

### Ban on Use of Plastic

The Institution is committed to work towards a plastic-free campus. Single-use plastics are avoided in class rooms, labs and canteen. The students are encouraged to replace plastics with metal bottles and boxes to minimize environmental hazards. The Institution took part in the initiative to create Guinness world record for attempting 'The maximum plastic carry bags recycled in a day'. In collaboration with the Garbage Bank, the plastic wastes are segregated in separate bins and are properly disposed.

### **Landscaping with Trees and Plants**

The campus, beautifully landscaped with trees and plants, has received appreciation from the Non-Governmental Organizations in the forms of awards and certificates. Dynamic and functional Green and Eco Club ensure increasing number of sapling plantation during significant events every year. The students and faculty donate saplings in commemoration of special occasions. Miyawaki, herbal, Bonsai and hydroponic gardens are well maintained in the campus. About 347 types of species including 158 herbs, 66 shrubs, 81 trees and 42 climbers enrich the green aura of the campus. The natural landscape enriched with a variety of flora and fauna and nearly 1500 plant population turns the campus into a peacock sanctuary.

Minister for Environment in the College Students' Union Cabinet motivates the students to keep the environment clean and green. A workshop on The Art of Bonsai Technique was conducted by the Department of Botany. Awareness programmes on promoting pollution free environment, observance of days related to nature conservation, competitions, guest lectures and audit related to green environment are periodically held in the campus.

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

### 7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

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

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

### 7.1.7

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

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

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### maximum of 500 words

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

### **Response:**

The campus is conducive to support the independent functioning of Divyangjan students and employees with required physical facilities.

Carefully designed ramps are available in all buildings for the benefit of the differently-abled students. Ramp-rails in the staircases enable the differently abled to climb the stairs with ease. Wheel chairs are made available to ease the mobility of Divyangjan students within the campus. The lift in P.Narayana Nadar Mangayarkarasiammal Block ensures barrier free access to classrooms by the students with physical challenges. With regard to the other blocks, the Heads of the Departments make sure that those classes which have Divyangjan students on roll function in the ground floor.

The two easily accessible Divyangjan-friendly washrooms with signages indicating their location have wide doors, non-slippery floor, flushing arrangements, grab bars and dispensers mounted at appropriate heights to provide easy access to the differently-abled people.

The visually challenged students are permitted to take up the help of scribes in the examination. Extra time is provided for Divyangjan candidates who write the examination with the assistance of the scribes.

Support staff and fellow students willingly help and assist the students with disabilities to reach their destination. In particular, the parents of differently-abled students are permitted to drop and pick-up their wards at the proximity of their classrooms, allocated in the ground floor for their ease and convenience.

The College library has a dedicated space for Divyangjan with all the required facilities. The Department of Library and Information Science has organized Webinars, Special Meetings, Workshops, Training and Orientation Programmes on Campus to Career, Employment Opportunities, Assistive Technology, Registering under Institutional Membership of Bookshare, Downloading and Accessing Books in Bookshare, Installing NVDA and Talkback for Voice Typing in Google Docs for the differently-abled students. 'White Print' Braille magazine is also made available in the College library. The Divyangjan students enjoy a life time membership in Bookshare availed through the Institution that promotes their lifelong learning.

The IQAC observes "International Day of Persons with Disabilities" during which all the students are made to take an oath pledging their support for persons with disabilities. The students are also sensitized through various extension/outreach activities to treat the Divyangjan with love and care. The Equal

Opportunity Centre conducted Essay Writing and Talent Show competitions for the differently-abled students during the observation of Disabled Day. In collaboration with Thuimai Vizhigal, Virudhunagar, Essay Writing and Verse Writing competitions were conducted for general and Physically Challenged Students to identify solutions for the problems faced by the differently-abled students. Efforts are also taken to provide entrepreneurial skills for students with special abilities. A one-day workshop on Smocking Pillow and Exploding Box Making was jointly organized with Entrepreneurship & Talent Development Cell for the disabled students.

The Management takes initiative to make the campus Divyangjan-friendly by providing financial assistance to develop exclusive software for visually-impaired under VVVCMB-MRP Scheme.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

### 7.1.8

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

### **Response:**

The Institution believes in equality of all cultures and traditions which is evident from the fact that students belonging to different cultures, regions, languages are treated without any discrimination. The human values of empathy, tolerance, and compliance are inculcated among the students through the mandatory Part IV Course, Value Education.

### **Cultural and Regional Harmony**

Certificate Course in Gandhian Thought promotes the Gandhian ideals among the students. Tolerance and harmony are fostered among the students and the teachers by celebrating national and international days, events and festivals. To ensure cultural harmony, Pongal, the harvest festival is celebrated, during which all students wear traditional dress and uphold the Tamil heritage. Observance of Handloom Week and Cotton Attire Day spreads awareness on the use of handloom products and promotes the spirit of 'Sarvodaya'. Students are encouraged to excel in regional folk arts and dance forms such as Karagattam, Mayilattam, Oyilattam, Paraiyattam, Kaliyalattam, Kavadiyattam, Bharathanatyam. The Department of History maintains the Museum that establishes the cultural heritage of India. The Department of Home Science-Nutrition and Dietetics organises guest lectures and competitions to insist the significance of traditional millet- based foods among students.

### **Linguistic Harmony**

Students hail from diverse socio-cultural regions with different language backgrounds. The Institution

provides equal opportunity for all students as the teachers employ a common medium of instruction in the classrooms. The Spoken English Club encourages students to speak in English. Observation of Ulagathaimozhi Dinam , Pulavar Vizha , Valluvar Vizha and Hindi Day helps in stimulating the spirit of linguistic tolerance among the students.

## **Communal Harmony**

The practice of chanting Universal Prayer by all students every morning is a proof of communal harmony. The Meditation Hall boosts up the spiritual energy of the students and the employees. The UnoAnimo Club induces the spirit of nationalism by celebrating Communal Harmony Week and by organising 'Readings from Holy Scriptures' and 'Multifaith Prayer' on the occasions of Independence and Republic Day celebrations. Diploma Course in Yoga, Meditation and Holistic Health also help to enhance the physical and spiritual strength. Every year students appear for Vivekananda Exam conducted by Vivekananda Academy of Cultural Studies that helps in promoting their international brotherhood, spiritual consciousness and communal harmony.

#### Socioeconomic and Other Diversities

Irrespective of background and status, the students are categorised under House System into four Houses namely Sahana, Ranjani, Sindhu and Kalyani. The socially backward and economically weaker students are provided with opportunities to avail themselves of scholarships from Government and Non-Government Agencies. The Entrepreneurship and Talent Development Cell, Earn While You Learn scheme and Campus Companies kindle the entrepreneurial skills among the students. Social Service League, Community College Programme and Thatha Paati Kuzhu enable the students to foster the spirit of social responsibility and service mindedness. Equal Opportunity Centre organises programmes to promote the well-being of the socially disadvantaged. Free mid-day meals are provided to the needy through Hindu Samaya Vazhipaatu Kazhagam of the Institution. Suspended Coffee Scheme enables the needy students to avail complimentary coffee or tea in the College canteen.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and	<u>View Document</u>
academic activities of the Institution)	

#### 7.1.9

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

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

#### **Response:**

Sensitization of students and employees of the Institution to the constitutional obligations is done through

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curricular, co-curricular and extra-curricular activities. Courses on Constitution of India, Human Rights, Consumer Rights, Taxation, Customs Law and Value Education enable the students to understand their responsibilities and uphold constitutional obligations. Research ethics, a part of the Course Work in all Research Programmes, promotes integrity and ethical standards of the researchers. Journals like Indian Historical Review, Indian History subscribed in the College Library instill the spirit of national fervour and social consciousness in the students.

Awareness Campaigns organized in commemoration of Voter's Day by the Electoral Literacy Club and NSS have reiterated electoral responsibility among the students and the employees. Drives to facilitate the issue of voter ID to students in collaboration with Election Commission of India under Systematic Voters' Education and Electoral Participation Program (SVEEP) are also held in the Institution. The students are provided with a chance to exercise their voting duty during Students' Union Cabinet Election every year. The Institution takes pride in raising successful leaders by making the students assume roles under various capacities of the Students' Union Cabinet. The practice of taking Oath during Investiture Ceremony helps the students realize their social responsibility in disseminating intellectual wisdom and ethical values.

National consciousness is inculcated by observing National Integrity Day, National Handloom Day, National Unity Day, Consumer Day, Youth Awakening Day, Social Justice Day, Road Safety Day and Birth Anniversaries of Leaders. The students and teachers participate in the national commemorations like Republic Day, Independence Day, Flag Day, Martyrs' Day, Constitution Day, National Pollution Control Day and Vigilance Awareness Week. Theme-based rallies focusing on the spirit of nationalism are undertaken during special occasions.

Students are made to realize their rights, duties and responsibilities by pinning their ears to the motivational talks organized by various forums. Social duties and responsibilities are ingrained in students by the activities such as campaigns for road-safety, blood donation camps, lending helping hands to Orphanages, Old-age Homes and Blind Schools and Charity Corner under taken through NSS, YRC, RRC, NCC, SSL, Thatha-Paati Kuzhu and IQAC. The activities carried out by Consumer Forum emphasise the consumer rights and duties through guest lectures, role plays, skits and competitions. Aadhar Card updation, procurement of Driving Licenses and vaccination camps are done through Planning Forum. Eco Club, Green Club and other forums infuse a strong sensitization towards environmental consciousness.

Employees empathize the fellow citizens and contribute their share of assistance at the time of Natural Disasters. They also support the needy students under Suspended Coffee Scheme. The teaching and the non-teaching faculty discharge their duties by assuming different positions during the conduct of Loksabha/Legislative Assembly Elections and thereby fulfil their responsibility towards the nation.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

#### 7.1.10

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

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

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

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

## 7.2 Best Practices

#### 7.2.1

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

## **Response:**

Title of the Practice I Ekalavya

## **Objectives**

- To motivate the students in self-learning to widen their knowledge
- To instill in them inquisitiveness and curiosity to navigate beyond the curriculum
- To strengthen their self-confidence.
- To acquaint them with online learning resources.

### The Context

Learning should not be thrust upon; rather it should be spontaneous enabling the students relish the process by itself and reap the harvest thereafter. The students ought to be motivated to learn on their own accord, to know more than the prescribed syllabi and widen their horizons of learning. An extra mile in learning always helps them to ace the competitive world. The Institution's Autonomous status has rendered freedom to design the curriculum in such a way that it sows the seeds for self-directed learning among the students.

#### The Practice

The Curriculum is designed with a focus on facilitating the students to adopt the practice of self-learning. The Programme Outcomes of both the Arts and Science disciplines have included 'Self-directed and Lifelong Learning' as one of the outcomes. In order to fulfil this Programme Outcome, the curriculum has been framed including the following:

- Part of a Unit in select Core Courses in all UG Programmes is offered as a Self-study component to aid the students in enriching their capacity for self-learning
- A Self-study Course is offered by all Departments as an optional Course to gain extra credits.
- The Courses Practice for Competitive Examinations-Online and Core Courses Quiz-Online are offered for all the Final year UG students as Self-study Courses.
- The Course Practice for SET/NET General Paper offered as a Self-study Course is mandatory for all the PG students.
- The completion of one MOOC in the allied area of the chosen Project is made mandatory for all PG students.
- Both UG and PG students are motivated to complete MOOCs by offering extra credits based on the duration of the Course.

#### **Evidence of Success**

- The Practice has created plethora of opportunities for the students to engage in self-learning.
- The students involve enthusiastically in learning through national online learning portals like NPTEL Coursera, Udemy etc.
- The number of students who have successfully completed Online Courses pronounces the success of the practice. During the last five years, 1936 students have earned Extra Credits, 4814 students have completed Self-study Courses and 1211 students have completed Online Courses through self-learning.
- Many of the students have also proved their prowess by securing Elite certificates under silver and bronze categories in NPTEL Courses.

### **Problems Encountered and Resources Required**

- Most of the students are first generation learners hailing from rural background and hence show reluctance in undergoing additional Courses.
- The students lack knowledge on varied Online Courses offered by reputed foreign Universities.
- They also face time-constraint for taking up Online Courses.
- Many of the students do not have their own network facilities at home.
- Awareness Programmes on the importance of Self-learning are to be organised to make more students opt for Self-study Courses.

## Title of the Practice II Reaching the Unreached

## **Objectives**

- To uplift the academic standards of the students in rural schools.
- To overcome the limitations in the infrastructure facilities of Government schools with the learning resources of the Institution.
- To update the school teachers with the new concepts.

#### The Context

Many schools in the surrounding areas of the Institution lack conducive atmosphere for proper learning as they do not have essential infrastructure facilities and learning aids. The Science teachers in service do not have facilities to update themselves in their respective practical subjects. Realizing these problems, the Institution shares its knowledge and Infrastructure and also donates learning resources for the benefit of the schools.

#### The Practice

Reviewing the existing plight in the neighbourhood schools, the Institution plans a series of Outreach Activities for school students and teachers that bring about a transformation in the rural based schools. The implementation has been at tri-fold level targeting the uplift of

- School Students
- School Teachers
- Learning Resources

The students of the neighbourhood are invited to the Institution and enlightened through Practical Sessions, Competitions and Exhibitions. Demonstration Sessions on various Science experiments enhance their practical skills. Competitions conducted for them provide a platform to exhibit their talents. Exhibitions expose them to new concepts. Programmes on Educational Guidance organized for them by the Institution in their schools steer them towards higher education.

The school teachers are given adequate training to handle the revised school syllabi. They are also given training for experimental teaching in the latest lab technologies.

The Institution develops infrastructural facilities of the rural schools by donating Awareness Bulletin Boards, LED Television, Portable Audio set, Wooden Tables and Steel Racks. Steps are taken to refurbish the existing facilities by painting the blackboards, servicing Smart Board and Airconditioner. Essential Laboratory equipments are installed in the schools for the benefit of the students.

The Institution strives for the noble cause of enriching the learning ambience of the schools that build the future leaders of the nation.

#### **Evidence of Success**

- The success of the practice is evident from the increasing number of beneficiary students and teachers. So far, the Institution has reached 9787 school students and 901 school teachers through various activities and training programmes and has contributed Rs.1,27,312 worth of learning resources.
- As many as 4964 machine hours have been spent as part of sharing the infrastructure
- The beneficiary students remarked that they learnt the know-how of practical experiments which helped them to understand their lessons well.
- The Headmasters have opined that the students are able to do well in their examinations.
- The school teachers expressed that they are able to teach the revised syllabi effectively.

## **Problems Encountered and Resources Required**

- Difficulty is faced in fixing the time schedule and accommodating the school students in the laboratories during College working hours.
- The Government school students faced difficulty in visiting the College campus.
- To ease the financial burden created by the increase in the number of beneficiaries, the Institution looks forward to monetary assistance from funding agencies and NGOs for this noble mission.

**Link:** https://www.vvvcollege.org/NAACCycle4\_SSR/CriterionVII/7.2.1/7.2.1Front\_Page.pdf

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

## **Response:**

## **Entrepreneurial Drive**

The Institution envisages the emancipation of rural women in its Vision and Mission and therefore strives with focused interest to develop strategies towards women empowerment. The Institution deems Entrepreneurship Development as the vital hallmark for Women Empowerment in its truest sense. Hence, more avenues are thrown open for the students to hone their Entrepreneurial skills and emerge as budding Entrepreneurs.

A sound grounding on Entrepreneurial education is provided to the students through need-based

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curriculum in their respective disciplines. Courses such as Entrepreneurship Development, Business Statistics, Business Communication, Journalism and Mass Communication, Business Mathematics, Business Legislations, Business Organization and Management, Business Environment, Business Economics, Digital Business, Entrepreneurship and Food Service Management, Bio-entrepreneurship, Business Intelligence, Practical Advertising, Medical Laboratory Technology, Medical Coding, Mushroom Cultivation, Organic Farming, Vermiculture, Bakery and Confectionery and Bee Keeping strengthen the students with preliminary knowledge required to launch an enterprise. The Skill Enhancement Courses also equip the students with allied domain-specific skills.

The Certificate, Diploma and Value Added Courses enable students to gain an in-depth knowledge in their chosen fields to become successful entrepreneurs. 'Becoming an Entrepreneur' is an exclusive Certificate Course offered for developing their urge to become an entrepreneur. Vocational Courses conducted on Tailoring, Typewriting, Hindi, Shorthand, Yoga help in transforming the students into able and efficient entrepreneurs.

Workshops and Hands on Training Programmes are amply organised to enable the students to have participative learning by which the students experience learning by doing. Training in Bonsai Cultivation, Herbal Medicine, Baking, Medical coding, DTP has enabled the students to tune their skills in the respective fields.

The Entrepreneurship and Talent Development Cell is pro-active in grooming the entrepreneurial skills of the students by giving an open call to participate in Short-term Courses conducted periodically on topics like Interior Designing, Organic Farming, Graphics Designing, Aurdino based Robotics, Bakery and Confectionary, Beautician, Rubics Cube Solving. Workshops are also organized to train the students in Soft Toy Making, Chocolate Making, Mobile Pouch Making, Glass Painting, Coffee Painting, Fashion Jewellery, Zardosi Embroidery. The Cell actively mentors and trains aspiring entrepreneurs to translate their latent ideas into viable enterprises thereby materialise their dreams.

The academic and non-academic exposure to Entrepreneurship for the students serves as stepping stones in building their career. The culmination of this initiative is that the Institution opens avenues for real time business inside the campus. The students join in clusters to run their own Campus Company under the guidance of the Faculty. They play different roles in the Board of Directors for efficient management.

The Campus Companies - Young Minds, Suvai, Srushti, Techie Tree Solutions, Virutcham, Trendy Turn-Joy in Creativity, Come-aur-Cut Compos, act as launch pads for their future ventures. The prime motive of these Companies is to provide a para-entrepreneurial experience for the students. They engage in micro level production with a minimum investment and market their products within the campus to the teachers and students. They also engage in such sales activities during College Fun Fair and Sports Day Celebrations. Trade Fairs are also organised in collaboration with the Self-Help Groups of Virudhunagar District. College Bazaar is organised every year and the students of the Campus Companies exhibit their wide collection of hand made products in stalls during the event. The health-beneficial food products prepared by Virutcham are sold like 'hot cakes'. The annual profit earned through the Campus Companies are shared among the student members.

The needy and interested students are provided with an additional platform, Earn While You Learn Scheme, to exhibit their entrepreneurial skills wherein they sell their self-prepared household products to meet a part of their educational expenses. They are involved in the preparation of phenyl, soap oil, jam,

pickle, squash, cushion and biscuit under the guidance of the Faculty Members. The Management motivates the students by providing the principal amount for the purchase of raw materials. The phenyl prepared by them is purchased by the Institution for self-use as well as by V.V.Vanniaperumal Nursing College for Women, its sister concern.

The students thus chiselled with entrepreneurial skills have emerged as successful Online Traders, Nutripreneurs, Homebakers, Aariwork Designers, Digital Designers, Youtubers, Mehandi Designers, Home Tutors, Fashion Designers, Aerobic Trainers, Classical Dance Trainers and Proprietors of Supermarket, Art Studio, Nursery Garden, Sheep Farm, Coir Farm, Textile Shop, Business Consultancy and Xerox Centre. They stand as testimony to the success of the initiative.

The Institution stands as a beacon of hope for women empowerment by transforming themselves into resourceful entrepreneurs and lead a life of self-reliance, contributing to the economic growth and the overall development of the nation.

File Description	Document
Appropriate webpage in the Institutional website	<u>View Document</u>
Any other relevant information	<u>View Document</u>

## 5. CONCLUSION

## **Additional Information:**

The Institution perseveres to nurture the students into holistic individuals. Therefore its perspective plan always aims at achieving a multifaceted development with due importance to knowledge, skills, values, character and service. In the course of completing the Degree Programmes the students also pursue Certificate/Diploma/Advanced Diploma/Post graduate Diploma Courses offered by the Departments as Add-on Courses. Apart from the academic knowledge, the students are given an insight into Indian Spiritual values through the Examinations conducted by Vivekananda Kendra, Kanyakumari. The students are given vocational training in Shorthand, Typewriting, Silambam, Zumba and Yoga.

The College premise is used for various other purposes with a public interest. The campus is utilized for conducting parliament/Legislative Assembly Election, Union Public Service Commission Examinations, Tamilnadu Engineering Admissions, Job Fair and also for launching Public Welfare Schemes such as distribution of Scholarships and free Laptops. During the Pandemic, the Institution has served as a Covid 19 Isolation Centre. Exhibition cum sales of Handloom and eco-friendly products are organized to promote the wellbeing of weavers and women in Self Groups.

The V3 Young Rocking Stars, the Orchestra of the Institution entertains the students during special occasions. They stage their performance for the Public every year in the Exhibition conducted during the local festival.

The Planning Forum of the Institution provides the students with the opportunity to procure Passport, Driving License for two wheeler and four wheeler. It also assists the students in starting a Bank Account, getting Pan Card, and in the update of Aadhaar Card.

The Hostels are, a Home away from Home, providing a safe and comfortable stay for the residential students. The Hostel enables participative management wherein the students also play a role in managing the affairs. They are provided with ample facilities for their physical and psychological wellbeing. The spacious mess accommodates all inmates at a time and provides with healthy food. The inmates are given the liberty to chart their menu. In-bus facility is provided to them when they go home during the week-end holidays. The inmates celebrate Diwali, New Year and Hostel Day jubilantly.

# **Concluding Remarks:**

The Visionary Forefathers of the soil had laid the corner stone for Women Empowerment six decades ago by establishing a well-wrought system facilitating higher education for rural women. The established system has been fostered by a series of Managing Boards with many philanthropic members making the Institution's educational service its tradition. This legacy thrives as the life force of the Institution enabling the empowerment of rural women in and around Virudhunagar.

The student mob of the Institution includes many number of first generation learners who are facilitated with a holistic education that transforms them into women of wisdom, values and dignity. They are chiseled on all fronts to build their potential and emerge as New Women. The students are enthused to break-free from the conservative practices that restrain their progress and are equipped to develop an emancipated outlook of life

for actualising Empowerment in its truest sense. The students are also instilled with service-mindedness that moulds them into inspired individuals who stand up for themselves and also for the cause of their fellowbeings.

## **6.ANNEXURE**

#### 1.Metrics Level Deviations

Metric ID | Sub Questions and Answers before and after DVV Verification

## 2.1.1 **Enrolment percentage**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1348	1475	1632	1696	1765

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1315	1383	1504	1566	1602

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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- 2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years
  - 2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
681	694	767	799	802

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
681	694	730	756	758

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
829	806	829	862	862

Answer After DVV Verification:

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

		829	806	829	862	862		
	Rei	Remark: Input edited as per supporting documents						
4.4.1				curred on n omponent,			al facilities and academic support	
		ies of DDE					facilities and academic support - wise, over the last five years (INR	
		Answer be	fore DVV V	Verification:			,	
		2022-23	2021-22	2020-21	2019-20	2018-19		
		507.75	346.83	238.86	391.03	366.74		
		Answer Af	ter DVV V	erification:			-	
		2022-23	2021-22	2020-21	2019-20	2018-19		
		507.75	346.83	238.86	391.03	366.74		
.2.1							progressing to higher education	
	last fi	ve years	G	oing studen Verification:	•	nd progres	sed to higher education during the	
		2022-23	2021-22	2020-21	2019-20	2018-19		
		829	711	713	752	415		
		Answer Af	ter DVV V	erification :			-	
		2022-23	2021-22	2020-21	2019-20	2018-19		
		830	711	713	752	415		
	Re	mark : Inpu	t edited as j	per supporti	ng docume	nts		
5.3.3		O		0 0			lty Development Programmes uring the last five years	
	Develorive ye	opment Pr ears	ogrammes	(FDP)/ <i>Ma</i>	inagement :	_	online/ face-to-face Faculty nt Programs (MDP) during the last	
		Answer be	tore DVV \	<u>/erification:</u>	<u> </u>		1	

2020-21

2022-23

2021-22

2019-20

2018-19

ı	I	I	I		
208	205	204	100	31	
1				-	

## Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
208	205	204	100	31

## 2.Extended Profile Deviations

Extended Profile Deviations
No Deviations