



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

## **DHANALAKSHMI SRINIVASAN COLLEGE OF ARTS AND SCIENCE FOR WOMEN**

**DHANALAKSHMI SRINIVASAN COLLEGE OF ARTS AND SCIENCE FOR  
WOMEN(AUTONOMOUS),274/C THURAIYUR MAIN ROAD, PERAMBALUR  
DISTRICT.**

**621212**

**[www.dscollege.ac.in](http://www.dscollege.ac.in)**

**SSR SUBMITTED DATE: 29-11-2023**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2023**



# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Dhanalakshmi Srinivasan College of Arts and Science for Women (Autonomous), is one of the pioneer of higher education institutions in the country. It is run under the auspices of the Srinivasan Charitable and Educational Trust, with the motto of “Knowledge is Power”. The College is Self-financing in nature, started in 1996 and maintaining active affiliation with Bharathidasan University, Tiruchirapalli, Tamil Nadu since 1996 and got recognized as grant-in-aid institution by the UGC under 2(f) and 12(B) in the year 2003. The College campus is located in a sprawling area of 25 acres. The campus with magnificent buildings, beautiful landscapes, lush green lawns, provides a serene atmosphere conducive for studies. The college has continued to grow under the effective leadership of Shri.A.Srinivasan, Founder & Chairman of Dhanalakshmi Srinivasan Group of Institutions. The noble mission is to provide quality education to all, irrespective of socio-economic background, gender, caste or religion by inculcating a sense of human values, a spirit of patriotism, national integration and democratic outlook.

The College is NAAC Accredited under ‘A’ Category Institution continuously since 2007 (Last CGPA 3.44, Yr. 2018) proving the consistent quality enhancement and sustenance strategies of the Institution. The College has been ISO 9001:2000 certified for its Quality Management System since 2003 that is upgraded to ISO 9001:2008 in the year 2009. Dhanalakshmi Srinivasan College of Arts and Science for Women (Autonomous) are named as the Best College of Arts and Science for Women in Tamil Nadu by The Knowledge Review Magazine.

The College is conferred with Autonomous status for the period of ten years w.e.f. 2017-18 by Bharathidasan University, Tiruchirapalli, with the approval granted by University Grant Commission, New Delhi. The College offers a wide spectrum of discipline of relevance to present the socio-economic milieu of our country. As on date, the college offers 16 UG, 13 PG, 06 M.Phil., and 03 Ph.D. programmes. The college annually offers around 30 value-added courses aimed at improving students' employability skills. Leaping a progressive step in contributing to the quality journey we volunteer for the Third cycle re-accreditation process.

### **Vision**

### **Vision**

To create and disseminate knowledge.

### **Mission**

### **Mission**

- To impart a liberal, modern and sound education.
- To inculcate a sense of human values, a spirit of patriotism, national integration and democratic outlook.
- To provide the highest quality education at an affordable cost to women students from rural background

## Quality Policy

Dhanalakshmi Srinivasan College of Arts and Science for Women (Autonomous) is committed to provide Quality Education for achieving Institution of Excellence in the fields of Arts and Science with continual improvement.

## Objective

- To empower the women aspirants by eradicating illiteracy through Value Based and character-building Education.
- To cultivate in them the virtues of self-discipline, devotion, and honesty and to transform them into deserving citizens of the nation.
- To prepare for fulfilling personal and professional careers as well as leadership, service, and citizenship roles in a global context.

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

### Institutional Strength

- Deeply entrenched by the philosophy and motivated by the legacy of our pioneering Founder Chairman Shri.A.Srinivasan.
- A Proactive and participatory Management with clear delegation of responsibilities supporting decentralized, administrative and academic governance empowering women through higher education.
- A renowned higher education institution with a well acclaimed brand.
- Maintained A grade in all the cycles of NAAC Accreditation consistently.
- Rank in NIRF2023.
- Attained Centre of Excellence for Women Empowerment – A CSIR initiate by Honeywell, Implemented by ICT Academy.
- Commitment to quality education for women at rural area at affordable cost.
- A well-planned campus with attractive architecture, sufficient amenities, and a tranquil ambience for learning.
- An ambience of fraternity and teamwork is fostered by the management's supportive facilitation and the staff's cordial and amicable interactions.
- Highly competent, qualified, well-experienced and committed faculty members with good retention ratio to impel the college's academic, research, and entrepreneurial ecosystems.
- During the pandemic the college seamlessly shifted to online mode of knowledge dissemination.
- ICT-based teaching-learning.
- Updated and need based Curriculum designed with the Choice Based Credit System and Outcome Based Syllabus to incorporate emerging trends in higher education.
- Bridge Course to the beginners in using English as a medium of learning in the College curriculum.
- Value Added Courses for Career Enhancement.
- Ethical Studies and Value Education for shaping the moral fiber of students.
- 34 functional MOUs (national and international) with leading Institutions and Industries.
- State of the art infrastructure with well-maintained science and computer laboratories, libraries and sports facilities.
- Institutional support to the deserving students and optimum deployment of Government Scholarships.

- Hands-on social learning experience through wide-range of extension activities and outreach programmes.
- Active functioning of NCC and NSS Units.
- Friendly neighborhood villages and good rapport with local governments.
- Well maintained spacious Hostel.
- Wi-Fi enabled, Green and plastic free, Disabled-friendly campus with ample ramps and lifts.
- Mushroom Cultivation and Vermi Composting unit promotes Skill Training.
- An extensive alumni network that generously supports for the noble cause of education.
- Development of the College through preventative and corrective oversight of established IQAC and Academic Audit.
- Deep sense of togetherness amongst all the stakeholders which has improved cohesion, integrity, and group strength.

### **Institutional Weakness**

- Structured and research-based consultancy yet to generate substantial revenue
- International Fellowships to be applied for
- Required more collaboration with Corporate Sector.
- Number of students clearing Government Exams is relatively less.
- Lack of student involvement in real-time research.
- Slow growth in research and publication.

### **Institutional Opportunity**

- To become a Deemed to be University / a degree awarding college.
- Promoting all UG departments to PG status and PG departments to Research centers.
- Introducing innovative, cutting-edge programmes and courses based on demand.
- Strengthening improved ICT-enabled teaching and learning.
- Exploring collaborative initiatives for Staff and Students Exchange Programmes at Global and National level.
- Strengthening to enhance research culture among faculty and students.
- Potential for mobilizing more research grants.
- Promoting Start-ups.
- Establishing joint ventures with universities abroad.
  
- Students to be placed with higher pay packages.
- Making students Job ready and enticing prestigious organizations to hire with higher salary package.
- Active Industry-Institute Interface.
- Strengthen alumni engagement and networking for placement and academic activities.

### **Institutional Challenge**

- Parents' reluctance to send their daughters to higher education, career concern or outside of their surrounding limitations.
- To improve communication skills among rural and first-generation students.

- Increase enrollment in online and MOOC programmes.
- Student clubs encourage participation in extracurricular activities.
- Keeping the students on track despite the excessive influence of Media.
- Competent faculty recruitment and retention.
- Promotion of Indian and foreign languages and Indian Knowledge Systems.
- Keeping track of students after course of study to analyze their learning outcomes as a feedback for improvement.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Dhanalakshmi Srinivasan College of Arts and Science for Women (Autonomous) is committed to imparting value-based education through well-designed and implemented curricula to make the students develop Global competency. The curriculum is designed in such a way that all the programmes deploy Choice-Based Credit System (CBCS) with Learning Outcome Based Education, and adopt guidelines of the UGC, the Tamil Nadu State Council for Higher Education (TANSCHÉ), and Bharathidasan University. In its continued mission of empowering young women holistically, the College has been offering 16 UG, 13 PG, 06 M.Phil. and 03 Ph.D. programmes, as on date. In addition to these, 144 certificate courses have been introduced as value-addition courses. The College introduced Choice Based Credit System (CBCS) in 2003, revised it in 2012 and upgraded it with Outcome Based Education in 2020.

The College revises the curriculum frequently for UG Programmes and PG Programmes taking into consideration of feedback from all stakeholders: Students, Teachers, Alumnae, Employer and Academic peers. The Programme outcomes (PO), Programme Specific Outcomes (PSO) and Course Outcomes (CO) identified are aligned with local, national and global developmental needs and pedagogical trends. The Board of Studies, Standing Committee and the Academic Council approved these precisely drafted courses, paving the road for the students' employability, entrepreneurship, and skill development.

The five-part curriculum of the UG Programmes with five unitized and time-framed teaching plan is comprehensive.

Part I: Languages- Tamil/ Hindi/ French

Part II: English

Part III: Core, Allied and Major based Elective

Part IV: Environmental Studies, Value Education, Non-Major Electives, Skill-Based Elective and Soft skills

Part V: Gender Studies, Extension activities (NCC, NSS, YRC, ROTARACT, UBA)

The PG curriculum is comprised of

- Core Course
- Core Practical
- Core Electives

- Non Major Elective
- Industrial Based Course
- Skill Based Course
- Project and
- Extra Credit Course (Value Added Course and Employability)

In the past five years, 472 new courses were introduced in both UG and PG curricula, along with 144 Value Added courses, aligning with stakeholder demands. Mandatory Value Education courses aim to instill moral and cultural values in UG programs. The college collects feedback systematically from students, teachers, employers, alumnae, and academic peers, leading to documented improvements available on the website. These programs seek to nurture students into responsible citizens with ethical competence and a commitment to serving all members of society, especially the disadvantaged.

### **Teaching-learning and Evaluation**

The College provides an inclusive learning environment that welcomes students from diverse backgrounds, cultures, and contexts, utilizing student-centered teaching and learning approaches. Admissions are conducted fairly and transparently, adhering to the Government of Tamil Nadu and Parent University admission norms, with the Tamil Nadu State Reservation Policy for reserved categories.

A key strength of the institution lies in its highly qualified, motivated faculty members with diverse backgrounds and extensive experiences. Out of 177 faculty members, 131 hold Ph.D. degrees. The College employs student-centric teaching methods, including experiential learning, participative learning, and problem-solving techniques, in addition to traditional teaching. Faculty members leverage ICT-enabled tools for interactive lectures and content demonstration, with in-house training for virtual classes.

A deliberate focus on student development includes real-time projects, internships in industries and laboratories, and effective mentoring with a ratio of 1:18 for academic and related issues. The institution caters to the needs of both slow and advanced learners, offering remedial classes for the former and encouraging the latter's active participation in academic discussions.

Outcome-Based Education (OBE) is emphasized, with outcomes based on the Revised Blooms Taxonomy. The attainment of Program Outcomes (PO's), Program Specific Outcomes (PSO's), and Course Outcomes (CO's) is measured through various assessments, including CIA Tests, Model Exams, Assignments, Seminars, and End Semester Examinations. The successful employability of students upon completing their degree programs is a prominent program outcome.

The College boasts a reliable examination system with outsourced software for semester examinations, leading to credibility for the Office of the Controller of Examinations. Internal and external evaluations, comprehensive question banks, a grievance redressal system, prompt results publication, and secure mark sheets are hallmarks of this system. Results are declared within 15 days of the examination, maintaining a consistent average pass percentage of about 100%. The enthusiastic participation of students in all institutional initiatives underscores their satisfaction with the College.

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

The college has framed a well-defined research policy to promote research culture among the staff members and the students in the campus. The research departments have been informed of the policy and its implementation is keenly followed by the Research Advisory Committee and it is also uploaded on the college website. Research facilities in terms of laboratory space, equipment, consumables, IT infrastructure, online resources, journals and books are incrementally upgraded.

The Research, Innovations and Extension during last five years are summarized and listed below-

- To facilitate research the Institution encourages the staff to apply for guide ship and research projects.
- The young researchers are encouraged with project grant under seed money policy and Rupees **31.82 lakhs** was disbursed to 40 faculty members during the last five years.
- The faculty members are involved in active research and during the assessment period, the faculty published **225 research articles in approved journals and 53 books and conference proceedings.**
- To promote research the management gives cash awards to staff for articles published in UGC recognized and peer-reviewed journals.
- The college publish multidisciplinary research journal Enigma (ISSN 2277-5722) biannually.
- The college has also received funding of Rs.54.85 lakhs for research projects from various Government and non-governmental funding agencies.
- Rs.39.30 lakhs has been generated as revenue from consultancy and corporate training
- **Institutional citation index of 5.68 and h-index of 21.50**
- The college offers plagiarism Checker X-Text Similarity Detector to all academic members, researchers, and students to prevent redundancy in article writing, thesis writing, and project proposals. All publications, proposals, and research theses must be plagiarism-free.
- College has adopted five villages in the neighborhood under Unnat Bharat Abhiyan scheme of the MHRD and 76 extension activities.
- Extension programmes integrated with UG curriculum depicts the involvement of students in community services and enabling them to be socially responsible citizens.
- Under the guidance of Red Ribbon Club, students donate around 30 units of blood every year.
- 19 Patents were filed and published by the faculty members.
- 34 functional MoUs with various academia/industry of National and International importance have been signed. The collaboration has enabled the institution to provide and organize training, internship, project work and hands-on experience in their respective domains.

### Infrastructure and Learning Resources

DSCASW(A) spread across in a sprawling eco-friendly campus of 25 acres with well-designed and adequate infrastructure. The stakeholders make the best use of the infrastructure.

The college consists of four blocks (A to D) and a well-established hostel for the girl students and faculty members.

The college has state of the art infrastructural facilities like

- 115 spacious and well-ventilated class rooms
- 6 smart classrooms
- 15 Laboratories
- 9 Computer labs



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- Administrative office
- Principal Office
- IQAC Room
- Controller of Examination Section
- A modern auditorium with AC
- A Centralized Auditorium
- Faculty and staff rooms
- Training and Placement Cell
- Women Empowerment Cell
  
- The library is fully automated using NIRMALS software well stocked with books and journals.
- The library with 46,806 books and 274 journals and periodicals is fully automated and served with OPAC, Internet, copier, reading and reference provisions and special facilities for Divyangjan are made available.
- Membership in N-LIST, DELNET, Inflibnet e-resources for the students and staff members making effective learning environment.
- The College has a well-defined IT policy and periodically updates ICT facilities.
- 704 Computers, LAN or Wi-Fi-linked internet services with 100 Mbps, ERP facilities and plagiarism Checker X-Text Similarity Detector are available.
- Lifts, Ramps, Wheel chair and NVDA (NonVisual Desktop Access) software are available for the differently abled.
- The campus is disabled friendly with special wash rooms, lifts, ramps, battery car and wheel chairs.
- Broadband with 100 Mbps internet speed with 13 access points is available.
- Entire college campus is under 24\*7 surveillance through CCTV.
- All safety procedures are adhered to; especially fire extinguishers are placed in appropriate location.
- There is an extension counter of Indian Overseas Bank with ATM and HDFC ATM.
- The college ground includes a wide space for athletics both track and field events and games like Kabbadi, Basketball, Volleyball, Throw ball, and Ball Badminton and an exclusive arena for indoor games like Table tennis, Badminton, Carrom, and Chess were established.
- Physical welfare of the students is supported with Modern Gymnasium.
- Yoga hall and in house Multi Specialty Medical Hospital Health to take care of the well-being of students.

One LED Digital Board is installed to display the events and academic activities of the College.

### **Student Support and Progression**

The College exhibits proactive concern for the progress of its students in all academic and non-academic endeavors.

- Our college supports the student communities in availing the scholarship from the Government and Non-Governmental organization.
  - Number of students benefitted from Government Scholarship for the past 5 years:1157
  - Number of students benefitted from Institute Scholarship (Merit Basis, Sports Quota) for the past 5 years:5412
  - Number of students benefitted from Free ships (Bus Fees) for the past 5 years:8127

- Number of students benefitted from Private Scholarships for the past 5 years:385
- Capacity and Career Enhancing Activities through various Cells/Clubs create awareness on career Opportunities and Entrepreneurship.
- Numerous clubs are actively working to improve the students' ability to plan events, manage them, and carry them out by setting up awareness campaigns and events.
- Students are encouraged to take part in various extracurricular cultural and athletic events. Students won laurels, medals, and cash prizes in Inter-University, State, National and International events.
- College has an effective and transparent Grievance Redressal Mechanism for students to represent their grievances via HoDs, Suggestion Boxes, E-mails and Committee members.
- Corrective actions and counselling are used to handle grievances in the proper manners in order to resolve the issues.
- It has an effective student council that serves as a representative structure for the students to voice their ideas and concerns. This system helps the students develop their leadership, academic excellence, and competitive spirit as well as prepare them for progression, employment, and social requirements.
- The provision of services and programmers' in the areas of personal counselling, yoga and meditation, and awareness campaigns on health, hygiene, and physical fitness ensures the well-being of students.
- The institute's Training and Placement Cell engages in a variety of initiatives to prepare students for better employment options.
- The number of Students who have progressed to higher studies after graduation is the credential of the institution.

The Alumnae Association is registered under Tamil Nadu Societies Registration Act, 1975. It is a vibrant association that holds meetings frequently on its own and makes a significant contribution to the college's overall development. The success of our alumni in a variety of fields fills us with pride.

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

The institution has worked hard to maintain a strong academic culture right from its inception in order to produce citizens who are socially conscious and technologically savvy.

- The institution scrupulously abides by the standard policies and procedures established by statutory bodies with transparent procedures.
- All of the College's academic and administrative realms exhibit decentralization and collaborative administration.
- It places a strong emphasis on collaborative management by including all of its stakeholders, including Teaching staff, Technical & support staff, students, alumni, parents, entrepreneurs and industrialists.
- The Management offers the faculty members the chance to shoulder various responsibilities in administrative roles viz Principal, Vice Principal, Dean-Academic, Dean-Research, Dean-Students Affairs, Dean-Admin, IQAC Co-ordinator, Controller of Examinations, Heads of various Departments and coordinator of various committees and cells.
- This hierarchical structure makes sure that the College runs smoothly through the distribution of authority and the sharing of duties.
- The management provides liberty and flexibility to the Principal together with the academic council to lead all the academic activities of the Institution and to implement the perspective plan of the Institution incorporating teaching methodologies, research activities, etc., for enhancing the quality of education.
- E-governance has been introduced by the college in the operational areas of administration, finance and accounts, student admission and support, and examination.

- Performance appraisals are conducted periodically to assess academic and professional achievements of faculty to chalk out future plans.
- The IQAC and several committees keep an eye on and evaluate the college's academic development in order to guarantee the quality of education through building a strong rapport with all stakeholders through effective feedback system, periodic audits and enrichment of programmes to sustain and upgrade the quality.
- To assure the quality, IQAC organizes regular meetings of Internal Quality Assurance Cell (IQAC), collaborates to implement quality initiatives with other institution(s), supports the college for participation in NIRF and other Academic Audits.
- Students also participate in decision making process through IQAC, feedback mechanism, students' council and other bodies.
- The college adopts welfare measures aiming at the physical and emotional well-being teaching and non-teaching faculty members.
- Teachers are also provided with financial support to attend conferences/workshops and towards membership fee of professional bodies.
- Professional development/administrative training programmes are organized to empower the staff from time-to-time.
- The college conducts internal and external financial audits regularly to ensure the fulfillment of statutory requirements.
- “Conducting various audits through IQAC” and “Institutional values and social responsibilities” are the two practices successfully institutionalized as envisaged by IQAC initiatives.
- “Preparation of Course Content” and “Assessment of Learning levels of students and Remedial Coaching” are the two fine examples of institutional reviews and successful implementation of teaching-learning reforms facilitated by the inclusive thought process of IQAC.

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

The College implements extensive green measures to meet the Sustainable Development Goals.

- The College hosts a variety of events to celebrate significant days for the promotion of universal values and ethics, through campaigns to advance gender equity, environmental awareness, human values, and professional ethics.
- Usage of Energy efficient LED lights in the campus.
- Effective usage of solar water heaters in hostel building.
- Bio gas production facility available in the campus and used for heating purpose as a fuel in kitchen
- An efficient waste management system guarantees the proper collection, separation, treatment, and disposal of both biodegradable and non-biodegradable waste.
- Non-biodegradable garbage is recycled, while biodegradable solids are turned into compost.
- The use of plastic carry bags, cups and laminated paper plates are prohibited on the campus.
- Incinerators are fixed in ladies' washrooms for hygienic and safe disposal of used sanitary napkins
- Gardening and flushing use treated water from sewage treatment plants.
- Construction of eight rainwater collection pits raise the campus ground water level.
- Plastic free campus.
- Mineral water plant is distributed in the campus for drinking purpose.
- Regular environmental audits confirm the institution's dedication to a sustainable ecosystem.
- To reduce automotive emissions, battery-powered vehicles are deployed on campus.
- To ignite the spirit of National Integration, national days of importance are commemorated, and

religious celebrations are embraced with tremendous zeal and excitement.

- College adheres to code of conduct framed for students, teachers and administrative personnel, and it is monitored by the proper committees.
- The college is outfitted with resources to meet Divyangjan's unique demands in order to promote inclusivity.
- Tolerance and harmony towards cultural, regional, and socioeconomic diversity are ensured through the proper functioning of clubs and forums.
- The college is situated in a tranquil and green environment with large number of trees in the campus.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DHANALAKSHMI SRINIVASAN COLLEGE OF ARTS AND SCIENCE FOR WOMEN
Address	DHANALAKSHMI SRINIVASAN COLLEGE OF ARTS AND SCIENCE FOR WOMEN(AUTONOMOUS),274/C THURAIYUR MAIN ROAD, PERAMBALUR DISTRICT.
City	Perambalur
State	Tamil Nadu
Pin	621212
Website	<a href="http://www.dscollege.ac.in">www.dscollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mrs.UMADE VI PONGIYA	04328-220454	9585558586	-	principal.dscasw@dsgroupmail.com
IQAC / CIQA coordinator	Mrs.RANICH ANDRA S	04328-220075	7695999566	-	dscasw.naac@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

**Establishment Details**

Date of Establishment, Prior to the Grant of 'Autonomy'	13-11-1996
Date of grant of 'Autonomy' to the College by UGC	08-09-2017

**University to which the college is affiliated**

State	University name	Document
Tamil Nadu	Bharathidasan University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	31-03-2003	<a href="#">View Document</a>
12B of UGC	31-03-2003	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	02-06-2023	12	Approval is granted on annual basis

**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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	DHANALAKSHMI SRINIVASAN COLLEGE OF ARTS AND SCIENCE FOR WOMEN(AUTONOMOUS),274/C THURAIYUR MAIN ROAD, PERAMBALUR DISTRICT.	Rural	25	188893.8

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Department Of Languages,English	36	Pass in Higher Secondary	English	60	47
UG	BSc,Department Of Life Sciences,Microbiology	36	Pass in Higher Secondary	English	80	85
UG	BSc,Department Of Life Sciences,Biotechnology	36	Pass in Higher Secondary	English	75	75
UG	BSc,Department Of Life Sciences,Biochemistry	36	Pass in Higher Secondary	English	40	39
UG	BSc,Department Of Science And Technology, Artificial Intelligence and Machine Learning	36	Pass in Higher Secondary	English	40	36
UG	BSc,Department	36	Pass in	English	120	109

	ent Of Science And Technology, Computer Science		Higher Secondary			
UG	BSc,Department Of Science And Technology, Forensic Science	36	Pass in Higher Secondary	English	40	17
UG	BSc,Department Of Science And Technology, Fashion Technology and Costume Designing	36	Pass in Higher Secondary	English	40	30
UG	BCA,Department Of Science And Technology, Computer Applications	36	Pass in Higher Secondary	English	60	67
UG	BSc,Department Of Applied Sciences, Mathematics	36	Pass in Higher Secondary	English	60	30
UG	BCom,Department Of Commerce And Management, Commerce CA	36	Pass in Higher Secondary	English	110	80
UG	BCom,Department Of Commerce And Management, Commerce	36	Pass in Higher Secondary	English	50	55
UG	BBA,Depart	36	Pass in	English	60	58



	ment Of Commerce And Manage ment,Busines s Administrat ion		Higher Secondary			
PG	MA,Departm ent Of Langu ages,English	24	Pass in Higher Secondary	English	65	51
PG	MA,Departm ent Of Langu ages,Tamil	24	UG Degree Pass	English	35	31
PG	MSc,Depart ment Of Life Sciences,Bio chemistry	24	UG Degree Pass	English	40	13
PG	MSc,Depart ment Of Life Sciences,Mic robiology	24	UG Degree Pass	English	28	32
PG	MSc,Depart ment Of Life Sciences,Biot echnology	24	UG Degree Pass	English	38	35
PG	MCA,Depart ment Of Science And Technology,	24	UG Degree Pass	English	120	82
PG	MSc,Depart ment Of Science And Technology, Computer Science	24	UG Degree Pass	English	40	36
PG	MSc,Depart ment Of Applied Scie nces,Physics	24	UG Degree Pass	English	40	36
PG	MSc,Depart ment Of Applied Scie nces,Chemist	24	UG Degree Pass	English	30	32

	ry					
PG	MSc,Department Of Applied Sciences,Mathematics	24	UG Degree Pass	English	40	44
PG	MBA,Department Of Commerce And Management,	24	UG Degree Pass	English	120	120
PG	MCom,Department Of Commerce And Management,Commerce CA	24	UG Degree Pass	English	40	32
PG	MCom,Department Of Commerce And Management,Commerce	24	UG Degree Pass	English	40	38
PG Diploma recognised by statutory authority including university	PG Diploma, Department Of Life Sciences,Bioinformatics	12	UG Degree Pass	English	25	0
PG Diploma recognised by statutory authority including university	PG Diploma, Department Of Science And Technology,Computer Applications	12	UG Degree Pass	English	60	0
Doctoral (Ph.D)	PhD or DPhil ,Department Of Languages,Tamil	36	PG Degree Pass	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Department Of Life Scien	36	PG Degree Pass	English	0	0

	ces, Microbiology					
Doctoral (Ph.D)	PhD or DPhil, Department Of Commerce And Management, Commerce	36	PG Degree Pass	English	0	0
Pre Doctoral (M.Phil)	MPhil, Department Of Languages, Tamil	12	PG Degree Pass	English	0	0
Pre Doctoral (M.Phil)	MPhil, Department Of Life Sciences, Microbiology	12	PG Degree Pass	English	0	0
Pre Doctoral (M.Phil)	MPhil, Department Of Life Sciences, Biotechnology	12	PG Degree Pass	English	0	0
Pre Doctoral (M.Phil)	MPhil, Department Of Applied Sciences, Mathematics	12	PG Degree Pass	English	0	0
Pre Doctoral (M.Phil)	MPhil, Department Of Applied Sciences, Chemistry	12	PG Degree Pass	English	0	0
Pre Doctoral (M.Phil)	MPhil, Department Of Commerce And Management, Commerce	12	PG Degree Pass	English	0	0

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<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				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	20				22				87			
Recruited	13	7	0	20	12	10	0	22	45	42	0	87
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				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

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				51
Recruited	5	46	0	51
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	13	7	0	12	7	0	44	31	0	114
M.Phil.	0	0	0	0	3	0	1	7	0	11
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>	<b>Others</b>	<b>Total</b>
		12	6	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	670	0	0	0	670
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	641	0	0	0	641
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	152	175	152	143
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	5	4	3	6
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	494	567	596	667
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	34	23	22	24
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	449	546	516	462
	Others	0	0	0	0
<b>Total</b>		<b>1134</b>	<b>1315</b>	<b>1289</b>	<b>1302</b>

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Department Of Applied Sciences	<a href="#">View Document</a>
Department Of Commerce And Management	<a href="#">View Document</a>
Department Of Languages	<a href="#">View Document</a>
Department Of Life Sciences	<a href="#">View Document</a>
Department Of Science And Technology	<a href="#">View Document</a>

### Institutional preparedness for NEP

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<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution is making progress towards putting the National Educational Policy 2020 (NEP 2020) into action. A high-quality education must promote economic independence as well as better prepared students for more fulfilling personal and professional lives. The following measures are taken in regards to multidisciplinary/interdisciplinary approach in light of the numerous developmental changes proposed in the NEP. DSCASW(A) has included interdisciplinary electives in its course curriculum and supports multidisciplinary research initiatives. Follows the Choice Based Credit System(CBCS) - Learning Outcome Based Curriculum Framework (LOCF) for all programmes as per the New Education Policy (NEP) from 2022 onwards. Value-Added Programmes introduced to develop interdisciplinary skills for better employability Workshops, seminars, and conferences are held to promote an interdisciplinary approach. The Management is running multi-specialty hospitals, engineering colleges and Agriculture College through which the college is engaging in multi-disciplinary research.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credit (ABC) is yet to be implemented by our Institution.</p>
<p>3. Skill development:</p>	<p>The college has introduced a number of courses to help students strengthen their skills. The development of skills includes improving competency and employability skills. To focus on providing employability skills, the college offers 144 value added courses for UG and PG programmes. Apart from the curriculum, each department has introduced value added courses mainly for enhancing the employability skills of the students. The college also, through HRDC conducts mock interviews and pre-placement training as a part of skill development programme.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college offers teaching of Indian languages including Tamil ,Hindi and French within Part I of the curriculum of the undergraduate programmes in order to integrate the Indian Knowledge System. Each of these courses is distinct in its own way, and the teaching materials cover the entire curriculum in detail and with equal weightage. These courses' curricula are designed in such a way that they include not only literary elements but also lessons in life. The</p>

	<p>teachers incorporate the Indian knowledge system into their lessons by using poetry and narrative. The departments have prepared the syllabus including cultural values in addition to core curriculum topics. The teachers teach the value system that exists in Indian tradition and social life. In this context, the departments organize exhibitions where in the items; materials etc., used by our ancestors are displayed. The students gain additional knowledge about heritage by taking part in heritage tours to significant historical sites. In order to instill cultural and social values in the minds of students, the college often hosts cultural activities. The college offers bilingual class room instruction for the advantage of students who come from remote villages and undergone vernacular medium of study till class 12 education. The department of Tamil provides Basic Tamil and Advanced Tamil courses catered to other language students</p>
5. Focus on Outcome based education (OBE):	<p>The college has introduced and implemented Outcome Based Education (OBE) from the academic year 2020–2021, a student-centered learning paradigm that places emphasis on what students should achieve upon programme completion. The college has been reviewing the curriculum in-depth with the goal of aligning the curriculum, pedagogy, and outcomes. The POs, PSOs and COs have been framed and displayed on the website.</p>
6. Distance education/online education:	<p>Each faculty members facilitates teaching Learning process by providing audio and video lectures through bloggers and department You-tube channels. ICT Academy courses develop the technical and practical skills of the students. ICT enabled online classes support advanced learning through Google meet, Google class room, Zoom meet etc. Online Courses through platforms like SWAYAM/ NPTEL/ MOOC etc promotes and improves the skills of the students. Online Examination and Assessment through online platforms during Covid-19 pandemic.</p>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club at our college was established in the 2021-2022 academic year with the
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	<p>aim of actively engaging students through innovative and captivating initiatives. It seeks to provide hands-on experiences, with a primary focus on sensitizing young individuals about their electoral rights. The club's mission is to acquaint students with the electoral process, with the Election Commission of India striving to cultivate a culture of electoral engagement among the upcoming generation of voters. The key objective of this club is to raise awareness and sensitize the student community about democratic programs, fostering a better understanding of the electoral procedures. The club hosts various activities, including mock polling exercises, which allow students to gain practical knowledge of the democratic system, promoting the principles of independence, confidentiality, and empowerment in the decision-making process when electing their country's leaders. Additionally, the club organizes events such as cartoon sketching, drawing, debates, mock parliamentary sessions, elocution, and essay writing to provide a deeper insight into the electoral procedures. Ultimately, the club's vision is to offer a clear and comprehensive perspective on electoral participation and to instill a sense of democratic responsibility among the younger generation. Mission: ?To educate individuals on the registration process and the legal aspects of participating in elections. ?To familiarize the targeted demographic with machine voting systems such as Electronic Voting Machines (EVM) and Voter Verifiable Paper Audit Trail (VVPAT). ?To instill an understanding of the significance of each person's vote and its impact on the democratic process. ?To encourage citizens to exercise their adult suffrage rights with confidence and ethical responsibility. ?To cultivate a sense of importance among citizens that every vote matters and ensure that no voter is left behind. The club has effectively executed its initiatives in alignment with its overarching vision.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Since its establishment, the club has appointed Student Coordinators and Faculty Coordinators to take the lead in organizing activities that revolve around the core objective of enlightening students about the vital importance of exercising their voting rights. The dedicated team of coordinators, along with the club members, has consistently upheld the spirit of the club, conducting numerous initiatives</p>

	<p>that align with the club's vision. To date, College has organized several sensitization programs within the campus. These programs aim to enlighten students about the value of their vote, increase awareness about its impact on the democratic functioning of the country, and empower them to share this knowledge with fellow citizens, thus expanding the reach of this crucial civic duty for every Indian citizen.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Numerous innovative, tailor-made initiatives were launched to actively engage and garner the support of young learners at the college, emphasizing their essential duty to participate in the electoral process. These initiatives were carefully crafted with the youth's preferences in mind, focusing on quick and easy learning. They included: Signature Campaigns: Encouraging students to sign and show their commitment to voting. Sticker Campaigns: Using stickers to promote voting awareness. Poster Presentations: Displaying informative posters at prominent locations within the college. Street Plays: Conducting street performances to convey the importance of voting. Competitions: Hosting competitions that tap into their creativity and knowledge. Rallies: Organizing rallies to boost enthusiasm for electoral participation. Volunteering During Elections: Involving students in election-related activities and responsibilities. Training for Awareness: Equipping them to educate others about the significance of voting. Reaching the Marginalized: Extending efforts to sensitize marginalized communities about their opportunity to exercise their voting rights. These initiatives all revolved around the fundamental idea that every citizen has an obligation to contribute to the well-being and productive future of our country. They aimed to reignite a sense of responsibility and social consciousness in every individual, fostering the spirit of a responsible citizen in all walks of life.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>College undertakes initiatives aimed at raising awareness among its student community about the importance of leadership and the individual's responsibility in choosing the most deserving leaders. This awareness is fostered at both the classroom and club levels, where student leaders are elected to represent various committees within the College, including the Anti Ragging Committee, Grievance Committee, and Student Council. Necessary</p>

	<p>improvements and adjustments are implemented based on the feedback and suggestions from these student leaders. Through these measures, the College imparts a deeper understanding to young learners about the value of leadership and the crucial responsibility each individual bears in ensuring that leadership is entrusted to the right person. Additionally, the College periodically organizes a variety of competitions related to the central theme of electoral rights and the responsibility to cast one's vote.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The club assumes a prominent role in conducting orientation programs for incoming freshers entering the undergraduate program. During these sessions, the new students are educated about the procedures for obtaining voter identification cards, and they are provided with guidance and support from both student leaders and staff coordinators for those who require assistance in this regard. The progress is closely monitored to guarantee that all eligible students obtain their election identity cards. In addition to the Electoral Literacy Club (ELC), various other clubs conduct ongoing awareness programs to secure students' commitment to casting their votes responsibly and with a strong sense of social consciousness.</p>

## Extended Profile

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### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
3271	3343	3314	3046	2648
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1295	1383	1273	1021	950
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
183	171	163	151	103
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

## 2.2

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

**Response: 219**

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

## 3 Institution

## 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1984	2220	2376	1145	1138
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

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

##### **Response:**

Our college is devoted to educate women through well-designed curricula. All programmes adopt Outcome based Curriculum Framework which is based on the guidelines of the UGC, the Tamil Nadu State Council for Higher Education (TANSCHÉ) and the Parent University (Bharathidasan University, Tiruchirappalli). The college offers 14 UG Programme, 13 PG Programme, 6 M.Phil and 3 Ph.D., programmes that are need-based, industry-relevant and society-driven considering the development at Local, National and Global Arenas. The curriculum revision is planned frequently in UG programmes and PG programmes, whereas minor curriculum updates are carried out as and when necessary and are driven by regulatory requirements and industry needs.

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

Outcome-Based Education (OBE) was introduced starting from the academic year 2020-2021 to bridge the gap between teaching learning process and industrial needs, with a primary focus on enhancing students' employability. The curricula have been designed, incorporating well-defined Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) that are meticulously mapped to align with the needs of both industry and society. These outcomes are seamlessly integrated into the syllabi and teaching plans to ensure that the educational goals are effectively translated into practical applications that make a meaningful impact on the learning community.

##### **Curriculum Development:**

The college periodically enhances both undergraduate (UG) and postgraduate (PG) program curricula through inputs from academic peers, industry experts, and esteemed national and international institutions. The Curriculum Development Cell ensures that these courses meet the needs of local, national, regional, and global development, maintaining uniformity across programs. Course syllabi are reviewed and approved during Board of Studies meetings, involving University Representatives, Subject Experts, Industrialists, Alumnae, Chairpersons, and Internal Members. Prior to implementation, Board of Studies' feedback shapes the syllabus, which is subsequently discussed in the Standing Committee and further approved by the Academic Council, followed by the Governing Body to keep pace with global advancements. Stakeholder feedback drives necessary syllabus revisions.

- The curriculum's relevance is maintained through the periodic incorporation of various skills, such as life skills (e.g., soft skills, communication, and aptitude) with a global perspective.



Elective courses ensure the development of domain-specific skills suitable for national and global contexts.

- Application-oriented courses, value-added programs, and career-focused initiatives are integrated to enhance employability and entrepreneurship skills at the national and global levels. Interdisciplinary and certificate courses cater to both local and national requirements.
- A Linguistic Program in Tamil promotes the language both locally and nationally offered for all UG Students in line with NEP 2020.
- The inclusion of internships and institutional training fosters connections between the college and industry.
- Mini and major research projects are designed to address issues at the local, national, and global levels.
- Extension activities instill ethical and compassionate values in students to meet local and regional needs.

### 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 college adheres to the guidelines framed by the UGC and Tamil Nadu State Council for Higher Education in developing curricula to equip graduating students with 21st Century skills. The course syllabi have been carefully prepared by the respective departments with the full involvement of all the members of the department evolving the comprehensive nature of the courses to focus on employability, entrepreneurship and skill development. The courses are designed in lieu with contemporary requirements describing the career and professional accomplishments that the programme is preparing the graduates to achieve. The proposed syllabi are placed before the Board of Studies for scrutiny and modifications after deliberations with the department. The syllabi with amendments from the Standing Committee are placed before the Academic Council for discussion and approval.**

**Our college stands as a testament to the transformative power of education, focusing not only on the cultivation of artistic talents but also on the crucial aspects of employability, entrepreneurship, and skill development. By offering specialized programs, the college addresses the unique challenges faced by female students in rural areas. The curriculum places a strong emphasis on fostering creativity, critical thinking, and self-expression, providing a solid foundation for the pursuit of artistic careers. The college collaborates with industry experts to design courses that bridge the gap between academia and industry. Through industry immersion practices, workshops, and real-world projects, students gain hands-on experience and exposure to various facets of the industry. Recognizing the potential for women to be leaders and innovators, our college instills an entrepreneurial spirit in the minds of students. Courses are designed to nurture a mindset that goes beyond creating art for personal expression to creating art as a business. Students are encouraged to explore avenues for self-employment, be it through establishing their galleries, freelancing, or leveraging digital platforms. Recognizing the ever-changing landscape of**

**the art industry, the institution ensures its curriculum is a living entity, regularly revised to incorporate contemporary requirements. Beyond technical proficiency, emphasis is placed on soft skills - communication, teamwork, and problem-solving, equipping students for success in an industry where collaboration and adaptability are paramount.**

### **Outcome**

Key indicators of curriculum success include the quality of the learning achieved by students, and how effectively students use that learning for their personal, social, physical, cognitive, moral, psychological and emotional development. The frequent revision of the curriculum comprised of high-quality content which is

- Up-to-date
- Relevant
- Suitably demanding
- Appropriately sequence and progressive
- Balanced
- Integrated

to contemporary requirements.

## **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:** 44.36

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

**Response:** 472

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

**Response:** 1064

<b>File Description</b>	<b>Document</b>
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 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:**

The College's fundamental principles consist of faith, integrity, dignity, and excellence. The value of dignity is dedicated to addressing concerns related to gender, human values, environmental sustainability, and the environment. Meanwhile, integrity emphasizes the importance of professional ethics. Adhering to our core values, the curriculum for 160 courses effectively engages with these cross-cutting concerns.

#### **Professional Ethics**

The college boasts a meticulously crafted curriculum that not only promotes professional ethics but also upholds values and etiquette across all disciplines. Embracing a holistic approach, the curriculum spans Science, Arts, Commerce, and Management, with a dedicated focus on subjects integral to fostering professional ethics. During the Student Induction Program, students are infused with values and ethical principles, laying a robust foundation at the onset of their academic journey. Moreover, specific courses like Entrepreneurial Development, Company Accounting, Supply Chain Management, and Business Law are seamlessly integrated into various undergraduate programs, serving as pillars to instill ethical values within each field's core.

#### **Human Values**

In fostering a holistic perspective, our college mandates Value Education in all undergraduate programs. Covering social, moral, ethical, cultural, and national values, this course equips students with essential tools for navigating today's complex world. Fulfilling our social responsibility, we engage with society through initiatives like blood donation camps and health awareness programs. Our anti-ragging committee ensures a culture that upholds human values. Over 2000 students annually engage in community activities as NSS volunteers, instilling a sense of responsibility. Participation in NCC develops teamwork and patriotism. Each department contributes to nurturing universal human values through extension activities, outreach programs, and industrial visits, enhanced by observances of

National and International significant days.

### **Gender Studies**

The college's commitment to gender sensitization is underscored by the collaboration of theoretical frameworks, practical applications, and engaging events. Compulsory courses in Value Education and Gender Studies are integral to all undergraduate programs, placing a substantial emphasis on gender awareness and pertinent issues. Gender sensitization is not confined to specific departments but is woven into various courses offered by language and science departments. Fieldwork and final year projects across departments contribute to the practical application of gender studies. The college's exclusive women's cell and extension clubs actively organize diverse programs focusing on gender equity and sensitization.

### **Environment and Sustainability**

Environmental Studies have been seamlessly integrated into the curriculum for all undergraduate students, aiming to enlighten them on issues related to environmental protection, conservation, and self-sustenance. The curriculum not only imparts knowledge but also motivates students to actively participate in eco-friendly activities and campaigns organized by NSS, Eco Club, and various departmental clubs. This multidimensional approach ensures that students are not just aware of environmental concerns but actively contribute to sustainable practices, aligning with global environmental goals.

**Sustainable Development Goals and National Education Policy – 2020** The incorporation of Sustainable Development Goals into the curriculum signifies a commitment to preparing students for a world where environmental, social, and economic sustainability are paramount. Simultaneously, the institution's alignment with the National Education Policy of 2020 underscores its responsiveness to contemporary educational paradigms. The policy, with its emphasis on flexibility, multidisciplinary, and the cultivation of essential life skills, serves as a guiding framework for curriculum development. By embracing these principles, the institution ensures that its educational offerings are not only in harmony with national directives but also at the forefront of progressive pedagogical approaches.

### **1.3.2**

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

**Response:** 145

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

### 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: 29

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

Response: 29

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

## 1.4 Feedback System

### 1.4.1

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

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

<b>File Description</b>	<b>Document</b>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 90.06

##### 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
1311	1302	1289	1315	1173

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

2022-23	2021-22	2020-21	2019-20	2018-19
1321	1321	1321	1566	1566

#### 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](#)

#### 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:** 92.33

##### 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
1334	1315	1289	1302	1311

**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
1566	1566	1321	1321	1321

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

## 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:**

In the field of education, it is very important to determine the students' various learning levels in order to be conscious of their uniqueness and to enhance the teaching-learning process. The institution assesses the learning levels of students after admission through various techniques and organizes special programs for advanced and slow learners.



## **Bridge Course**

The college offers one week bridge course programme to first-year undergraduate students to help them build their confidence, communication skills, competences, and foundational knowledge in their chosen core disciplines. The outcome of the course will enable the students from others discipline to have a comfortable learning atmosphere without any impairment in further learning.

## **Orientation programme**

The orientation program conducted by Maths Department aims to not only provide insights into the academic structure but also to stimulate critical thinking and problem-solving prowess. This Program endeavors to cultivate a mindset that embraces the beauty of mathematical reasoning, enhancing both mental agility and analytical thinking. This holistic approach ensures that participants not only grasp the curriculum but also develop a versatile skill set applicable across various disciplines.

## **Identification of advanced learners and slow learners:**

The students learning capacity is identified and evaluated based on one of the following categories.

- Academic Performance in the Qualifying examination.
- Performance in the Class Test/Internal Assessment Examination (CIA)/End-Semester Examination
- Participation in co-curricular and extra-curricular activities
- Behavioral traits and teachers' observation

Special programmes and activities organized for the respective categories of learners are:

## **Initiatives for Advanced Learners**

- Encouraged to participate and in various Seminars Symposiums/Conferences/Capacity Building Programmes /Workshops etc., publish Research Paper in reputed journals.

- Motivated to participate in Inter-collegiate University/State/National Level / various competitive examinations.
- Undergoing online certificate courses
- Training to take-up flipped role as Student Instructor during outreach programmes
- Participation in Intra-department and Inter-department literary competitions
- Academic Recognition such as membership in Boards of Studies, star performer-academic, merit-based ranking and best outgoing student awards.

### **Initiatives for Slow Learners**

- Continuous monitoring mechanism by the class advisors/mentors to keep track of the academic performance and progress.
- Special care, mentoring and personal counseling are given continuously to motivate and empower the slow learners.
- Heads of the department and the Class Advisor interacts regularly with the student to identify the problem that hinders the students learning capacity.
- Distribution of simple and standard learning material by the course handling faculty members for easy grasping of the learning e content.
- To motivate everyone to contribute in accordance with their ability, group projects and presentations are encouraged.
- Regular communication with parents about the performance and progress of the slow learners.

### **Remedial Course**

As per the knowledge on the curriculum and on the performance in the continuous internal assessment, students are identified as slow learners and advanced learners. They are provided with solutions and suggestions and techniques for improvement. As a result of the remedial course, slow learners are encouraged to participate more in class, to perform better on exams, and to actively participate in a variety of academic and self-development activities.

#### **2.2.2**

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

**Response:** 17.87

## **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 offers a blended learning environment that combines traditional face-to-face classrooms and ICT enabled E-learning resources. Lecture notes, Lecture plan, Assignment topics and seminars to provide conducive learning environment to the students for their transition from being dependent to being self-directed human beings. The curriculum and syllabi are designed with components that make it possible to integrate student-centered learning techniques into the teaching-learning process. The institution takes adequate measures to impart Student centric methods as follows.

**Experiential learning**

- Learning by doing through laboratory sessions widens the knowledge and skills.
- Field work, Industrial visit, Historical visits, visit to Research Lab, Educational tours and internships, etc. enable the students to gain real time experience by correlating theoretical knowledge and minimize the gap between institution and industry concepts.
- Practical experience and knowledge on industry operations availed by undergoing internships.
- Poster presentation and Exhibitions enable the students to promote creativity.
- Role and Street Play stimulate students' learning skills using real world scenarios.
- Extension Activities are carried out to make the students feel the real-life situation in the society and make them socially responsible.

**Participative Learning**

- Activities such as Group discussions, Role plays, Debates, Brainstorming, Peer Teaching, Skits, Story Narration, Seminars, Course related quizzes, Innovative assignments, Poster making, etc. encourage students to face challenges in the industry and actively involved in participative learning process.
- Participation in soft skills development and capacity building programmes, inter-collegiate and intra-collegiate fests/competitions, academic programmes like seminars, conferences and workshops enhance the domain specific knowledge and improve communication skills. Webinars, Guest Lectures and Endowment Lectures, Presentations and Training sessions by corporate entities and prospective recruiters inculcate participatory learning experience
- Value added courses offered supplement to meet the industry demands and develop their self-interest.
- Exhibition and Model making in science streams is encouraged to develop creative thinking and better understanding of the concepts.
- Membership with ICT Academy provides several opportunities for the students to participate and learn advanced concepts.
- Experts from academia and industry, invited as resource persons, interact with the students and kindle their thirst for knowledge and update them on the advancement in the relevant field.
- Encouragement to participate in cultural and sports activities enable holistic development of the students.

### **Problem solving methodologies**

- Case study analysis and Discussion on Budget is adopted in student's project to equip the students with logical thinking with problem solving ability and in-depth exploration of complex issues.
- Project-Based Learning to acquire knowledge and skills through active exploration of real world ,to improve research skills, and viva voce exams augment rational thinking and presentation skill of the students.
- Training in aptitude skills enables students to obtain problem-centric learning experiences.
- Group learning techniques foster the development of communication, presentation, and interpersonal skills.
- Students learn critical thinking skills through problem solving, debugging, and troubleshooting.

### **2.3.2**

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

##### **Response:**

The institution has set up a well-organized mentor-mentee system – an essential component for a successful career as it bridges the gap between the faculty members and the students. Mentoring provides students emotional and instrumental support, guidance, encouragement and better environment in college. To achieve high levels of mentoring and coaching, to help students with ongoing encouragement, guidance, career counseling, personal counseling, academic assistance, remedial coaching, and on-demand support. Each mentor is assigned with 15 students and keeps track of the mentees in supporting them to achieve their academic and personal goals. For the smooth process all mentors are provided with an individual counselor diary to document the confidential comprehensive record of their mentee's activities, academic and co-curricular achievements. Apart from regular mentoring which is being conducted at their own venue, exclusive counselling cell is available to discuss the personal issues. If the issue is found to be serious, it will be brought to the notice of Psychiatrist of our own hospital. Mentors document their observations and also develop a shared action plan to guide the students to enhance their professional growth. In addition, at the end of each semester, mentors once again, assess their mentees and a final report is submitted to the Heads of the department.

The mentors take the responsibility of molding the mentees and shall

- Educate wards about various resources and student services available
- Act as Philosopher, Guide and Role model to the students; however, they are expected to maintain a professional rapport with wards
- Discuss any concerns about wards to the Class Advisor and Head of Department. Identify the problems earlier and make necessary arrangement for referral to higher authorities.
- Observe and monitor the attendance of the mentee. Advise and take necessarily follow up action with regard to students who do not meet the attendance norms of the college.
- Keep a track of the academic performance of mentees including continuous assessment, Model and Semester examination and help the mentee through counselling or by arranging remedial

teaching, if necessary

- Schedule special counseling hours every week and display it well in advance.
- Feel comfortable with exceptional learners, slow learners and learners with diverse needs.
- Counseling for Stress related issues.
- Advise the students and insist the importance of conservation of Energy and Water and use them without wastage.
- Participate in and complete all other duties as assigned.
- Contact the parent immediately through phone and call them for meeting, in case of misconduct or misbehavior of any student, if required.
- Maintain a “Parent Meet Register “in the department.
- Update the contact details of ward in the ERP, whenever there is change.

The scheme has become very successful and has definitely created an atmosphere of conviction and faith about the alma mater through

- Providing aids in the development of positive community ties.
- Motivating and inspiring students, as well as improving the morale of the learning community.
- Enhancing staff and student abilities, increases student attendance, and creates a positive teacher-student relationship.
- The enrolment ratio of the students from all sections of society has been rapidly increasing.

The impact of counseling at our institution is vividly demonstrated through the remarkable progress of our students who have excelled in their respective fields.

### 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:**

#### **Preparation of Academic Calendar:**

The teaching and learning process is organized by preparing an Academic Calendar drafted in consultation with all the Head of the Departments, Deans, IQAC Coordinator, Controller of Examination duly approved by the Principal. The academic calendar highlights the schedules of Working days, College events, Continuous Internals Test, Semester examination, Government holidays, Institutional holidays and various other academic, and extra-curricular activities. Any unexpected deviation is compensated by additional working days on Saturdays, or extension of the semester as decided by the Principal. Exam evaluation schedules for continuous internal assessment (CIA-I, CIA-II, Model) and end semester examinations are published well in advance to the students by the controller of examinations. Teachers are allotted the syllabus and time table well in advance to enable them to prepare for their classes and examination schedule. Each department prepares an annual plan at the start of the academic

year comprising the specific plans relating to the competitions, workshops, seminars, conferences, guest lectures, training programmes and other activities that are to be organized in the year ahead.

### **Teaching plan:**

The Teaching staff, plan their lectures, activities and completion of syllabus in accordance with the academic calendar. The curricula for all programmes are well-organized, with the total number of teaching hours allotted for the courses depending on their weightage /credits and the number of hours needed to finish each unit specified therein. In order to prepare teaching plans, the course and workload allocations for all faculty members are prepared well in advance. The time table committee of the concerned departments prepares the timetable and it is circulated to the department faculty members to confirm their class time table and individual time table. At the beginning of every semester the faculty members prepare the lesson plan for the courses assigned to them and the lesson plans are submitted for approval of the head of the department. The faculty members maintain a log book with the record for planning and execution of the topic taught to the specific class over the period of the semester for both theory and practical course. In due course, the head of the department monitors the progress of the teaching work of the faculty members to ensure the adherence of their lesson plan.

At the end of 30 days, the faculty members should have completed two units of the syllabus to prepare the students to appear for first CIA Examinations. At the end of 60 days second CIA Examinations will be conducted and for this purpose again the process of verification of coverage of syllabus by faculty members will be done by heads of the departments. Finally, the model examination will be conducted at the end of 90 days and teaching plan in this regard will be duly verified by heads of the departments. At the end of every semester, each departments collects the feedback from the students, which in turn is analyses and later action taken. The systematic planning and perfect execution of the teaching-learning process and evaluation-assessment is conducted through regular academic audit.

## **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
183	171	163	151	105

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2**

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

**Response:** 75.34

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

Response: 165

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>

**2.4.3**

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

**Response:** 18.39

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 3366

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>

**2.4.4**

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

**Response:** 72.82

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

Response: 75

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>

## 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:** 7

**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
7	5	5	10	8

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 2.5.2

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

**Response:** 0.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	01	0	31	19

**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
3271	3343	3314	3046	2648

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>

### 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:**

#### **Processes Integrating IT**

A customized Examination Management system **BSMART** has been developed for the institution to automate the End Semester Examination (ESE) process.

#### **Automated Examination Process**

**The Key features of the Examination Management System are listed below:**

- Subject codes will be allotted for all the subjects
- Application will be generated for all the students that include the detail of the individual students, subjects and subject code to appear on the exam, and exam fee.
- Timetable for both the CIA and ESE will be scheduled for all the streams
- Semester Exam Hall Tickets will be generated
- Internal Mark sheet generated will be sent to all the departments and get filled and added to the software.
- Internal Marks include the add-up of the student's performance in Internal Assessment I, II and Model Examination marks total divided by 2(Best of Two among Three) Attendance, Assignment, Seminar, and Quiz.
- Results will be published on the College Website
- Online MCQ-based examinations during COVID 19

**Continuous Internal Assessment System:**

A Systematic pattern is followed for the Continuous Internal Assessment Examinations. The minimum no. of working days for a semester is 90 days to conduct ESE. The time duration to conduct Internal Assessment-I, II, and Model Examination is 30 working days. To evaluate the performance and for the Internal Marks Continuous Internal Assessment (CIA) for each and every student at the end of the semesters regularly. The allocation of ESE and CIA with reference to the maximum marks for the courses is as follows:

Particulars	Theory	Practical Subjects
Continuous Internal Assessment (CIA)	25 marks	40 marks
Semester Examinations (SE)	75 marks	60 marks
<b>Total</b>	<b>100 marks</b>	<b>100 marks</b>

**Components of CIA- (25)**

S.NO	COMPONENTS	MARKS
1.	Internal Assessment Test (2) and Model exam (1)	10
1.	Assignment	5
1.	Seminar	5
1.	Quiz	2.5
1.	Attendance	2.5
	<b>Total</b>	<b>25</b>

Passing Minimum of UG – 40%

Passing Minimum of PG – 50%

**Examination Reforms**

- Centralized Examination and Valuation for End Semester Exam(ESE)
- Question paper framed as per Bloom's Taxonomy
- Feedback by the Course handling faculty
- Examination Squad for CIA and ESE
- Question Paper set by Panel throughout India
- Scrutiny system to analyse the accuracy of evaluation
- Mark Statement with 11 security features including Photograph , QR Code.
- Instant Examination for outgoing students
- Examination Grievance Committee to address the examination related Grievances
- Proclamation in Internal Assessment includes Assignments, Seminars, Attendance, Quiz, and performance in Internal Assessments I, II, & Model Examinations.
- Declaration of results within 10-15 working days from last day of Semester Examination

**Online Examination, Assessment and Valuation during COVID 19**

Examination supported by Google products for

- o External question paper setting and Scrutiny

o Allotment of Scribe if necessary

Result Passing Board was conducted and published through online.

## 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:**

Outcome-Based Education (OBE), a student-centric model, emphasizes measurable outcomes upon program completion. Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are crafted following Revised Bloom's Taxonomy for all programs. These outcomes align with global, national, and local needs, focusing on employability, entrepreneurship, and skill development. Pre-Board of Studies meetings involve faculty discussions, leading to approved PSOs, POs, and COs at the Board of Studies and Academic Council meetings. COs are linked to POs, starting with lesson planning This approach ensures program alignment with Graduate Attributes.

#### **POs focus on enabling students to**

- Engage in continuous professional development
- Function effectively with social responsibility as leader or member of teams
- Demonstrate professional ethics, encourage community living and contribute to Nation-building initiatives
- Engage in life-long learning

#### **COs focus on enabling students to**

- Understand course-specific concepts
- Gain domain-specific knowledge
- Analyse and apply knowledge appropriately
- Design and develop solutions for problems

#### **Mechanism of Communication**

- The institution effectively communicates its Graduate Attributes through the college website, Management Information System, and display boards.
- Faculty members receive details of PSOs, POs, and COs during department meetings.
- Instructors share course objectives and outcomes with students at the semester's start, and this information is included in syllabi and lab manuals.
- Classroom and notice board displays feature Course Objectives and Outcomes.
- Mentor-Mentee meetings include discussions on PSOs, POs, and COs.

- The college hosts Outcome-Based Education (OBE) programs with invited talks for faculty and students.
- Board of Studies and syllabus drafting sub-committee involvement enriches teaching quality.
- Workshops, seminars, conferences, and faculty development programs further enhance teaching outcomes.
- Successful alumni interactions provide insight into career alignment with course outcomes, benefiting both students and faculty.

### **Attainment:**

Adoption, implementation and success of Outcome Based Education depend on the attainment of the POs and COs. The college measures the attainment of Course outcomes based on direct and indirect method.

### **Direct Method:**

Continuous Internal Assessment (CIA) includes tests, model exams, assignments, seminars, and quizzes at varying knowledge levels to assess Course Outcomes (COs). Laboratory courses significantly influence student performance in both CIA and End Semester Examinations. Projects undergo continuous review and final evaluation through viva voce examinations, utilizing rubrics to measure performance levels against predefined thresholds.

### **Level of attainment: Norms**

The threshold value is the minimum pass percentage for each CO in a subject. The rubrics employed are given below:

Attainment level 1 (low): 50% of students score more than 45%\* marks out of the maximum relevant marks in a course.

Attainment level 2 (medium): 60% of students score more than 45%\* marks out of the maximum relevant marks in a course.

Attainment level 3 (High): 70% of the students score more than 45%\* marks out of the

Maximum relevant marks in a course.

\* In the case of PG programme, students have to score more than 55%

Feedback from students and other stakeholders are used as indirect assessment tool which help to evaluate the PO.

### **Indirect Method**

The institution has also initiated indirect assessment strategies and is implemented by including the following surveys.

- Students' satisfaction survey on teaching learning process

- Curriculum Feedback from final year students, at the end of the final semester
- Placement feedback by measuring the number of placed students
- Alumni Feedback and Interaction with respective departments
- Employers' Feedback

**Overall attainment=90% Direct attainment+10%Indirect attainment**

### 2.6.2

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

**Response:** 100

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

Response: 1295

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.81

## 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:**

The College has a well-defined research policy to promote the research culture and facilities focused on enhancement of research quality through various research activities. The college fosters excellence in the cutting-edge fields of research to avail funds from Government and Non-Government funding agencies. Socially relevant research is the focus of Consultancy Projects and Innovations for which a separate policy is framed.

#### **Constitution of Research Advisory Committee**

The college has established a Research Advisory Committee (RAC) constituted under the chairmanship of the Principal with Dean Research and Department Research Coordinators to promote and motivate the faculty members and the students to engage in research activities as per the Research Advisory Committee (RAC) and research policy. The committee urges researchers to draft and submit research proposals to Central and State government funding agencies, Non-Governmental Organizations (NGO), Industries associated with R & D setup, and management-funded projects carrying out institutional level research under SEED Grant and also assists the researcher in applying for patents and copyrights.

#### **Infrastructure**

The college offers a digital library facility for research scholars and faculty members with internet access. The college renews its journal subscription each year and adds volumes to its collection. All faculty members and researchers have access to the Inlibnet, N-List and DELNET resources.

#### **Instrumentation Centre**

To promote and conduct research, the college has developed a cutting-edge, multidisciplinary, common instrumentation centre which helps the faculty to contribute by applying financial assistance to funding agencies and research publications.

#### **Research Policy**

The institution has an official Research Policy which commits for

- Registration fee & publication fee for national and international workshops, seminars, and conferences are paid to teachers.
- Impact Publications of Quality Research Articles through reviewing and monitoring the manuscript submission

- Extramural Research funding mobilized with necessary guidance
- Intellectual Property Rights awareness and financial support extended to obtain patent/ copyrights and innovations protected
- Consultancy revenue amount generated through sharing of academic expertise with industry
- Seed Money amount to encourage undertaking pilot studies to secure minor/ major research funding.

### 3.1.2

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

**Response:** 31.81

**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
8.65	11.00	4.83	3.22	4.11

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

### 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:** 100

**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: 219	
File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2 Resource Mobilization for Research

<b>3.2.1</b>  <b>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</b>  <b>Response: 54.87</b>	
File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.2.2

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

**Response: 0.12**

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

Response: 27

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>

#### 3.2.3

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



**Response:** 3.28

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

Response: 6

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1

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

**Response:**

In the fast-paced and dynamic landscape of education and research, our college has emerged as a trailblazer, fostering an ecosystem that champions innovation, knowledge creation, and seamless transfer. At the heart of this transformative approach are dedicated cells and center that serve as the bedrock for research, entrepreneurship, community engagement, and incubation.

**Institution Innovation Council (IIC)**

The IIC has been established in the college with the goal of systematically fostering an innovation culture among all aspiring young minds. The IIC aims to encourage innovation in the institution through unbounded means that will result in an innovation-upgrading eco-system on campus by promoting innovations by involving a large number of faculty members and students in a variety of entrepreneurship- and innovation-related activities, such as ideation, problem-solving, developing proof of concepts, design thinking, etc.

**IPR Cell**

The IPR cell organizes programmes on awareness of intellectual property rights and also strives to spread information about the procedures for registering patents in India and other nations. This aids in protecting their discoveries and understanding the concepts of patents. The faculty members have accomplished more patents as a consequence of their tireless efforts and the guidance of the IIC.

**Entrepreneurship Development Cell (EDC)**

Recognizing the vital role that entrepreneurship plays in driving economic growth, our Institute has established a dedicated cell for fostering entrepreneurial sp

irit. The Entrepreneurship Hub serves as a launchpad for aspiring innovators, offering mentorship,

resources, and networking opportunities. Through startup incubators and accelerators, we nurture groundbreaking ideas, transforming them into viable businesses that contribute to the socio-economic development of our community and beyond.

EDC encourages aspiring entrepreneurs by providing training and mentoring services to help them turn their innovative ideas into successful company strategies as it set up stalls on STALL DAY to market and sell their products with 45 booths run by 16 department students. The students have set up stalls for Mehendi art designing, nail art, make-up, hair styling, handmade jewellery, Fashionable jute bags, Food Court with traditional foods and Health drinks, dress materials and entertainment shows. The department of biotechnology offers training on Mushroom Cultivation to students and has built women entrepreneurs in Koneripalayam village.

### **Community Orientation**

A commitment to community engagement is woven into the fabric of our Institute. Our Community Orientation Center acts as a bridge between academia and society, ensuring that the benefits of knowledge creation and innovation reach the broader community. Through outreach programs, workshops, and collaborative initiatives, we empower local communities with the tools and knowledge needed for sustainable development. NSS, NCC, YRC, Rotaract clubs, and common initiatives are used to organize community outreach events to develop social responsibility and to impart moral and ethical values among students. Women cell of the college creates awareness regarding gender sensitization.

### **Knowledge Transfer Initiatives:**

Our commitment to knowledge transfer extends beyond academic publications. Through targeted initiatives, we ensure that the insights generated within our institution are disseminated effectively. This includes partnerships with industry, policy-makers, and educational institutions globally, fostering a culture of open innovation and knowledge sharing.

## **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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.2**

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

**Response:** 1.17

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

Response: 7

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>

**3.4.3**

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

**Response:** 1.03

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

Response: 225

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

### 3.4.4

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

**Response:** 10.29

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

Response: 2254

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

### 3.4.5

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

**Response:** 1.4

### 3.4.6

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

**Response:** 5.5

### 3.5 Consultancy

#### 3.5.1

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

**Response:** 39.31

**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
1.60	1.00	1.10	32.75	2.855

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

### 3.6 Extension Activities

#### 3.6.1

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

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

**Response:**

At DSCASW, our commitment to education goes beyond the confines of the campus, reaching out to the surrounding communities through a robust extension program. Over the past five years, our extension activities have not only left a lasting impact on the neighborhoods but have also played a pivotal role in

sensitizing students to pressing social issues, fostering holistic development, and garnering recognition. The institution's core mission is to educate students about social issues which are done through NSS, NCC, YRC, RRC, ROTARACT, EXNORA and various clubs. The coordinators of all the clubs take the responsibility of shaping the students on the core values to inculcate the social values and ethos of the college.

All the extension activities of the College offer a transformative learning environment fostering social responsibility and community engagement. It is practised across all disciplines and thus is incorporated into the curriculum under Part V.

## SCHEMES

- **Unnat Bharat Abhiyan -Village Adoption** Five villages (Aranarai, Esanai (R.F), Esanai, Antikurumbalur, Ladapuram )are adopted under the scheme
- **Swachh Bharat Mission** is adopted and activities like tree plantation and plastic eradication camps are organized.
- **Tree Plantation** campaigns promote awareness on greener environment, deforestation, soil erosion, desertification, ground water diminution and global warming and close to 540 saplings were planted.
- **Women's Forum** conducts activities on women's health, legal rights, gender sensitivity, workplace sexual harassment and women's day
- **NSS** organizes blood donation camps, drug abuse awareness rallies, International Yoga Day, FIT India and digital India campaigns
- **YRC and Red Cross** conduct awareness camps on health & COVID -19 and training on fire safety and disaster management
- **RRC** conducts camps on blood donation and vision awareness, Women's equality and Farmer's day celebrations

## Impact of Extension Activities

**Impact and Sensitization** The Faculty members and Students of the college are recognised with prominent awards from recognized bodies. The student volunteers become solution providers for issues concerning the environment by demonstrating the knowledge needed for sustainable development.

## Impact on Students

The college, through extension activities, transforms the students as agents of social change to provide lasting solutions to social problems. Engaging the students in extension activities has created a sense of service-mindedness among the student community and **one credit** is awarded to students involving in extension activities. It helps to instill

- social
- groom overall personality
- create awareness on social issues

## Impact on the Society

The outreach activities of the college have made the students understand that they can create a positive impact in the world through volunteering. This has resulted in

- Improved literacy rate
- Reduced child marriage rate

### 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:** 76

**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
22	9	15	10	20

#### **File Description**

#### **Document**

Institutional data in the prescribed format (data template)

[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**

**Response:** 34

#### **File Description**

#### **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:**

Our campus is spread across in a sprawling eco-friendly campus area of 25 acres providing conducive and inspiring environment with well-designed amenities for effective teaching learning environment. It has four blocks (A, B, C, D) with 115 classrooms, 24 laboratories, library, administrative office, an airconditioned Principal's office, guestroom, air-conditioned seminar halls, an auditorium and 19 staff rooms. It also consists of Board Room, office of Controller of Examinations, IQAC office, Training and placement cell, counselling room, transport office, women Empowerment cell, NSS, NCC, Department of Physical Education, Canteen and a Bank extension counter with ATM facility.

#### **Classrooms**

Classrooms are spacious, well-lit and ventilated with sufficient number of lights and fans and are fully equipped with modern teaching aids including integrated LCD projectors and screens with internet connectivity for better knowledge transmission

through teaching learning process.

#### **Laboratories**

The institution develops a focal point for theory and practical by giving equal weightage to both with cutting-edge laboratories across several disciplines . The College has 24 Laboratories with state-of-art equipment and technology, including labs for Research, Skill Development, Technology & Instrumentation, Micro Processing, Language Skill Enhancement etc., with 704 computers with the needed software and a leased line of 100 mbps facilitating WIFI internet access. An exclusive **Central Instrumentation Centre** with advanced equipment is available to carry out high level research in Life Sciences and Physical Sciences.

#### **Library**

The college has an air-conditioned spacious central library fully automated using NIRMALS software to support its various operations and services and has the total seating capacity of accommodating 250 users at a time. It is stocked with 46,806 books and 274 journals and 1000 e-journals and digital resources.



Digital sections are available to be accessed through e-resources such as NLIST and DELNET. An exclusive area for research scholars with OPAC, internet facility, copier, reading and reference provisions and special facilities for divyangjan are made available.

### **Auditorium**

Multipurpose Auditorium accommodating more than 3000 students and a mini auditorium with seating capacity of 600 students and in house auditorium in the B block with 200 seating capacity with well-equipped audio-visual facilities, electronic facilities and sound system available is served for various events.

### **Hostel**

The Boarding facility of the college within the campus resembles a home with round-the-clock attentive security service ensuring a secure and comfortable stay. The campus has massive security measures including CCTV cameras and dedicated team of professional security officers deputed in all the vicinity of the campus locations.

### **Sports**

The physical education department has a cutting-edge gymnasium, a basketball court, a tennis court, a shuttle court, and a sizable playground for football, cricket, volleyball, and ball badminton. For the practice of yoga, a multipurpose room is offered.

### **Transport**

The College runs a fleet of buses to accommodate the needs of students and staff members in and around Perambalur district. A separate parking area is available for the Students and faculty members.

#### **4.1.2**

**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years****Response:** 40.43**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
834	1085	826	373	465

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

**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 college has a well-developed and well stocked Library from its inception and has made consistent progress in terms of collection of books, periodicals, e-resources and services. The library has adequate number of books, e-books, Research Journals, E-Journals, Magazines, E-Magazines, Research Manuscripts, Newspapers. The college has e-resources like DELNET, INFLIBNET, NLIST and Shodh Sindhu. The library is housed on the first floor of the building (B Block) . Library is equipped with 30 Computers with Wi-Fi and LAN enabled with 100 Mbps for a fast and seamless access to the Internet and E-Resources for the benefit of their academic and research work. Library books have been completely bar-coded and computerized. Circulation counter is available for issue, return and renewal of books using ILMS package.

**Integrated Library Management System**

The library was automated in the year 2004 using the software "NIRMALS" and it was updated during

the year 2022.

Name of the ILMS software : NIRMALS

Nature of automation (Fully/Partially) : Fully

Version (Last updated) : 2022

Year of automation : 2004

The Library Automation software contains the following modules:

- 1.E-Gate
- 2.OPAC
- 3.Circulation
- 4.Book acquisition & statistics
- 5.Members no due report
- 6.Transaction statistics
- 7.Book statistical report
- 8.Cataloguing
  
9. Reservation of books
  
10. Serial Control

### **Library Sections**

- General reference section
- Periodical Section
- News Paper section
- Research Section-MPhil-Ph.D. Section
- Reprography corner-Photocopy, Print, Scan
- Rare books
- CD/DVD Library

### **Library Services**

- Computerized Issue/ Return, Renewal
- Reference Service
- Subscription of Journals
- The library has open access system
- Orientation programs for new users.
- Access to INFLIBNET- N-LIST
- Digital Repository comprising Question Paper
- Book Bank Facility
- Newspaper clippings
- CCTV surveillance for security reinforcement
- Reprographic facility

The library offers access to e-Books, e-Journals, and e-Resources through N-List, DELNET, and the British Council Library. Faculty members and students are provided with distinct Library IDs designed for optical barcode scanning, allowing them entry into the library and access to its collection. Optimally the number of turn overs in library is around 40 %.

The library also maintains a repository of question papers for end-semester examinations of undergraduate and postgraduate programs, along with theses. Additionally, it operates on all weekdays, from 8:00 am to 6:00 pm, and provides services to both the public and students from neighboring institutions within the same cluster.

The library plays an important role in supporting the teaching and research activities of the College to enhance their learning. Separate areas have been provided for reading newspapers and magazines for the students and faculty members.

#### 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:** 9.09

##### **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
191	235	180	96	104

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

The college has a separate IT policy to set up standards for IT management. The IT- Section of the College is responsible for the attainment, installation, and configuration of IT equipment in computer labs and administrative sections. There are 700 high–configured computers and servers available in the campus. Computer Networks (LAN and WAN) are maintained. All the 4 blocks including the administrative blocks are interconnected with relevant networks and Wi-Fi for smooth conduct of everyday function of the college. The digital library facility inside the Central Library helps the students to access online resources and other education-related information.

**Laboratory:** Computer Lab is entrusted with authority for the system, and network administration and to decide the type and version of OS, IP addresses allocation, proxies, and e-mail relays. The IT Section decides on certifying the type of in-house/commercial software application for the computers in the administrative sections. If a machine malfunctions, the IT section will notify the concerned Head of the Department and Disconnect it from the core network until the problem is fixed. Usage of computers in the college for personal activities is prohibited.

**Internet facility:** In today’s growing environment, the need for the internet has become mandatory in knowledge dissemination, information sharing, and networking among the faculty, the students, and the administration. Hence the college has introduced LAN and connected all the systems through internet and intranet facilities.

**WiFi Facility:** College has a standalone WIFI Network and the students are provided access with due approval of the college management. A special feature of the institution is that faculty and research scholars have 24/7 access to the internet. Servers, Open source software, and Propriety software: The College maintains more than 30 software and tools to support the curriculum for UG and PG programmes, and four other servers are a Database server, Internet server, Proxy server, and SIS server. Computers with Internet facility: Maximum number of computers for the students is internet-based with proprietary software which supports the students in their curriculum. Internet facility with a Bandwidth of 100 Mbps is provided to all undergraduate, and postgraduate students, research scholars (M.Phil. & Ph.D.), faculty members, and administrative staff with the facility created in the Laboratories and Digital library. There are smart board classrooms available ,configured with the latest ‘sense technology and utilized based on the requirement of the teaching-learning process.

**Budget allocation for updating IT facilities:**

To align with the Vision, every year we have allotted necessary funds for procurement, installation, the configuration of IT equipment, maintenance of existing facilities, website maintenance, etc.,

Our college strongly believes that the creation of IT facilities alone is not only sufficient but also equal importance will be required to train the faculty members and administrative staff for effective utilization of the facilities created.

**Surveillance**

There is a 24/7 CCTV surveillance security available in the institution. Through this security system, the faculty members and students have been saved and secured from unwanted grievances. The students inside the premises are keenly observed for their betterment of behaviour and discipline. The surveillance is very informative to store footage regarding security details and performed as the information cell which is monitored in the Principal room.

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

**Response:** 4.65

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

Response: 704

**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 college offers a dedicated and convenient facility to cater to the audio-visual needs of the learning environment through its Audio-Visual Centre. This center is equipped with state-of-the-art tools, including the Sony Z150 and Sony 280 video camcorders, E-IMAGE Tripod for video capture, and a SONY Digital Voice Recorder, all of which are instrumental in nurturing advanced sound and video recording skills among its users.

Both students and teachers can utilize these facilities to enhance their vocal and video presentation skills, leveraging the technological resources available within the college. The establishment of the Media Centre on campus serves the specific goal of providing an in-house E-Content Preparation Facility, which, in turn, facilitates the creation of high-quality video lectures and educational content for our students.

E-Content development marks a significant phase in the practice of experiential learning, introducing innovative methods to complement traditional teaching approaches. The college has always been proactive in keeping pace with the technological advancements in the educational sector. In the Media Centre, we house equipment such as Nikon D750 and Nikon Z 7 cameras with accessories, an AROUS INTE I7-ZOTAC with NVIDIA GeForce graphics card, and a Photography Lighting kit, all of which are

essential for graphic design work related to brochures, study materials, festival flexi designs, and news coverage about the college.

To facilitate the editing process, we employ editing software, including Intel Core i5 6400 with 8GB DDR4 RAM and 250 GB SSD, AROUS INTE I7-ZOTAC with NVIDIA GeForce graphics card, and Adobe Premiere Pro, an audio-video editing software capable of editing various media types, including audio, video, photography, and graphics files.

Our Lecture Capturing System (LCS) simplifies the process of recording, live streaming, and sharing video content. LCS enhances the learning experience and boosts student achievement by offering a flexible platform for recording lectures, flipping classrooms, capturing student assignments, and engaging faculty, students, communities, alumni, and other stakeholders. We record lectures using top-notch equipment, including the Sony Z150 video camcorder, Sony 280 video camcorder, and E-IMAGE Tripod, along with accessories such as SDXC 64 GB SD cards and VGA cables.

Recording lectures in video format proves to be an effective means of optimizing the learning experience for our students. LCS equips us with tools for easy revision, asking questions, and interactive engagement with peers. All educational content is readily accessible through a centralized platform, simplifying the learning process and providing an all-encompassing resource for our academic community.

#### 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:** 42.53

**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
808	751	1202	540	468

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

#### 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:**

#### **Institution Policy on Maintenance of the Physical Facilities**

The College is committed to creating a balanced atmosphere through well-established policies, procedures with monitoring system for the maintenance of all physical, academic and support facilities approved by the Management and the Principal of the College. The physical and academic facilities are utilized with a policy to optimize the use of resources based on needs of education, research and administration.

#### **Library**

An organized process is used to obtain the requirements of the library. Before the commencement of every academic year, each department's head communicates to the library committee their needs for books and periodicals after consulting with the faculty and research scholars. Suggestions from the subject experts of the Board of Studies are reviewed before subscribing journals, database and other learning resources. The principal approves the Library Committee's request, and the Librarian purchases the books using the funds approved by Management. The library atmosphere has OPAC facility to access and refer the availability of books. Condition of old books are monitored and hard bounded if necessary.

#### **Computer Labs**

The Head of the Department of Computer Science and Applications oversees the maintenance and operation of Computer Labs and also recommends suitable configurations from time-to-time. Laboratory Attendant performs minor maintenance of the system and peripherals. The software update, ICT tools and internet related issues are resolved by the respective service providers through Annual Maintenance Contracts. The computer lab facilitated with 100 MBPS speed of Wi-Fi. Students are strictly instructed to follow the lab procedures while utilizing to avoid technical failures.



### **Science Labs**

A well-defined policy has been adopted for the utilization and maintenance of laboratories. However individual labs are given a certain level of autonomy to follow their procedure for utilization and maintenance of labs. The stock register is maintained and updated frequently. Stock verification is inspected by a team of internal auditors periodically. Equipment and instruments are serviced and upgraded once a year.

### **Class Rooms**

The routine house-keeping and the maintenance of the classrooms is performed by the house- keepers as per cleaning schedule which is monitored by concerned Academic Class Mentors/Heads of Departments. ICT class rooms are furnished with lights, fans, and multiple electrical points. All the blocks are installed with purified RO water and lightening arresters are provided proper backup and Genset.

### **Sports**

A full-time, qualified and well-experienced Physical Education Director has been appointed to look after the sports activities in the college. Maintenance of open-air ground through regular weeding and leveling is taken care of Maintenance of gym equipment is done whenever necessary.

### **Hostel**

Under the direct supervision of the Principal, each college hostel is run by a separate warden, a deputy warden, and a residential warden who deal with the administrative and disciplinary matters pertaining to their hostels.

### **Facilities for Yoga**

A multipurpose hall is provided for yoga classes. students are trained by certified internal yoga instructor.

## 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:** 91.47

**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
3271	3343	3219	2663	1793

#### 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](#)

#### 5.1.2

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

**Response:**

Over the past five years, our college situated in a rural area has taken proactive measures to provide tailored career counseling and guidance to our students. Recognizing the unique challenges and opportunities in such a setting, we have endeavored to make career-related resources accessible to our students through both traditional and e-counseling approaches. Our commitment extends to preparing our students for competitive examinations, fostering a supportive environment that empowers them to explore diverse career paths.

#### **Career Counseling:**

Our College has established a dedicated placement cell through which career counseling will be done to cater the specific needs of our students. Personalized one-on-one counseling sessions are conducted to understand the aspirations, interests, and skills of individual students. Workshops and seminars, often

featuring successful women from rural backgrounds, offer valuable perspectives on various career fields.

### **E-Counseling Initiatives:**

Embracing technology, we have integrated e-counseling platforms into our services. These platforms include online assessment tools, career aptitude tests, and virtual counseling sessions. Recognizing the constraints often faced by rural students, these e-counseling resources provide flexibility and accessibility, ensuring that every student can benefit from career guidance services.

### **Competitive Examination Guidance:**

Understanding the aspirations of our students to participate in competitive examinations, we have established coaching programs for exams such as UPSC, SSC, Banking, and various state-level tests. This initiative is designed to bridge the gap and provide specialized coaching, especially relevant for women from rural areas. Regular mock tests and practice sessions are organized to familiarize students with the examination pattern and build their confidence.

### **Resource Center:**

Our Placement cell is equipped with an extensive collection of books, study materials, and online resources specifically curated for women preparing for competitive examinations.

### **Guest Lectures and Webinars:**

To broaden horizons and inspire our students, we regularly organize guest lectures and webinars featuring successful women who have excelled in diverse fields. These sessions provide valuable insights into emerging career trends, industry expectations, and success stories, creating a platform for our students to connect with role models from similar backgrounds.

### **Alumni Network Engagement:**

Our alumni, many of whom have overcome challenges to achieve success, play a vital role in mentoring current students. We actively engage our alumnae who have succeeded in competitive examinations or established themselves in their respective fields to share their experiences. This interaction fosters a sense of community and provides practical guidance to our current students.

In essence, our women's college, located in a rural area, is committed to providing holistic and accessible career counseling services. The initiatives undertaken over the last five years reflect our dedication to empowering women from rural backgrounds to make informed career decisions, excel in competitive examinations, and chart their paths to success.

## **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
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

#### 5.1.4

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

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

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

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 94.26

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
1233	1350	1261	948	790

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 5.2.2

**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

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

**Response:** 0.35

**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
0	21	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 91

**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
66	12	0	3	10

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 5.3.2

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

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

##### **Response:**

The College thrives with an engaged student council that plays a pivotal role in connecting the female student body with the academic and administrative dimensions of the institution. Comprising elected representatives, this participatory model ensures that the voices of our students contribute to shaping both the academic and administrative aspects of the college.

##### Student Council:

Our institution takes pride in nurturing a dynamic and involved student council, featuring elected representatives from various courses and departments. These representatives actively express the concerns of the student body and play an essential role in organizing events and initiatives that cater to the diverse interests of our women students.

##### Representation on Academic Bodies:

Aligned with our commitment to a student-centric approach, women students actively engage in academic committees that explore matters such as curriculum development, academic policies, and assessment methods. The presence of student representation ensures that the unique perspectives and experiences of women are integral to academic decision-making.

##### Inclusion in Administrative Committees:

Students find representation on various administrative committees addressing issues related to campus facilities, infrastructure development, extracurricular activities, and student welfare. This inclusion ensures that administrative decisions take into account the specific needs and experiences of our female students.

##### Fostering Leadership and Responsibility:

Serving on the student council or academic and administrative committees instills a sense of leadership and responsibility among our students. It provides them with opportunities to actively contribute to the improvement of the college and nurtures essential skills such as teamwork, communication, and problem-solving.

**Effective Communication Channels:**

The active involvement of the students in decision-making bodies facilitates open communication. Regular meetings, forums, and feedback sessions ensure that students are informed about institutional developments, and their concerns are effectively communicated to relevant authorities. This two-way communication channel promotes transparency and mutual understanding.

**Celebrating Diversity and Inclusivity:**

The student council, along with student representation in various committees, actively promotes diversity and inclusivity. Acknowledging the diverse backgrounds and perspectives of our students, the representation ensures that institutional policies and practices are considerate of the unique needs of women in the academic setting.

The Council reflects our dedication to empowering women students not only through quality education but also by providing them with a platform to actively contribute to shaping their academic journey and the overall college experience.

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

**5.4 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:** 66.01

**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
14.80	10.68	15.35	14.50	10.68

File Description	Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>

**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:****Alumni Association**

There has been a vibrant alumni association that has operated as an unregistered body from its inception. The College has always committed itself to building long-lasting relationships and intimate ties with its graduates, keeping in mind the emotional ties that unite alumni with their Alma-mater. The Alumni Association of DSCASW(A) was registered under the Tamil Nadu Societies Registration Act 1975 on February 7, 2022. The major goals of alumni associations are to stay in touch with one another and to keep good rapport with the college. It actively provides monetary and non monetary support for the institution's general development and improvement. The college's alumni are successfully employed in a variety of corporate sectors, as well as in disciplines like social work, teaching, business, and the media. As a result, the college is indelibly rooted in the pride and prosperity of its proud, globally dispersed alumni.

**The Alumni Meet**

Every year, on the day of graduation, the college's alumni come together to share their experiences, their thoughts on department development, their input on the advancement of the academic programme, and their desire to make financial contributions. The alumni association has a significant impact on the development of long-lasting relationships and a sense of community among alumni around the world. The alumni gathering will always be remembered as a special occasion that offers a sentimental setting for fostering ties.

Further, discussion will be on Alumni's contribution to improvise how the association can extend their cooperation and contribution for the growth and success of the present student community and how to facilitate to face the present challenging scenario of job market successfully.



### Financial Contribution

Alumni have contributed generously towards the Institution for the development of various academic resources.

### Non-Financial Contribution

- Donation of books to library
- **IQAC** Deserving alumni are the Active members of IQAC offering insightful proposals for the improvement of the institution and the welfare of the students.
- **Board of Studies** Alumni are included in all the disciplines to offer their expertise in syllabus updates, the introduction of new courses, and to enhance teaching-learning
- **Resource person** Renowned alumni who are academicians are invited as resource persons to academic programs such as seminars, conferences, and workshops, where they share their expertise with students and faculty
- **Teaching** Alumni with a passion for teaching are appointed as faculty member
- **Placement** Alumni support the current graduates by sharing their professional experiences. Alumni employed in various organizations keep the college abreast of available job opportunities. They mentor the students on the placement process and motivating by Mock Interview, leading the students in Resume writing, and directing them on etiquettes of interview.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

Dhanalakshmi Srinivasan College of Arts and Science for Women (Autonomous), Perambalur was established in 1996 with the goal of fostering academic achievement and the development of strong competent women as a potential candidate with industrial exposure to meet out the global challenges.

The institution is committed to creating and sharing knowledge, focusing on offering high-quality higher education to women from rural backgrounds, ultimately enhancing their literacy. DSCASW(A) operates under an inclusive and participative governance system, ensuring fair representation of all key stakeholders, including the industry, academia, government agencies, faculty, alumni, and students.

#### NEP Implementation:

The institution is actively progressing in implementing the National Education Policy (NEP) of 2020. Specifically, DSCASW(A) has adopted a Choice Based Credit System with interdisciplinary electives and promotes multidisciplinary research. Additionally, value-added programs have been introduced to enhance students' employability skills. The college offers teaching of Indian languages, including Tamil and Hindi, to integrate the Indian Knowledge System. Starting from the academic year 2021-22, Outcome-Based Education, a student-centric approach emphasizing post-program achievement, is in place. The teaching-learning process is ICT-enabled, utilizing tools like Google Meet, Google Classroom, Zoom, and online courses like SWAYAM, NPTEL, and MOOCs to facilitate advanced learning for students.

#### Sustained Institutional Growth:

DSCASW(A) is a self-financing college, affiliated to Bharathidasan University and recognized by UGC under 2(f) and 12(B). The college is conferred with Autonomous status for the period of ten years by University Grant Commission, New Delhi. The college has been accredited with 'A' grade by NAAC in March 2007 with CGPA of 3.40. The College has been reaccredited by NAAC (second cycle) with 'A' grade in 2013. The college has been reaccredited by the NAAC (Extension) with 'A' grade in the year of 2019 with CGPA of 3.44 and is extended till December 2023. The college obtained Centre of Excellence for Women Empowerment to train women students on Advanced IT skills under Honeywell Student Empowerment Program on October 2021 from ICT Academy. The

college steps into NIRF ranking and obtained 74h rank in NIRF 2023 Ranking.

#### **Institutional Governance and Leadership:**

The college's governance guarantees the highest standards of excellence across teaching, research, outreach, and extension activities. Its administrative structure includes operational models overseeing the institution, academia, and offices, with academic and administrative governance aligning with student performance expectations.

The institution follows a decentralized structure, featuring academic bodies like the Governing Body, Academic Council, Board of Studies, Standing Committee, and Finance Committee. These bodies include UGC representatives, University nominees, renowned academicians, industry experts, faculty, alumni, and student associations. Decentralized management, led by figures such as Deans and Coordinators, ensures effective leadership. Policies shape academic and administrative governance, emphasizing quality, efficiency, and accountability through collaborative efforts involving management and the Principal.

#### **Institutional Perspective Plan:**

Efficiently planning and strategically deploying efforts are pivotal in advancing institutional objectives and propelling the college towards higher growth levels. The IQAC formulates a comprehensive 360-degree perspective plan, encompassing crucial elements like the college's structure, processes, and stakeholder involvement. This plan leverages stakeholders' creativity, collaboration, expertise, and alignment with other initiatives, ensuring unwavering excellence in knowledge dissemination and adherence to set timelines for academic, administrative, research, and development activities. The IQAC diligently tracks plan implementation and revises it in accordance with regulatory updates. The institution's perspective development plan is rooted in the administrative framework, aligning with its commitment to delivering high-quality education.

## **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:**

The effective deployment of the institutional perspective plan at our college stands as a cornerstone in

fostering a dynamic and progressive educational environment. This commitment to strategic planning is intricately woven into the seamless functioning of various institutional bodies, evident through the institution's well-crafted policies, robust administrative setup, transparent appointment procedures, and steadfast adherence to service rules and procedures. This comprehensive approach contributes significantly to the institution's effectiveness and efficiency, aligning with its overarching mission and vision.

### **Strategic Deployment of Institutional Perspective Plan:**

DSCAS(W)'s institutional perspective plan is not merely a document but a living framework that guides the institution towards its academic and developmental goals. This strategic blueprint serves as a compass, ensuring that every action and decision aligns with the institution's long-term vision of providing holistic education to women.

The institution has invested conscientiously in formulating policies that encapsulate its commitment to academic excellence, inclusivity, and integrity. These policies span diverse areas, including academic curriculum, assessment methods, student welfare, and ethical guidelines. They are crafted with precision, taking into account both regulatory requirements and the unique needs of women pursuing education in the institution.

A robust administrative setup is paramount for the smooth functioning of any educational institution. Our college has strategically designed its administrative framework to be efficient, responsive, and aligned with the institution's objectives. The administrative setup facilitates effective communication, coordination, and decision-making, ensuring that administrative processes are streamlined for optimal performance.

Transparency in appointment procedures is a key hallmark, reflecting the institution's commitment to fairness and meritocracy. The procedures for faculty and staff appointments are clearly defined, adhering to ethical standards and ensuring an unbiased selection process. This commitment to transparency enhances the institution's credibility and fosters a culture of trust among its stakeholders.

### **Adherence to Service Rules and Procedures:**

Service rules and procedures govern the professional conduct of faculty and staff, places significant importance on their adherence. These rules are meticulously outlined to ensure a conducive and harmonious work environment. By upholding these service rules, the institution fosters a culture of professionalism and mutual respect among its academic and administrative community.

The effectiveness and efficiency of our college's institutional bodies are demonstrated through the successful execution of strategic initiatives. The institution exhibits agility in implementing academic and administrative reforms, incorporating technological advancements, and aligning itself with emerging trends in women's education. This adaptability positions us as a forward-thinking institution within the higher education landscape.

DSCASW(A)'s commitment to effectiveness and efficiency is not static but part of an ongoing process of continuous improvement. The institution actively seeks feedback, conducts regular assessments, and engages in periodic reviews to identify areas for enhancement. This dedication to continuous improvement reflects responsiveness to the evolving needs of its students and the broader educational

community.

Through well-defined policies, a streamlined administrative setup, transparent appointment procedures, and steadfast adherence to service rules, DSCASW(A) not only meets regulatory standards but goes above and beyond to create a nurturing environment for women's education.

### 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
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The college values its faculty as a crucial asset and takes various steps to foster a positive work culture. It provides voluntary welfare measures, including financial aid, well-being support, recognition, and knowledge enhancement, to boost employee morale.

The Performance Based Appraisal System ensures a positive work environment in the college.

**Teaching faculty & Non-Teaching Staff**

- The Performance Appraisal System evaluates teaching faculty based on their Annual Self-Assessment.
- Faculty members have diverse roles and responsibilities, extending beyond academics, and their contributions are duly recognized and weighted.
- Research activities in national and international scientific domains earn merits, with additional recognition for patents, publications, seminar attendance, and conference participation through funds like Seed Money Project.
- PBAS proformas are reviewed by department Heads, Deans, IQAC Coordinator, and the Principal for promotions, ultimately approved by the College Chairman.
- Non-teaching staff undergo an annual comprehensive appraisal. Promotions and salary hikes rely on PBAS scores, making the appraisal an essential tool for enhancing staff performance.

## **WELFARE MEASURES**

### **PECUNIARY PROVISIONS**

#### **1. Research conveniences**

- Financial assistance by providing registration fee, travelling allowance, food, accommodation, etc. for the faculty members to participate in conference/ seminars/ workshops/ FDPs/ Refresher/ Short term course and various training programmes for their skill upgradation
- Incentive aids to staff members to publish research papers, patents and copy right works.
- Seed money is provided for the faculty members for taking up new research work.
- Faculties with outstanding research works, publications, patents and projects are appreciated and awarded with cash.

#### **2. Medical amenities**

- Dhanalakshmi Srinivasan Super Specialty Hospital (a Sister Concern) is conveniently located near the campus for any medical emergencies. The college offers free medical check-ups and basic healthcare services.

#### **3. Incentives, loan and other facilities**

- Faculty is motivated by management incentives based on qualifications and performance.
- Those with Ph.D./NET/SLET qualifications enjoy annual increments and extra rewards for exceptional performance.
- Awards are distributed on Teachers' Day, Women's Day, and College Day for recognizing outstanding service.
- Priority admissions are granted to children of teaching and non-teaching staff across DS Institutions with fee concession.
- Maternity leave with salary is available.
- Free transportation and hostel facilities are provided.
- Subsidized meals are accessible, and housekeeping staff receive free mess meals.
- Additional income opportunities exist through service as an examiner for various professional and competitive exams hosted by the college.

### **CAREER ENHANCEMENT PROVISIONS**

- New staff receives training and orientation each semester to enhance their teaching skills.
- Faculty has the right to serve as resource persons.
- Study leave is granted for faculty pursuing doctoral degrees.
- Regular programs, seminars, and workshops boost the proficiency of all staff.
- The institution encourages research and values publications in reputable journals.
- Non-doctoral staff receives guidance and motivation for research from experienced colleagues.
- Faculty enjoys access to college resources, including ICT facilities, labs, libraries, collaborative training, and free use of the central instrumentation center for research, publications, and Ph.D. work.

### 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:** 77.95

**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
198	93	118	118	74

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	<a href="#">View Document</a>

### 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:** 70.82

**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
182	197	83	82	2

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

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

#### **Response:**

The Resource mobilization policy focuses on achieving the goal of the college ensuring accountability and transparency. To meet the strategic aims, goals, and overall growth of the institution, the resource mobilization policy diversifies and increases the institution's resource base. The policy helps detecting the resources available for systematic fund distribution in a cost-effective manner.

#### **Mechanism of College**

In consultation with the various expertise of the college, the Finance & Accounting department develops a yearly budget estimation for infrastructure, teaching-learning, laboratories, sports, extra-curricular and co-curricular club and association activities, transportation, staff welfare measures, scholarships and free ships, etc. The principal proposes it to the Governing Body for ratification.

#### **The Governing Body**

The governing body performs the following activities

1. Design the strategic plan needed to meet the expenditure objectives.
2. Acknowledge the budget proposal and the total sum of expenses anticipated.
3. The discussion on fund distributing priorities.
4. Sanction funding in accordance with the needs for resources

#### **Resource Identification & Mobilization**

The three sources of income that arise through resource mobilization the most are



1. Tuition fees,
2. Management support, and
3. Other sources of income such as Governmental funding agency portals, reports of rankings and accreditations, social media, and other channels are used to find capital sources and funding. The source of funds for the college can be obtained from various resources like

1. Institutional Funds
2. Trust funds
3. UGC Funds and Grants, DBT, DST, ICSSR, TNSCST, etc.
4. Alumni contribution
5. Consultancy works
6. Others – Seminars/ Conferences, Sister Organizations, Philanthropists, Industry-Academia Linkage, and NGOs

The funds generated here will be used primarily for the development and maintenance of the college.

### **Resource Utilization**

1. Appropriate resources are provided to implement innovative teaching and learning practices, maintenance of buildings and infrastructure; Procurement of laboratory consumables, LCD projectors, laptops, etc.
2. Funds are allocated based on budgetary requirements and used by clubs like NSS, NCC units and other clubs to conduct activities.
3. Funds are provided to departmental associations to organize seminars, FDPs, workshops and conferences.
4. Funds are used for green campus initiatives
5. Seed money to conduct research activities.
6. Several intercollegiate events and student welfare initiatives are organized with the help of money raised by the student council.
7. Grants from the government, institutions, alumni, and endowment fund interest are used for scholarships, academic events, and other collaborating activities
8. Funds obtained through the Government and Non-Government sponsoring agencies are primarily used for the conduct of seminars and workshops. The funds mobilized are utilized according to the provisions of management and other funding agencies.

A Certificate of utilization is obtained from an accountant and handover to the funding organizations once the funds are utilized.

### **Report & Documentation**

1. The purpose of resource mobilization and utilization documentation and reporting is to monitor how accurately activities were organized by adhering to the resource mobilization policy and procedures.
2. Every financial transaction relating to college operations, such as research projects, sports and cultural events, association activities, staff / student welfare measures, laboratory equipment purchases, repairs and maintenance, is tracked, documented and authenticated by the finance committee of the institution.
3. The documented financial statements are reviewed and audited annually for verifying the

effective and efficient usage and utilization of resources.

#### 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:** 287.94

**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
80.00	75.00	60.05	51.00	21.89

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>

#### 6.4.3

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

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

**Response:**

The financial audit of the college is carried out to ascertain its credibility, validity and quantitative appraisal. The financial position of the college is authorized by analyzing the financial statements in accordance to the compiled records of accounts presented to the auditor during the financial year. The internal and external audit of the college is conducted once in a year consistently and the reports are submitted by the Internal Auditors at a regular interval of once in every three months. The final report of Annual Statuary Audit is handover to the Management.

The College's Management has a distinct Internal Audit department with competent and experienced finance executives. The external audit was carried out by the experts of audit firm nominated by the college management. The college plans and locates multiple sources to raise money for funding developmental activities. The finance committee oversees proper coordination between the College's various activities and its annual expenses.

### **Internal Audit**

Financial Auditor of the Management conducts the Internal Audit under which the college performs its activities. All the bills, payments, receipts, vouchers, cashbooks, transaction details and journals are verified and passed by the Internal auditor once in every three months and followed by which the records of the reports are documented.

The internal auditor adheres to the audit protocols to ensure the validity, credibility and effectiveness of the internal control system and to verify diverse claims of financial records reflected in the income, expenditure, account and cash flows.

A meticulous procedure is used to verify the validity, accuracy, and completeness of the data. When vouching for, verifying, and valuing assets and liabilities, various aspects are examined. With respect to the audit, a report is developed and handed over to the higher officials for review.

### **External Audit**

A Chartered Accountant appointed by the management performs the External Audit and Annual Statutory Audit of the college. By the end of every financial year all the audited documents of balance sheets, income and expenses are certified. The auditor inspects to confirm if the required items of revenue, expenditure, assets, and liabilities are reflected in the income expenditure and account and balance sheet. The audit makes sure that the financial statements make an accurate image of the institution's results and financial framework for the period under review.

### **Audits of Grants / Scholarship / Hostels**

Grants from multiple companies, such as the UGC and DST, are audited in accordance with government regulations, and utilization certificates are submitted for the grants received. The scholarships awarded to SC/ST students have been audited and account for.

The institution's funds are raised from the collection of fees, grants from various funding organizations, and other grants received for projects, etc. Each of these factors are reflected in the college financial statement of the organization.

### **Mechanism for Settling Audit disputes**

The Finance Committee resolves the audit concerns, queries, and challenges as they come up. The college's finance officer promptly addresses any clarification requests. The finance committee also cautiously analyzes the accounting records before sending them to the governing body or college committee for document approval. The bills/ vouchers required for verification are produced and if required, the audit reports of the previous years can also be enclosed.

## 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:**

In the ever-evolving landscape of education, ensuring and enhancing the quality of academic processes is paramount. At our Institute this commitment to excellence is embodied by the Internal Quality Assurance Cell (IQAC), a dynamic entity that has played a pivotal role in institutionalizing robust quality assurance strategies and processes. Over the years, the IQAC has been unwavering in its dedication to refining the teaching-learning process, operational methodologies, and learning outcomes through continuous review at periodic intervals.

#### **Constant Review of Teaching-Learning Processes:**

One of the cornerstones of DSCASW's commitment to quality education is the continual review of the teaching-learning process facilitated by the IQAC. The IQAC regularly evaluates the effectiveness of pedagogical methods, ensuring that they align with contemporary educational practices and meet the evolving needs of students. This dynamic approach to teaching methodologies ensures that our institution remains at the forefront of educational innovation.

The IQAC engages in collaborative efforts with faculty members to identify areas for improvement, implement innovative teaching techniques, and incorporate feedback from students. This iterative process not only enhances the quality of education but also fosters a culture of adaptability and responsiveness to emerging educational trends.

#### **Structural and Operational Methodology Refinement:**

Beyond the confines of the classroom, the IQAC extends its purview to the institutional structures and operational methodologies. By conducting regular audits and assessments, the IQAC identifies areas of operational improvement, streamlining administrative processes for greater efficiency and effectiveness. This includes the optimization of administrative workflows, digitization of records, and the implementation of technology-driven solutions to enhance operational transparency.

Furthermore, the IQAC with various departments to ensure that administrative processes are in harmony with academic goals, creating an integrated and cohesive institutional framework. This holistic approach to structural refinement not only enhances the overall operational efficiency of the institution but also contributes to a seamless and conducive environment for learning and growth.

#### **Periodic Evaluation of Course Outcomes:**

The IQAC places a strong emphasis on the periodic evaluation of course outcomes to gauge the effectiveness of academic programs. Through meticulous data analysis and feedback mechanisms, the cell assesses the attainment of educational objectives, ensuring that students are equipped with the knowledge, skills, and competencies required for their chosen fields.

The insights derived from these evaluations enable the institution to make informed decisions regarding curriculum enhancements, pedagogical adjustments, and the introduction of new programs. The IQAC's focus on learning outcomes not only contributes to the academic success of students but also bolsters the institution's reputation for delivering quality education.

#### **Impact of IQAC Contributions:**

The impact of the IQAC's contributions is evident in the visible strides made by our Institute in terms of academic excellence, operational efficiency, and student satisfaction. The institution's commitment to quality assurance is reflected in its consistent ranking among the top educational institutions, accrediting bodies, and industry assessments.

The institution's graduates, empowered by quality education overseen by the IQAC, consistently excel in diverse professional fields, fostering a positive reputation that attracts talented individuals and collaborative opportunities beyond its walls.

The IQAC is a beacon of excellence, institutionalizing quality assurance strategies. Through meticulous reviews, it ensures our institution excels in teaching, operations, and learning outcomes. These efforts reflect our commitment to transformative, quality education for global challenges.

### **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:**

In the dynamic world of education, our college stands out as a symbol of unwavering dedication to academic excellence. At the core of this commitment is the Internal Quality Assurance Cell (IQAC), a crucial entity carefully crafted in accordance with established norms. The IQAC assumes a pivotal role, overseeing the regular and systematic evaluation of our teaching-learning processes, operational

methodologies, and learning outcomes—a continuous pursuit of refinement and excellence.

In our pursuit of an outstanding education, DSCASW understands the importance of adaptable teaching methodologies. The IQAC takes the lead in fostering a culture of ongoing evaluation. Working closely with our dedicated faculty, the IQAC ensures that our teaching methods align with contemporary educational practices. This collaborative effort aims not only to sustain but to enhance the effectiveness of our teaching methods, creating an environment where learning is dynamic and impactful.

Operational efficiency, crucial for a well-functioning educational institution, is a focal point for the IQAC. Recognizing this, the IQAC takes on the responsibility of refining our institutional structures and operational methodologies. Through regular audits and assessments, the IQAC identifies areas for improvement, streamlining administrative workflows, and embracing technology-driven solutions. This approach ensures that our administrative processes are not just efficient but also contribute to creating a seamless environment conducive to effective learning and holistic growth.

. The IQAC's commitment to the refinement of structures and methodologies is not a bureaucratic exercise; rather, it is a strategic initiative to create an institution where efficiency harmonizes with academic eminence.

At DSCASW, success is measured by the outcomes of our educational efforts. The IQAC places a strong emphasis on the periodic evaluation of learning outcomes, ensuring that our graduates emerge not only with degrees but also equipped with the necessary knowledge, skills, and competencies. Through careful analysis and feedback mechanisms, the IQAC assesses the effectiveness of our educational objectives, guiding us towards data-driven decision-making.

This commitment to learning outcomes goes beyond academic exercises; it reflects our dedication to producing graduates who are well-prepared for the challenges of the professional world. The IQAC's focus on learning outcomes serves as a guiding force, propelling the institution toward continuous improvement and relevance.

The impact of the IQAC's contributions is evident in the tangible achievements of our college. Regularly recognized among the top educational institutions and accredited by reputable bodies, our commitment to quality assurance is not just a claim but a substantiated reality. The visible impact of these efforts extends beyond institutional accolades. It creates a positive reputation that attracts not only talented faculty and students but also fosters collaborative opportunities, contributing to the growth and development of our academic community.

Through its dedication to continuous improvement, the IQAC ensures that our institution remains at the forefront of educational innovation. The students of our college benefit from a transformative and quality education that prepares them not just for academic success but for the challenges of an ever-evolving global landscape. The IQAC, in essence, is the custodian of our commitment to nurturing quality in education.

### 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

## 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 college community is deeply committed to empowering young women, pioneering efforts to raise awareness about gender equity. Through a combination of co-curricular and academic programs, the institution ensures that students are educated on prevalent gender issues in society. A key component of this commitment is the active engagement of the Women Cell, which works tirelessly to promote gender equity and awareness among all stakeholders.

In the academic realm, various departments have taken proactive steps by introducing gender-oriented courses at both the undergraduate and postgraduate levels. Core courses such as "Women's Writing in English," "Feminist Writing in English," and "Pengalukkana Sattangal" in departments like English and Tamil are designed to provide a comprehensive perspective on gender issues. Additionally, a Part IV Course titled "Gender Studies" is offered to students across all departments, further emphasizing the institution's dedication to fostering a deep understanding of gender dynamics.

The college goes beyond traditional academic approaches and actively engages in sensitization programs to promote mental well-being among instructors, staff, and students. These programs include events such as a cybercrime legal awareness camp, "Dare to Change Dare to Shape," campaigns against child marriage and violence on women, and rallies addressing women's harassment and domestic violence. The observance of significant days like International Women's Day, International Women's Equality Day, and Sister Nivedita Day further contributes to building awareness and solidarity.

Nutrition and health awareness programs, covering topics like PCOS, cancer awareness, and menstrual cycle education, are integrated into the curriculum. The college promotes product creation through self-help groups, focusing on nutrition awareness, style flow, and diet patterns for students.

The safety and security of students are paramount concerns for the institution. Various measures have been implemented, including the establishment of statutory cells such as Anti-Ragging Cells, Women Cells, and Mentor-Mentee groups to monitor and address connected issues. A Grievance Redressal Cell is in place to resolve academic and student issues effectively.

To enhance physical security, strategically positioned CCTV cameras are monitored daily to prevent unpleasant incidents. Full-time security guards regularly patrol the campus, and a separate Ladies' Hostel is supervised by a Women Warden. Transportation facilities are extended to interior places, and there is exclusive vehicle parking for students and staff, with strict monitoring of entry and exit. Safety measures, such as fire extinguishers in all laboratories and blocks, are in place.



To maintain a secure environment, the college has implemented policies such as out passes for hostel inmates, restricted entry at hostel gates, and a prohibition on students leaving the campus during class hours. Visitor entry is meticulously recorded, and fire safety measures, including the use of the Kavalan App, are emphasized.

Communication channels are open for students to express their grievances at any time. They can contact the Principal, Heads of Departments, Anti-Ragging Committee, and Disciplinary Committee over the phone. Dedicated mentoring supports students in academics and personal issues. The Women Cell offers tailored programs, and the campus provides essential facilities.

**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
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.3**

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

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

**Response:**

Higher education institutions are majorly the agents that bring sustainable changes in the society. The Green policy of the College has taken strong measures to keep the campus eco-friendly and to provide a clean environment for the students and faculty. Proper waste management system in the campus is a

proof of college's ethical concern for sustainable development.

Waste segregation starts with a three-colored dust bin system. NCC and NSS student organizations regularly raise awareness about waste management. Colored bins across common areas and all levels simplify segregation. Green bins handle wet and biodegradable waste, while blue bins collect non-biodegradable items. Yellow bins are designated for glass bottles. Remarkably, 80% of waste is recycled, promoting eco-friendly disposal practices across the campus.

### **Solid Waste Management**

The college has a well-built system to deal with the several types of garbage produced by the various buildings.

- The college is committed to keeping the campus tidy and holds frequent clean-up activities.
- Waste collection bins with colour coding bins (Red, Blue, Green, and Yellow) as degradable and non-degradable waste are kept at each block on campus.
- Compact waste baskets are provided in the classrooms, and incinerators are available in the women's restrooms in addition to bins in the restrooms.
- Compost and vermi compost pits are used to deposit biodegradable waste, which is then turned into manure and fertilizer for gardens.
- Organic wastes are used for the production of **biogas**
- The withered leaves from the trees are regularly cleaned to keep the campus clean.

### **Liquid Waste Management**

- A well-maintained sewage treatment plant is available to recycle the waste water in the campus. The waste water is collected, recycled and utilized for gardening and other purposes
- Sprinklers are installed in the gardens to reduce water usage.
- Practical labs like Chemistry, Biotechnology, Biochemistry, and Microbiology have taken measures to ensure that all the chemicals are diluted before discarding in the wash basin.
- Liquid waste from washrooms is drained into concealed drains connected to the corporation drainage system.

### **Biomedical Waste Management**

- Incinerators are used for Bio Medical waste.
- The laboratory using microbial agents are decontaminated regularly to avoid accidental contaminations using **autoclave**.
- Glass waste and other non-hazardous material are collected in separate strong containers.

### **E Waste Management**

- All electrical wastes from computer parts, CPU, hard discs, printers, cable wires, storage devices, PCB's, security devices, and lab equipments scrap is sent to the market for sale.
- Printer cartridges are refilled and used.

- UPS batteries are used after being recharged and repaired by authorised suppliers.
- The electricity consumption is reduced by **replacing the ordinary bulbs to LED bulbs.**
- The computer labs with CRT monitors are replaced with LCD monitors.

**Waste water Recycling System**

- A sewage treatment plant is utilized for wastewater recycle.
- Treated waste water is used for gardening.

**Hazardous chemicals and radioactive waste management**

- In laboratories, harmful chemicals and radioactive materials are not used.
- Glass waste is collected and discarded separately.
- Before disposal, acids and bases are neutralized.
- In all laboratories, there is safety guidelines posted.

**Outcomes of Waste Management**

- Sustainable Campus
- Green Imitation
- Rainwater harvesting
- Green Awards and Recognition

**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
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.5

#### **Green campus initiatives include**

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

#### **Response:**

Dhanalakshmi Srinivasan College of Arts and Science for Women, situated in the lush green of nature, has accepted environmental consciousness as a decisive framework to guide all future decisions related to growth and development. The Green Audit aims to analyse environmental practices within and outside the college campus, which have an impact on the eco-friendly ambience. Our college is dedicated to environmental sustainability and it has adopted Green Initiatives.

#### **Restricted entry of automobiles:**

- Vehicle access is strictly prohibited beyond the student parking spaces.
- Visitors are only permitted to enter the Campus through the main gate.
- Vehicles of visitors are prohibited beyond 200 metres from the entrance.
- Signages are kept at vantage points restricting entry and parking.
- In the campus gate, an entry book is kept for visitors to register their information.

#### **Use of bicycle/ battery powered vehicles:**

The integration of battery-powered vehicles on campus is a sustainable and eco-friendly initiative that reduces the carbon footprint of the college. **These** vehicles are instrumental in

- 1.Enhancing transportation efficiency
- 2.Promoting environmental responsibility
- 3.Setting an example for the community.

#### **Pedestrian friendly pathways:**

- In our campus have enough pedestrian friendly pathways with shade providing trees on the sides, allowing everyone to commute in comfort. The roads on campus are nicely maintained.
- Pedestrian pathways are maintained on regular basis for keeping them free of mud, dust and any other vegetational growth which adds beauty to the campus.

#### **Ban on use of plastics:**

With the government's national plastic ban campaign to combat environmental hazards and promote attitudinal changes, educational institutions like DSCASW (A) aim to lead the way in making campuses plastic-free.

- Use of Plastic materials in the form of carry covers, plates, bottles, packets, cups, sheets and any sac items that may be categorized under plastic or plastic-coated materials especially are totally banned from use within the campus.
- Avoidance of flowers draped in plastic covers and flex items during public functions in campuses while welcoming dignitaries.
- Use of eco friendly products as alternates to ensure environmental safety in the campus is recommended. Eco friendly products like Palm leaf plates, cups and paper cups are permitted to serve during events or celebrations.

### **Landscaping of trees and plants**

**The college comprises** green belt area, having variety of plants different species of trees, shrubs and potted plants. Herbal plants, fruit bearing trees, flowering plants and ornamental plants have been planted to clean the atmosphere

- Plantation improves aesthetics and helps as a buffer in reducing noise level, maintaining temperature of the area.
- Green house garden has different sections in which specific types of plants planted with respect to their medicinal biodiversity.
- In our campus trees attract variety of insects like wasps, bees, ants and beetles thus increasing the biodiversity.
- The different tree species provide habitat to variety of bird species.
- Mature trees are preserved and buildings are constructed around them.
- A **green house** has been developed to provide ideal environment to learn about variety of plant species including herbal, medicinal, succulents and xerophytes.
- A herbal Garden containing medicinal plants and herbs of importance have been maintained at Horticulture area.

### **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

### **7.1.7**

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

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

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

**Response:**

Our College is committed to fostering an inclusive and barrier-free environment, ensuring that individuals with disabilities can move around securely, freely, and participate fully in all aspects of campus life. The college has implemented a range of measures to create a setting that encourages independent functioning for people with disabilities, allowing them to engage in regular campus activities without dependence on assistance.

One of the key features of the college's commitment to inclusivity is the provision of barrier-free structures, locations, and transit networks. In both the A Block and B Block, alongside conventional staircases, there are meticulously designed ramps with ramp-rails—an inclined plane that adheres to accessibility guidelines. These ramps facilitate easy mobility for individuals with disabilities, offering a seamless and dignified way to navigate the college premises.

To further enhance accessibility, lifts are strategically placed within the college buildings, specifically in the A Block and B Block. These elevators serve as essential tools for visitors, employees, students, and individuals with disabilities to access different levels of the buildings without encountering physical barriers.

The commitment to inclusivity extends to restroom facilities, with each block featuring two accessible bathrooms designed to cater to the needs of individuals with disabilities. These restrooms are equipped with fixtures and fittings that prioritize comfort and convenience. Key accessibility features include grab bars, sliding doors, and non-slip flooring, ensuring a user-friendly environment.

For individuals with visual impairments, the college has incorporated pop-up bands and tactile signboards strategically placed along routes and roads. These features serve as navigational aids, offering guidance and information to those with visual challenges, especially at the ends of staircases where tactile signs on handrails can be particularly beneficial.

The Office plays a crucial role in providing human assistance and necessary information to individuals with disabilities. This ensures that they feel welcomed and supported in their interactions with the college

community. Additionally, the college is equipped with screen reader software, specifically Non Visual Desktop Access (NVDA), installed on computers in the computer lab. This assistive technology aids blind or visually impaired individuals in using computers, fostering an inclusive learning environment.

Recognizing the importance of personal mobility, the college offers wheelchairs as a vital assistive technology. Wheelchairs not only enhance personal mobility but also contribute to the overall well-being and active participation of individuals with disabilities in the college community. They serve as indispensable tools for exercising human rights and leading dignified lives.

To further cater to the unique needs of persons with disabilities (Divyangjan), the college provides a range of services, including human assistance, readers, scribes, soft copies of reading material, and screen reading. Scribes are arranged whenever necessary to ensure that individuals with disabilities have equal access to examination and assessment processes.

Battery-operated vehicles are another innovative provision made by the college to facilitate easy mobility for physically challenged students, faculty, and staff. These vehicles contribute to creating a campus environment where everyone can navigate freely and independently, fostering a sense of inclusivity.

Our College actively working towards creating a campus that is not only physically accessible but also considers the diverse needs of individuals with disabilities. Through its commitment to barrier-free structures, assistive technologies, and a supportive environment, the college ensures that everyone, regardless of physical abilities, can fully participate in the vibrant academic and social life of the institution.

### 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:**

Dhanalakshmi Srinivasan College of Arts and Science for Women (Autonomous) is unwavering in its commitment to creating a welcoming environment that embraces students from diverse backgrounds, fostering unity and understanding across cultural, regional, linguistic, and communal differences. This commitment is translated into action through a multifaceted approach that includes initiatives celebrating festivals, showcasing diverse cultures, organizing national integration programs, promoting the arts, and reinforcing traditions, collectively cultivating an atmosphere conducive to value-based learning.

The college's dedication to fostering inclusivity is reflected in various impactful practices. Orientation and induction events are conducted annually to raise awareness about the virtues of tolerance, empathy, and other essential human characteristics. Students are actively encouraged to participate in clubs like NSS, NCC, YRC, fostering collaboration and a sense of belonging. The admission procedure adheres to state government norms, ensuring transparency, accountability, and equal opportunities for all. Regular assemblies featuring prayers, thoughts for the day, and values foster a strong value system promoting secular ideals and comradeship.

In addition, the first-year curriculum includes a course on Value Education, instilling values related to societal, religious, and cultural ethics. The college is dedicated to providing equal opportunities in education and employment for differently-abled individuals, treating them with respect and dignity. A prescribed code of conduct and ethics for students, teachers, and support staff is in place, preventing discrimination and ensuring equal opportunities, access, and resources.

Linguistic inclusiveness is promoted through offering a choice in the second language under the Part I category of the curriculum, including options like Tamil, Hindi, and French. While English serves as the medium of education, fostering communication in English bridges linguistic disparities among students with various mother tongues.

The college places a strong emphasis on celebrating diversity through cultural and regional festivals such as Pongal, Pooja Celebration, Christmas, Ramzan, and New Year. Birth anniversaries of national heroes and leaders are actively celebrated, contributing to instilling a sense of national pride and unity. Initiatives promoting gender equity, women empowerment, and awareness programs foster a sense of equality and inclusivity. Awareness programs and celebrations for national events and days, including Independence Day, Republic Day, Yoga Day, Ramanujan Day, and National Library Day, instill in students values of integrity, brotherhood, and patriotism.

Extension activities play a pivotal role in fostering harmony, tolerance, and social responsibility among students. Various clubs and committees engage in society-oriented initiatives addressing life skills, stress management, business challenges, corporate social responsibilities, gendered spaces, personality development, work-life balance, and the Indian Constitution. Camps in adopted villages provide students with insights into the challenges faced by the impoverished, emphasizing concepts of equality, brotherhood, and justice.

In terms of economic aid, the college ensures that students from economically and socially disadvantaged groups receive support through fee concessions and scholarships. Additionally, during times of crisis such as the Gaja cyclone, the college actively participates in relief efforts, distributing goods through student volunteers, showcasing a commitment to social responsibility and community welfare.

### 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:**



DSCASW takes a proactive approach to sensitize students about values, rights, duties, and responsibilities, fostering knowledge that extends beyond the classroom and contributes to a healthy campus culture.

Aligned with the Fundamental Duties of Indian citizens, the college emphasizes programs and activities aimed at increasing awareness about national identities and symbols. Celebrations of nationally important days and commemorative events are an integral part of the college's yearly calendar.

The curriculum has been consistently upgraded, with the inclusion of 'Value Education,' molding students into responsible citizens. Compulsory courses like Gender Studies and Environmental Studies are designed to instill constitutional obligations among learners. The singing of the State Song, National Song, and National Anthem on specified days and programs fosters the spirit of patriotism and national integration.

A notable tradition is observed every year on January 25th, where students take a vow to protect their voting rights. The existence of a Stakeholders Handbook on Code of Conduct encourages students and staff to embody righteousness and diligence in fulfilling their obligations.

Various clubs, centers, and committees serve as platforms for inculcating values, rights, and the adaptation of diverse cultural heritage. The Women Cell addresses gender issues, legal awareness, and health, aspiring to uplift women. The Fine Arts Club organizes programs to promote arts and culture, enhancing creativity and expression of thoughts. The "Kaavalan" SOS APP, offered by the Police Department, is available to all students, providing safety precautionary measures.

Numerous activities are conducted by the NSS and NCC units, covering Independence Day, Republic Day, Voters awareness, Road safety measures, Cyber Crime Legal Awareness Camp, National Library Day, Armed Forces Flag Day, Awareness on World Aids Day, and regular blood donation camps.

Rallies against Women Harassment and Gender Issues are organized regularly by the Women's cell, fostering a sense of moral responsibility towards societal welfare. The Entrepreneurship Development Cell organizes "Awareness on Women Employability."

The institution upholds justice through transparently framed rules and regulations, with a humanitarian approach by the management and staff. The Student Council aids students in expressing complaints and receiving corrective action, while a grievance redressal mechanism operates at the department and college levels. The mentor-mentee system ensures impartiality and corrective measures.

The principle of liberty is manifested through faculty members having a free hand in the teaching-learning process. A student forum, comprising elected representatives, has the freedom to plan and organize various programs. Students are actively encouraged to participate in national and international events, and all stakeholders can voice their opinions through structured feedback mechanisms.

The principle of equality is upheld by treating all teaching, non-teaching, and administrative staff equally. The code of conduct is prominently displayed and adhered to at all times. Due representation is given to faculty members, students, and support staff in decision-making bodies.

Fraternity is evident in cultural activities that allow an exchange of traditions among students. The dignity of the individual and the unity of the student community are upheld through mutual respect, transcending differences of religion, caste, language, culture, and ethnicity.

These initiatives reflect the institution's unwavering commitment to the values enshrined in the Indian Constitution, creating an environment where students not only gain knowledge but also develop into responsible, compassionate, and socially aware citizens.

#### **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

## **7.2 Best Practices**

### **7.2.1**

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

**Response:**

#### **BEST PRACTICE - 1**

**TRAILBLAZING TRANSFORMATION: A JOURNEY OF HOLISTIC EDUCATIONAL EXCELLENCE**

**OBJECTIVES:**

- Nurture inclusive learning principles.
- Embed social responsibility in extension activities.
- Promote holistic skill development.
- Empower through active student involvement.
- Promote environmental awareness.
- Foster unity for national harmony.

**CONTEXT:**

Our commitment to educational excellence is reflected in mandated active participation in dynamic extension clubs. Through diverse clubs, students contribute to societal betterment, showcasing their commitment to responsibility and holistic development. This ensures education beyond textbooks, emphasizing inclusivity, skill refinement, and societal enrichment. Our institution shapes students for a future of academic brilliance and impactful community contributions, setting the stage for a transformative educational journey.

### **THE PRACTICE:**

- **Empowering Rural Transformation:** College's NSS adopts Renganadhapuram, Thambiranpatti, Keelakanavai villages, and through Unnat Bharat Abhiyan (UBA), initiates expanded outreach to Esanai, Esanai (RF), Andi Kurumbalur, Aranarai, and Ladapuram, driving impactful change and broadening the sphere of influence
- **Smart Consumers:** Empowered students in the Consumer Club through 12 programs, including Consumer Day awareness events, fostering informed decision-making and financial literacy
- **Thrive Together:** Cultivating campus well-being with programs on cervical cancer awareness, Fire off Cook On, and initiatives for bird hydration.
- **Gender Empowerment Advocacy:** The Women's Cell drives student activism through 25 programs, promoting gender equality with Women's Day celebrations, anti-domestic violence rallies, campaigns against child marriage, and cybercrime awareness
- **Fostered Empathy:** YRC Club involved students in impactful roles through 23 programs, including blood donation camps and yoga training, contributing to enhanced student development and community service.
- **Green Culture Advancement:** EXNORA Club fosters green culture, benefiting students with 15 eco-conscious programs, instilling environmental responsibility through awareness campaigns, tree plantations and no-drive day initiatives for a greener campus and community.
- **Rotaract Catalyst:** enhances civic engagement and active volunteerism among students through 20 impactful programs, including outreach, literacy and Rotaract Week celebrations, contributing to community development.
- **Elevating Leaders:** NCC cultivates character, sharpens leadership, and instills national pride through active student participation in 55 programs. Initiatives include blood donation camps, Best Right Maker projects, simulator training, eco rallies, shaping future leaders.
- **Fostering Entrepreneurial Spirit:** The Entrepreneurship Development Cell empowers students through activities like Stall Day and Aari work pedagogy, cultivating innovation and confidence.

### **EVIDENCE OF SUCCESS:**

- Measurable reductions in the environmental footprint on campus
- Growing interest in entrepreneurial endeavors
- Recognition through awards like the Best Coordinator Award from Pondicherry Institute of Management & Science.
- Transformed students into socially responsible individuals, promoting civic duty.
- Substantial rise in villagers' active involvement and leadership during special camps and awareness rallies

### **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:**

#### **Problems Encountered:**

- Lack of awareness posed engagement hurdles.
- Navigating diverse student interests posed a significant challenge in implementing our initiatives
- Scheduling extension activities amid varied academic timelines posed logistical challenges.
- Cultural and religious diversity hinders seamless implementation of extension activities
- Married students encounter participation challenges in extension activities.

### **Resources Required:**

- Implementing awareness campaigns to enhance student understanding.
- Developing flexible initiatives catering to diverse student interests.
- Coordinating extension activities with adaptable academic schedules.
- Establishing inclusive cultural and religious sensitivity training programs.
- Providing support systems for married students to facilitate their active participation.

## **BEST PRACTICE – 2**

### **GREEN HORIZONS: CAMPUS SUSTAINABLY ALIGNED WITH SDGs**

#### **Objectives of the Practice:**

Quality Education (SDG 4): Instill environmental awareness and responsibility within the campus community.

Affordable and Clean Energy (SDG 7) & Responsible Consumption and Production (SDG 12): Implement energy-efficient measures to minimize campus energy consumption.

Sustainable Cities and Communities (SDG 11): Implement strategies to reduce waste generation on campus.

Responsible Consumption and Production (SDG 12): Promote recycling and responsible waste disposal practices.

Climate Action (SDG 13): Conduct awareness campaigns to educate the campus community about waste management.

Life on Land (SDG 15): Strive to create a sustainable and environmentally conscious campus environment.

Partnerships for the Goals (SDG 17): Encourage active participation in green initiatives.

#### **The Context:**

Our campus champions waste reduction, recycling, and energy efficiency in alignment with Sustainable Development Goals (SDGs). We aim to cultivate a community of Earth stewards, demonstrating the transformative impact of sustainable practices.

## **The Practice:**

### **Waste Segregation and Recycling:**

Installed recycling bins and raised awareness on waste segregation.

Collaborated with waste management for proper campus recyclables processing.

### **Composting:**

Introduced campus composting for organic waste with bins near dining areas.

Conducted education on composting benefits for the community.

### **Reduction of Single-Use Items:**

Promoted reusable alternatives and installed water refill stations to reduce plastic waste.

### **Awareness Campaigns and Education:**

Conducted campaigns, workshops, and distributed materials, involving students in waste reduction and sustainability initiatives.

### **Integrating Waste Management in Education:**

Curriculum includes waste management and environmental subjects, engaging students in sustainable practices.

### **Trash to Treasure: Eco Demo:**

Live vermicomposting demos teach students about worms, waste, and balance, fostering hands-on learning for sustainable waste management.

### **Green Era Initiatives:**

Minimized campus energy consumption through solar water heaters and biogas plants.

### **Waste Management and Energy Policy:**

College policies prioritize sustainable waste and energy management, advocating responsible disposal, recycling, and efficient energy practices.

### **Eco Audit Excellence:**

External audits assess sustainable waste management practices, driving eco-friendly initiatives and responsible waste disposal within the institution.

### **Evidence of Success:**

- Reduction in overall waste generation and increase in recycling rates.
- Positive feedback and participation from the campus community.
- Recognition through Best Coordinator Awards, improved cleanliness, and aesthetics.
- Numerous student projects utilizing waste materials.
- Listed among India's Sustainable Institutions in a Green Ranking Survey 2023.
- Received prestigious clean and green campus awards in 2019 and 2022.

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

#### **Problems Encountered:**

- Changing habits related to single-use items and disposal practices.
- Absence of a robust monitoring system for tracking waste generation rates.
- Some lack understanding of waste management and efficient energy consumption.
- Limited waste facilities resulting in increased littering.

#### **Resources Required:**

- Adequate budget and workforce for recycling and composting maintenance.
- Investment in technology for data collection and monitoring.
- Training programs for students, faculty, and staff on waste management and energy policies.
- Continued investment in awareness campaigns, workshops, and incentives.
- Strong collaborations with waste management companies and local businesses.

## **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:**

#### **EMPOWERING MINDS FOR COMPREHENSIVE LEARNING: NURTURING ETHICAL AND PROFICIENT PROFESSIONALS VIA STUDENT-CENTERED EDUCATION**

Dhanalakshmi Srinivasan College of Arts and Science for Women (Autonomous), Perambalur, operates under the sagacious guidance of the illustrious visionary, Shri. A. Srinivasan, who concurrently assumes the august role of Chancellor at Dhanalakshmi Srinivasan University in the hallowed precincts of Samayapuram, Tamil Nadu, India. The institution stands as a paragon of distinction, steadfastly

dedicated to the vanguard of progressive, contemporaneous, and all-encompassing pedagogy. Emboldened by an exalted legacy that spans a resplendent period of more than two and a half decades, our hallowed establishment resolutely upholds its sacred charge: the cultivation of enlightened individuals through the dispensation of comprehensive erudition, all in the noble pursuit of societal amelioration.

### **Exemplary Female Figures in Leadership**

We take great pride in the presence of formidable female leaders holding key positions within our college, including the **Principal, Vice-Principal, Deans, and Controller**. While our teaching staff includes male educators, our unwavering commitment to equitable treatment applies to all, irrespective of gender. As an institution exclusively for women, we are resolute in our mission to champion the academic achievements of women.

### **Integrating Gender Sensitivity and Amalgamating Linguistic Traditions in Modern Curriculum**

In our esteemed academic haven, we've intricately melded gender insights with rich linguistic traditions, setting a gold standard in education. Particularly in esteemed departments like English and Tamil, our undergraduate curriculum delves deep into **gender-focused studies**, including **Women's writing** and **'Pengalukkana Sattangal'**, whilst promoting mastery in languages such as **Tamil, English, French, and Hindi**. This synthesis amplifies our commitment to gender inclusivity, immersing students in diverse linguistic celebrations. Through this elite pedagogical design, our institution's women are poised to shine globally, contributing richly to society's intricate fabric.

### **Advancing Sovereign Solidarity and Uplifting Women via Elite, Inclusive Academia**

In our distinguished academic institution, we ardently foster patriotism and national unity. Marking India's 75th Independence Day, we attained a **Guinness World Record for a monumental human flag formation**, further commemorated by a resplendent rally from the Perambalur Collectorate. Paramount to our ethos is the elevation of women's education. With an array of scholarships spanning governmental, institutional, and private spheres. We ensure every woman accesses premier education, transcending financial barriers. Our ambition extends beyond academia; it's about sculpting women to architect a balanced world. Surveying the educational panorama from 2018 to 2023, the alternating ascendancy of governmental and private institutions highlights the imperative of inclusive education, with state entities often emerging as luminous pillars in this dynamic milieu.

### **Embracing a Global Outlook via MoU's**

Fostering a Global Outlook through Memorandums of Understanding (MoUs) is a pivotal aspect of our dedication to women's education. These alliances unlock a multitude of opportunities. Currently, our institution has entered into **28 MoUs**, leading to the implementation of **99 activities** under these accords, significantly enhancing our educational milieu.

### **Augmenting Scholars: Gratis Medical and Commute Facilities for Optimal College Access and Triumph**

Dedicated to our community's welfare, we pride ourselves on complimentary **emergency medical provisions, with our on-site hospital**. Furthermore, we champion female education by **providing elite**

**transportation services, spanning up to 160 km daily** and benefiting numerous districts. This isn't mere transit; it's a conduit for transformation, advancing rural development and underpinning our commitment to accessible education for every deserving young woman.

### **Wing of Process:**

In our esteemed institution, the pursuit of excellence is not a mere aspiration; it is a defining ethos. Our distinctive endeavours radiate through our noteworthy accolades, accomplished top-ranking students, flourishing advanced academic programs, and remarkable career placements. These accomplishments bear witness to our unwavering dedication to cultivating enlightened intellects.

### **Elevation in Institutional Prestige**

In the esteemed **NIRF 2023 rankings**, we are delighted to announce that our institution has achieved the **74th overall rank** and an impressive **15th position** among India's top women's colleges. This accomplishment reflects our unwavering commitment to providing an outstanding educational experience, thanks to our exceptional faculty, dedicated students, and unique institution ethos. We proudly serve as a beacon of educational excellence, leading the way towards a brighter future for women in academia.

### **Eminence in Academic Excellence**

Our institution's history is adorned with the splendid accomplishments of our distinguished rank holders, standing as an unwavering testament to our relentless pursuit of distinction. Each year, we consistently produce exceptional individuals who ascend **to prominent ranks among the top 20 scholars in the university**. Among 24 esteemed colleges, our institution proudly secures multiple coveted ranks - a testament to our unwavering commitment to fostering exceptional talent. We don't merely meet expectations; we exceed them, setting an unmatched standard others strive to emulate.

### **Enriching Professions via Advanced Learning**

Our college excels in producing exceptional graduates who secure admission to prestigious institutions, reflecting our steadfast commitment to academic excellence. A proven track record over five years shows a notable increase in postgraduate admissions, highlighting our students' readiness for advanced education. Additionally, our dedicated faculty, comprehensive career services, and robust community support ensure our students are exceptionally well-prepared for their academic journeys. Simultaneously, our focus on facilitating the career advancement of our female students through on-campus placements garners national and international recognition, potentially contributing to nationwide economic growth. Our college's unwavering dedication to academic and professional growth solidifies our role as a cornerstone for student success and a catalyst for our nation's progress.

### **Empowered Intellects**

Annually, our unwavering dedication to Student-centric education cultivates empowered intellects. Every student commencing their transformative voyage here departs not just with qualifications but with a deep-seated sense of empowerment. Our accomplished alumni, actively catalysing positive change across various domains, serve as living proof of our institution's enduring impact. This annual chronicle exemplifies our mission to sculpt a brighter future, exclusively dedicated to the female scholars of our



esteemed women's college.

## 5. CONCLUSION

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### Additional Information :

#### Best Practices and Unique Practices

**Institutional Distinctiveness: “Empowering Minds for comprehensive Learning: Nurturing Ethical and proficient professionals via Student-Centred Education”** shows the commitment to education that goes beyond academics seeking to develop the students as well-rounded, ethical, and competent professionals with a focus on empowering their minds and nurturing ethical values. It's an approach that values the development of not just knowledge and skills but also personal growth and ethical awareness.

**Best Practice 1: "Trailblazing Transformation: A Journey of Holistic Educational Excellence"** signifies a commitment by the college to extend its educational mission into rural areas, working to improve the lives and prospects of residents in those communities. These initiatives reflect a broader commitment to social responsibility and community development.

**Best Practice 2: “Green Horizons: Campus Sustainably Aligned with SDGs”** aligns with broader environmental sustainability goals, reducing the carbon footprint and promoting responsible resource management. Such initiatives not only contribute to a healthier campus environment but also provide valuable educational opportunities for students to learn about environmental stewardship and sustainable practices.

#### Post accreditation initiatives as per Peer Team Report [PTR]

The institution has adopted the following initiatives for quality enhancement based on the PTR of 3rd cycle reaccreditation:

- In October 2017, the College was granted Autonomous status for a duration of 10 years.
- The implementation of Autonomy commenced in June 2018.
- New courses were introduced, including Fashion Technology & Costume Designing, Nutrition & Dietetics, and Forensic Science.
- Value-added programs were incorporated into all undergraduate (UG) and postgraduate (PG) programs, enhancing students' engagement and education.
- The Microbiology Department was upgraded to offer a Ph.D. program, addressing the demands of students and society.
- The Placement Cell underwent renovations, taking essential measures to attract potential employers to the campus and organized training programs for students, resulting in increased placements with attractive packages.
- The establishment of a Central Instrumentation room provided valuable resources for research scholars and academicians, which are also accessible to sister concerns.
- Faculty consultancy services were expanded, with generated revenues contributing to the college's progress.
- The quantity of research publications increased, accompanied by a rise in major and minor research

projects with grants. Seed money was allocated to faculty members to promote a research-oriented culture.

- A policy on consultancy was formulated and put into action.
- An Alumni association was registered and is currently operating efficiently.

## **Concluding Remarks :**

Dhanalakshmi Srinivasan College of Arts and Science for Women (Autonomous), Perambalur is dedicated to pursuing excellence as outlined in its vision, mission, objectives, and fundamental values. The College's notable achievements include curriculum enhancements guided by feedback, the adoption of digital tools for teaching, learning, and assessment, significant research contributions through financial incentives, including research grants and seed money to promote research endeavors., student-centered support initiatives, and access to contemporary learning resources. Over the years, governance policies and methods have been improved to promote quality activities. Additionally, a comprehensive Human Resource Plan is in place to facilitate faculty development, career advancement, and the overall well-being of faculty members. Since its inception, the college has consistently upheld a value-based education system and engaged in regular socially responsible activities.

As part of their extension activities, students actively engage in social service and raise their awareness of various social issues. The college boasts excellent infrastructure, including numerous well-equipped laboratories, a comprehensive library, indoor and outdoor sports facilities, and a gym. The college's library is well-stocked with an extensive collection of books and journals that support research endeavors.

Conducting annual audits focused on green initiatives, energy efficiency, and environmental practices, alongside striving for zero waste and promoting renewable energy usage, are strategies employed in the campus. We also prioritize water conservation, recycling wastewater, and recharging water resources. The College's commitment to environmental sustainability is underscored by its prestigious gold-rated green certification. The Institutional Quality Assurance Cell (IQAC) plays a pivotal role in maintaining and improving quality standards. The Perspective Plan of the college serves as the driving force behind our comprehensive and multifaceted growth.

The college sets a remarkable example for empowering women at all levels through a collaborative and cooperative environment. It fosters an amicable atmosphere where women can thrive. Women faculty members hold numerous administrative roles showcasing their capabilities. The College serves as an educational hub where knowledge and wisdom lead to profound life transformations.