



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**SHRIMATHI DEVKUNVAR NANALAL BHATT  
VAISHNAV COLLEGE FOR WOMEN**

VAISHNAVA COLLEGE ROAD, SHANTHI NAGAR, CHROME PET  
600044

[www.sdnbvc.edu.in](http://www.sdnbvc.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women was established in 1968 by a visionary of Women's Education, our Founder Chairman Late Shri Nanalal Bhatt through Cork Industries Charities Trust. Being a social activist, he ventured in to the noble field of Education donating 10 acres of land and 6 lakhs donated by Cork Industries Charities Trust for higher education and thus was born Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women named after his dear wife Shrimathi Devkunvar.

Our Institution has been a pioneer in imparting high quality and futuristic education to women from diverse socio-economic sections of the society, in suburban Chennai and has continuously strived for excellence, inclusiveness and committed service to the community. This college is the first women's college in Kanchipuram District, Tamil Nadu. The Chairman Smt. Mamta D. Bhatt is a dynamic and energetic leader with innovative ideas and with the potential of executing them precisely. The College Secretary, Shri. C. M. Tolia, is a meticulous planner with a panoramic vista for imparting quality education for first generation women learners. The College Joint Secretary Shri. Nimish C. Tolia, with his visionary leadership provides stewardship to the institution to meet the globally changing scenario in education. The College has rendered more than five and a half decades of unstinted service for the betterment of women and society true to its Vision and Mission with the untiring efforts of the various Institutional bodies.

The milestones of the Institution stand testimony to its sustained growth and commitment. They are:

- 1968- Started PUC with a student's strength of 240 and 20 faculty members
- 1984- Started Self- financing courses
- 2000- Introduction of Post graduate courses
- 2003- Accredited by NAAC with A Grade
- 2006- Autonomous status conferred
- 2011- Re-Accredited by NAAC with A Grade
- 2012- Upgraded as Research Centre
- 2013- Extension of Autonomy
- 2017- Re-Accredited by NAAC with A+ Grade
- 2018- Golden Jubilee Year
- 2019- Autonomous status extended from 2019-20 till 2028-29
- 2021- Katral Award
- 2022- Bhumi Campus Award-Waste Management initiatives at Campus
- 2022- Educational Excellence Award
- 2023- Best Private Institute in Tamil Nadu 2023 Award for outstanding contribution to Education, Skill and Research by CEGR, New Delhi

### Vision

The Institution intends to tread the path of Educational Excellence with a firm commitment and dedication based on its strong belief in its great values, vision and mission thus carving a niche in the field of Women's Education. The value statement of this Institution has been formulated with due sincerity and conviction and

reads as follows:

### **Value statement**

Transforming every student into an intellectually competent, industry ready, morally upright, socially committed and spiritually inspired citizen.

The Institution's Vision and Mission statements convey with clarity the Institution's sincere intention of imparting Quality Education to its prime stakeholders eventually leading to their Holistic Development and progress and for the betterment of the community as a whole.

Our Vision dwells upon the pivotal role done by the Institution to implant good moral values and grounded cultural lineage amongst our students in order to build the qualities of perseverance, dedication and commitment for their futuristic progress.

Thus our Vision statement reads as follows:

**Being a beacon of transformative education for women to traverse global milestones by embracing high personal values, cultural ethos and innovative leadership for a futuristic progress**

### **Mission**

True to the fulfilment of our Vision, the Mission Statement has been diligently articulated with specific strategies to be administered to our students in order to mould them in to ethical, knowledgeable, self-reliant, employment driven, holistic individuals serving the society with dynamism and true spirit.

- **To nurture 21st century skills by a holistic and transformative educational curriculum**
- **To promote a transdisciplinary sustainable ecosystem for quality research activities and societal outreach with global competence**
- **To cultivate an entrepreneurial and innovation mind set to keep pace with new-age technology**
- **To inculcate reflective and inclusive thoughts through Indian knowledge system**
- **To practise universal harmony for self-reliance and mutual development**

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

### **Institutional Strength**

- Best Private Institute in Tamil Nadu 2023 Award for outstanding contribution to Education, Skill and Research by CEGR, New Delhi
- Katral Award 2021 in the category Education for All (Rural) instituted by IBN Tamil News Channel
- Ranked by Education World as among the Top 10 Colleges in Chennai City for the year 2022
- The College possesses a dedicated and united team of faculty members who discharge their functions

diligently and efficiently

- Imparting ethical, moral and social values and inculcating secularism and nationalistic fervour to the student community through Sarvodaya prayer and ethical programmes is a regular initiative within the portals of the Institution.
- The curriculum ensures a logical progression of the Learning outcomes, building upon foundational knowledge and effective skill building
- A healthy experiential learning environment with a learner- centric approach focusing on usage of learning management system, online resources and multimedia platforms has been established
- Computing Literacy for all students
- E-governance in academic and administrative processes from admission till generation of marksheet for students
- Strategic planning and deployment of activities guided by the IQAC.
- Introduction of Outcome Based Education as a key component to enhance the quality of teaching-learning process
- Authorized study centre for CMA in association with The Institute of Cost Accountants of India
- The College fosters a culture of Research by creating a conducive environment that values and supports scholarly inquiry in addition to funding Research Projects for both students and faculty members
- Modern Digital library with N-list consortia of Information Library Network (INFLIBNET) with 1,99,500+ e books, 6000+ e journals and DIGIMAT Digital Learning Platform with NPTEL Video Lectures enhance the learning outcome of our students
- The College has facilitated in-house publications to help students showcase their scholarly articles and creative skills, apart from encouraging their passionate involvement in the various Student Progression Bodies and Cells
- The laurels brought in by our sports achievers have strengthened the sports arena of the institution.

### **Institutional Weakness**

- Programme specific infrastructural facilities need to be upgraded keeping in pace with the dynamic requirements of the modern educational system.
- Obtaining research funds from government agencies like MHRD/DST/DBT/ICMR needs to be strengthened
- Research activities in terms of publications in Scopus/UGC Care List Journals needs to be further enhanced by the faculty members.
- More departments to take up outreach and extension activities

### **Institutional Opportunity**

- Advancements in Research with a conscious effort to increase the number of Doctoral Guides
- More scholarly articles to be published in SCOPUS/WoS/UGC CARE indexed journals
- Focus on innovation, leading to IPR and Patent
- Working towards integrating Universal Knowledge System to Modern Science and an interdisciplinary approach for knowledge sharing and research
- Enabling entrepreneurial skills and Leadership qualities towards self sustenance in all specialized fields
- Widening Alumni network to promote entrepreneurship among students

- Implementation and progress of Industry-Academia MOUs and Linkages for enhancing the employability quotient of Students

### **Institutional Challenge**

- Improving the Communication Skills of the students for their employment preparedness.
- Acclimatizing students to the contemporary learning methodologies and the futuristic requirements in the Modern World Scenario.
- Sensitizing learners about the need for regular upskilling and intensive training for their career and future advancements.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Our college offers 31 UG, 17 PG, 5 M.Phil and 9 Ph.D programs in various disciplines. The Outcome Based Education curriculum is designed based on the objectives on higher education, national and regional policies, diversified and emergent global needs, college's vision and mission, developments in technology, cross-cutting issues, environment consciousness and gender equity and sensitization with inclusive approach are given due consideration. Out of 1361 courses, 608 new courses have been introduced in the span of last five years.

The process of curriculum development is carried out through Board of Studies, Academic Council and follows guidelines of UGC and University of Madras. Course Outcomes (COs) and Programme Specific Outcomes (PSOs) attainments are evaluated by internal and external methods. The faculty members carry out internal evaluations for the courses taught by them. The PSOs and COs are evaluated by the external members of the Board of Studies, Academic Council, and College Committee, who also offer suggestions for improvement.

During the last five years, 1856 students enrolled for different value added courses. Certificate courses, value added courses, add-on courses imparting multi-skills are designed to enhance employability and also provide experiential learning.

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

The college is committed to quality enhancement and aims at excelling in all fields. Admissions are purely on merit basis by following reservation policies of the State Government.

The teaching-learning and evaluation processes are planned in advance and executed in accordance with the academic calendar. Mentoring programmes are conducted to resolve the academic, personal and social stress-related issues. Special attention is given to slow and advanced learners. Remedial classes are arranged for slow learners providing them home assignments and tutorials to improve their learning skills. Advanced learners are encouraged to take up courses offered on SWAYAM/NPTEL/MOOCs, to participate in training programs, research competitions and to pursue challenging career goals. Students have the choice to opt for these courses under credit system and the top scorers are rewarded by the management. Student-centric teaching methodology through seminars, group discussions, brain storming sessions and project works ensures the holistic development of the learners.

The college has 20:1 student-teacher ratio which enables a strong interaction between students and teachers. The college has MOODLE, Google resources, e-journals for effective teaching learning. 87 Classrooms are ICT enabled room and teachers are encouraged to use LCD projectors for active and participative teaching-learning. The college has appointed 97% of sanctioned posts with fulltime teachers having an average experience of 10.36 years and 72.95% of teachers are with Ph.D/NET/SET.

With IT reforms in the examination procedures, the college declares examination results within 15.6 days on an average. Adequate measures are taken to ensure fairness, objectivity and transparency in continuous internal and external evaluation system.

The attainment of POs, PSOs and COs are measured through Continuous Assessment Test, end results, placement records and satisfaction survey summary of all the stakeholders. The college has good students' pass percentage of 97.19 % during last academic year which justifies effective teaching-learning and evaluation mechanisms.

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

The college has devised a well-defined policy for promotion of research for the faculty and researchers. The college provides seed money for research and financial assistance for Minor Research Projects for faculty members and Young Research Project for students to promote research culture among them. College encourages students and staff to publish in peer reviewed/reputed journals and monetary incentives are awarded for the promotion of research. Research Cell organises research based programmes to facilitate and promote research among staff and students. College has generated considerable revenue through consultancy services during the last five years.

Staff members have published around 483 research papers in peer reviewed/reputed journals most of them having high-impact factor, 111 books /chapters. There are 18 published patents and staff have received 35 awards and recognitions for their academic and research contributions. Staff members have organised, participated and presented their research work as well as delivered invited talks in numerous national and international conferences/seminars/workshops. The college has established strong associations and has entered into 42 MoUs with many national and international academic and research institutes.

34 staff members are Ph.D. supervisors guiding 71 scholars for their doctoral thesis during last five years. The college has a well-defined code of ethics for research and publications. The college has a policy to promote Start-Up ventures and set up business through VCIIED of the college.

The College is actively involved in extension, training and outreach activities like gender equity, road safety, Swachh Bharat, eco-consciousness, literacy-drive etc. College celebrates National and International days of significance, promotes national integration, conducts water-literacy programmes, nature consciousness etc.

### **Infrastructure and Learning Resources**

The college has excellent infrastructural facilities including state-of-the-art research laboratories, library, classrooms, etc., The College has facilities for indoor and outdoor games. Campus has central COE building, Main Block, IT Block, Evening Block, Golden Jubilee Block, Media Block, Autonomous Block, Research Room, Main Auditorium, Seminar Halls, Indoor Stadium, Gym, Health Care Centre, Day Care Centre,

Canteen, Security Office, ATM & Student hostel.

ARCOT InfoTech Private Limited takes care of housekeeping and our college is assisted by trained technicians. Internet bandwidth has been upgraded to 1 GB with a backup line of 750Mbps by ACT.

The library is partially automated which began with CIS (Version 3.1) and culminated with KOHA (Version 20.11.05.000) in 2021, and has N-list consortia of Information Library Network (INFLIBNET) with 1,99,500+ e books and 6000+ e journals and 51502 number of text and reference books. Separate budget has been earmarked for library and other learning resources. The library is associated with INFLIBNET and DELNET along with Shodhganga, and Vidwan. Library has eAarjAV plagiarism check software Urkund plagiarism check software.

The college allocates adequate funds for maintenance and upkeep of different facilities. Continuous review of infrastructure and learning resources is carried out by respective committees. College's different clubs and committees conduct various initiatives like water harvesting, tree plantation, clean-up programmes etc., regularly.

### **Student Support and Progression**

The college makes sustained efforts for academic excellence of students. The activities are published in the college website. These activities are categorically divided into curricular, co-curricular and extra-curricular. Training and Placement Cell, Career Development Club, Examination Center, Alumni Cell, Cyber Security Cell, Heritage Club, Cross literacy Cell, Environ Club, etc., provide support for skill development, career counselling for higher education, competitive exams, placement and entrepreneurship activities for students. Students are informed about scholarships through circulars and students are benefited by such scholarships. Students are encouraged to participate in various cultural and sports activities at college level, state, national and International level by providing financial assistance. The college has a transparent mechanism for timely redressal of stress-related issues, student grievances including sexual harassment and ragging cases through Counselling Centre, Students' Welfare Committee, Internal Complaint Committee, Ragging Prevention Committee and Grievance Redressal Cell. 57 Students won international / national/state and inter-university awards in various sports and cultural activities during the last five years.

Students have benefited through guidance for competitive examinations and career counselling. A total of 6818 of students have either pursued higher studies or being placed. 129 Students have qualified for UGC/CSIR-NET/SET/JRF/GPAT and State/Central Government jobs during the last five years.

The College Student Union actively involved in organising and executing co-curricular activities for students. The college is committed to nurturing leadership qualities of students by involving in various activities. Students have adequate representation on various clubs, committees, Board of studies, IQAC, etc.

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

The dynamic Institutional Leadership and Governance has led to well defined multi-pronged strategies in tune with the Institutional Perspective Plan to achieve its desired outcomes for the wellbeing of its stakeholders. The Institutional Leadership has diligently worked towards a sustained institutional growth ever since its inception in 1968. Several milestones achieved by the Institution in its 55 years of educational service hold testimony to

this fact.

In pursuit of excellence and holistic development, a participative model that caters to decentralization and effective governance has been adopted and categorised as follows:

Participative Leadership in

- Academics,
- Student Affairs
- Administration.

Encouraging a system of multidisciplinary and transdisciplinary learning towards research orientedness, entrepreneurship and Innovation, creation and maintenance of a lush green campus are some of the prime ideologies of the Institution which converts the Institution as a College of Holistic Excellence.

**The Institutional bodies** such as the College Management Committee, Governing Council, Academic Council, Finance Committee, IQAC, Staff Club, and College Students' Union, in tune with this Plan, ensure the able functioning of the college. The Controller of Examinations, Deans of Humanities and Arts, Basic Sciences, Research and Student Affairs play a constructive, advisory role for the betterment of the academic and non-academic progress of the student community.

**E- Governance** of the Institution has been inbuilt and is functional in all spheres of Administration, Examination, Student Admission and Support and Finance and Accounts activities with utmost professionalism.

The **Performance Appraisal System** has been in the system to facilitate a self introspection process of the teaching faculty. The College Management has extended financial support to the faculty for attending Seminars/workshops and conferences and a number of welfare measures.

Our College has initiated efforts to **mobilize funds** for the developmental initiatives of the College. Some of the Philanthropists have generously donated for the Academic and Infrastructural improvements of the Institution.

Noted Quality initiatives of the IQAC are **FREE WIFI campus facility and provision of Smart gadgets to the needy students and staff, The Centre for Inclusion and Equal Access, Implementation of Outcome Based Education and Promotion of Research.**

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

The college is committed to foster a healthy inclusive environment for students from diverse cultural, linguistic, religious and socioeconomic backgrounds by and by adapting to all possible sustainable, environment friendly, conservation practices. Being an educational institution for women only, the curriculum inculcates a strong desire among its students to evolve as self-sufficient, empowered individuals with greater care laid for human and inter-personal relationships. The curriculum accommodates various curricular, co-curricular and extra-curricular activities that focus on the holistic development of students into responsible citizens of this society.

The adequacy of water facilities inside the campus is ensured through sufficient borewell units, and to



meet with the water utility requirements in the campus. Rainwater harvesting systems have been in effect since 2002. Water tanks in each building and the RO purifiers cater to the water utility and drinking water utility of the staff and students. The college has adapted to waste water recycling through Sewage Treatment Plant from the year 2021. Segregation of biodegradable and non-biodegradable wastes is in practice and conversion of organic waste to manure through Green bins in addition to the vermicompost pit.

The energy conservation through solar energy was introduced in 2013 and ever since, new panels have been installed in 2017, 2021 & 2023 in order to meet with the electricity demands of the college. The use of LED lights, sensor based equipment etc. is a testimony to the institution's commitment to ensure a sustainable campus environment. Entry and parking of four wheelers and two wheelers is restricted to parking lot. Two battery operated vehicles are functional at the campus. To appreciate inclusion, the college provides scribes, screen reading assistive technology, ramp in all buildings etc., for special students.

Best practices are

**Best Practice 1: Integrating Sustainable Development Goals in our Educational Environment**

**Best Practice 2: Initiation of a Research and Innovation Ecosystem**

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRIMATHI DEVKUNVAR NANALAL BHATT VAISHNAV COLLEGE FOR WOMEN
Address	VAISHNAVA COLLEGE ROAD, SHANTHI NAGAR, CHROMEPET
City	Chennai
State	Tamil Nadu
Pin	600044
Website	<a href="http://www.sdnbvc.edu.in">www.sdnbvc.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	R RADHA	044-22655450	9940094124	-	iqac@sdnbvc.edu.in
IQAC / CIQA coordinator	VIJAYASREE G	044-22654976	9884179193	-	vijayasree.g@sdnbvc.edu.in

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

Type of Institution	
By Gender	For Women
By Shift	Regular Day Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of Establishment, Prior to the Grant of 'Autonomy'	27-06-1968
Date of grant of 'Autonomy' to the College by UGC	22-06-2006

<b>University to which the college is affiliated</b>		
<b>State</b>	<b>University name</b>	<b>Document</b>
Tamil Nadu	University of Madras	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	21-11-2012	<a href="#">View Document</a>
12B of UGC	21-11-2012	<a href="#">View Document</a>

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
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	VAISHNAVA COLLEGE ROAD, SHANTHI NAGAR, CHROME PET	Semi-urban	10	281862.3

## 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,History And Tourism ,History and Tourism	36	PASS IN HSC	English	70	30
UG	BVoc,History And Tourism,Travel and Tourism Self support	36	PASS IN HSC	English	50	9
UG	BA,Economics,Economics	36	PASS IN HSC	English	140	102
UG	BA,English, English Self support	36	PASS IN HSC	English	70	41
UG	BA,English, English	36	PASS IN HSC	English	70	27
UG	BSc,Mathematics,Mathematics	36	PASS IN HSC	English	70	38
UG	BSc,Statistics,Statistics	36	PASS IN HSC	English	70	47
UG	BSc,Physics, Physics	36	PASS IN HSC	English	50	33
UG	BSc,Chemistry,Chemistry	36	PASS IN HSC	English	50	40
UG	BSc,Plant Biology And Plant Biotechnology,Plant Biology and Plant Biotechnology	36	PASS IN HSC	English	50	47

	y					
UG	BSc,Computer Science,Computer Science Self support	36	PASS IN HSC	English	110	108
UG	BSc,Computer Science,Computer Science with Data Science Self support	36	PASS IN HSC	English	50	50
UG	BSc,Computer Science,Computer Science	36	PASS IN HSC	English	50	48
UG	BCA,Computer Science,Self support	36	PASS IN HSC	English	110	110
UG	BSc,Computer Science,Computer Science with Cognitive system Self support	36	PASS IN HSC	English	50	41
UG	BSc,Computer Science,Computer Science with Artificial Intelligence Self support	36	PASS IN HSC	English	50	50
UG	BSc,Home Science,Nutrition Food Service Management and Dietetics Self support	36	PASS IN HSC	English	50	29
UG	BSc,Home Science,Clinic	36	PASS IN HSC	English	50	31

	al Nutrition and Dietetics Self support					
UG	BSc,Psychology,Psychology Self support	36	PASS IN HSC	English	50	48
UG	BCom,Commerce,Corporate Secretaryship Self support	36	PASS IN HSC	English	224	149
UG	BCom,Commerce,General	36	PASS IN HSC	English	151	150
UG	BCom,Commerce,Information System Management Self support	36	PASS IN HSC	English	77	75
UG	BCom,Commerce,Professional Accounting Self support	36	PASS IN HSC	English	77	77
UG	BCom,Commerce,Honours Self support	36	PASS IN HSC	English	40	40
UG	BCom,Commerce,General Self support	36	PASS IN HSC	English	311	308
UG	BCom,Commerce,Computer Application Self support	36	PASS IN HSC	English	77	77
UG	BCom,Commerce,Accounting and Finance Self	36	PASS IN HSC	English	225	213

	support					
UG	BCom,Com merce,Banki ng and Insurance Management Self support	36	PASS IN HSC	English	70	51
UG	BSc,Media Studies,Visu al Communic ation Self support	36	PASS IN HSC	English	50	32
UG	BBA,Busines s Administrat ion,Self support	36	PASS IN HSC	English	70	61
PG	MA,Economi cs,Economic s Self support	24	PASS IN UG	English	40	6
PG	MA,English, English Self support	24	PASS IN UG	English	40	40
PG	MSc,Mathem atics,Applica ble Mathematics Self support	24	PASS IN UG	English	40	10
PG	MSc,Statistic s,Biostatistic s Self support	24	PASS IN UG	English	26	7
PG	MSc,Physics, Physics Self support	24	PASS IN UG	English	26	17
PG	MSc,Chemist ry,Chemistry Self support	24	PASS IN UG	English	15	15
PG	MSc,Plant Biology And Plant Biotech nology,Plant Biology and	24	PASS IN UG	English	26	21

	Plant Biotechnology Self support					
PG	MSc,Computer Science,Computer Science Self support	24	PASS IN UG	English	26	22
PG	MSc,Home Science,Food Science Nutrition and Dietetics Self support	24	PASS IN UG	English	29	29
PG	MSc,Psychol ogy,Counseli ng Psychology Self support	24	PASS IN UG	English	26	23
PG	MCom,Com merce,Accou nting and Finance Self support	24	PASS IN UG	English	40	34
PG	MCom,Com merce,Gener al Self support	24	PASS IN UG	English	40	40
PG	MA,Media St udies,Journal ism and Com munication Self support	24	PASS IN UG	English	20	0
PG	MSW,Social Work,Self support	24	PASS IN UG	English	40	25
PG	MA,Human Resource Ma nagement,Hu man Resource Management	24	PASS IN UG	English	40	31



	Self support					
PG	MA,Tamil,Tamil Self support	24	PASS IN UG	Tamil	40	3
Doctoral (Ph.D)	PhD or DPhil,History And Tourism,History	36	PG with NET OR SET OR MPHIL	English	8	0
Doctoral (Ph.D)	PhD or DPhil ,English,English	36	PG with NET OR SET OR MPHIL	English	16	12
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,Mathematics	36	PG with NET OR SET OR MPHIL	English	4	4
Doctoral (Ph.D)	PhD or DPhil ,Statistics,Statistics	36	PG with NET OR SET OR MPHIL	English	10	7
Doctoral (Ph.D)	PhD or DPhil ,Physics,Physics	36	PG with NET OR SET OR MPHIL	English	8	4
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	36	PG with NET OR SET OR MPHIL	English	8	2
Doctoral (Ph.D)	PhD or DPhil,Plant Biology And Plant Biotechnology,Plant Biology and Plant Biotechnology	36	PG with NET OR SET OR MPHIL	English	20	8
Doctoral (Ph.D)	PhD or DPhil ,Computer Science,Computer Science	36	PG with NET OR SET OR MPHIL	English	22	14
Doctoral (Ph.D)	PhD or DPhil ,Commerce,Commerce	36	PG with NET OR SET OR MPHIL	English	30	30
Pre Doctoral (M.Phil)	MPhil,Statistics,Statistics	12	PASS IN PG	English	12	0

Pre Doctoral (M.Phil)	MPhil,Physics,Physics	12	PASS IN PG	English	12	0
Pre Doctoral (M.Phil)	MPhil,Plant Biology And Plant Biotechnology,Plant Biology and Plant Biotechnology	12	PASS IN PG	English	12	0
Pre Doctoral (M.Phil)	MPhil,Computer Science, Computer Science	12	PASS IN PG	English	5	0
Pre Doctoral (M.Phil)	MPhil,Commerce,Commerce	12	PASS IN PG	English	12	0

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				14				65			
Recruited	0	0	0	0	0	14	0	14	0	34	0	34
Yet to Recruit	0				0				31			
Sanctioned by the Management/Society or Other Authorized Bodies	0				24				271			
Recruited	0	0	0	0	0	24	0	24	2	269	0	271
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				29
Recruited	7	7	0	14
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				60
Recruited	11	49	0	60
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				31
Recruited	2	29	0	31
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.	0	0	0	0	36	0	0	130	0	166
M.Phil.	0	0	0	0	0	0	0	145	0	145
PG	0	0	0	0	0	0	2	30	0	32
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>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	6257	35	3	5	6300
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	651	4	0	0	655
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	81	0	0	0	81
	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	389	348	327	362
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	8	6	8	13
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	1634	1544	1364	1294
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	452	607	656	707
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2483	2505	2355	2376

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

Department Name	Upload Report
Business Administration	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
English	<a href="#">View Document</a>
History And Tourism	<a href="#">View Document</a>
Home Science	<a href="#">View Document</a>
Human Resource Management	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Media Studies	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Plant Biology And Plant Biotechnology	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Social Work	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>
Tamil	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The Institution has introduced and designed curriculum with a strong responsibility to promote research competence with transdisciplinary academic environment. Interdepartmental, multidisciplinary conferences on gender, environment, marketing, Indian Knowledge System etc. foster an active multidisciplinary academic research. Courses like Research skills, Cyber Security, Yoga, Environmental Science and Non Major Elective courses are offered by individual departments to students of other departments. The college follows Choice Based Credit System (CBCS) and has adapted Outcome Based Education (OBE) since 2020. Field work, a practical component in MSW mandates the scholar to organize a community organization</p>
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programme. Sustainable Tourism course in B.Voc (Travel and Tourism) deals with community service to tribes which addresses community engagement and service. Environmental Science is a mandatory credit course for all undergraduate students and value based courses and skill based courses have been part of the curriculum to validate the continuity of multidisciplinary education. B.Voc (Travel & Tourism) has been registered with NSDC and the process will begin from the academic year 2024-25. The college is yet to implement the flexibility in curriculum allowing multiple entries and exist for students of the undergraduate courses. The college fosters a research community among faculty and students. Minor Research Projects (MRP) to faculty and Young Researcher Projects (YRP) to students are sanctioned by the College Management through provision of seed money. Some of the projects covered under this multidisciplinary research include the 'Designing of webtools for children with visual impairment' by the Post Graduate Departments of English and Computer Science, 'Mobile Assisted Language Learning for Children with Dyslexia' by M.A. English and BCA, 'Feel better app for school children' by M.Sc Computer Science & B.Sc Psychology, 'Nutritional app through app studio' by M.Sc Computer Science and Home Science, 'The role of psychosocial support(PSS) on work performance among dual career couples' by M.Com and MHRM, 'Enhancing the employability skills of tertiary learners with disabilities' by M.A. English, MSW & BCA. Such multidisciplinary research endeavours strive to identify the emerging socially relevant problems as well as solve the contemporary ones. Organising conferences and seminars of interdisciplinary or multidisciplinary nature (An Interdisciplinary International Symposium-Post Pandemic Ramifications at the Global Level, English the Language of Economic Enhancement etc.), promotion for the registration of value-added courses and skill based courses, inculcation of multidisciplinary research through Minor Research Project (MRP) & Young Researcher Project (YRP) are some of the healthy practices habituated in the college to promote multidisciplinary and interdisciplinary approach. The college has two international journals- International Journal of Multidisciplinary Research in Arts, Science &

	<p>Commerce and Svadhyaya- International Journal of Transdisciplinary Research and Development to motivate young researchers to publish quality research papers. To promote inter disciplinary and multidisciplinary research our Institution has taken an initiative to publish a multidisciplinary research book SPARKLES which comprises conceptual articles, technology based research ideas, research findings, and investigative ideas by the UG and PG students and Research scholars of the Institution.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The College has been a fore runner in emerging with new initiatives and amending pre-existing system to suit the need and requirement of Academic Bank of credits as proposed in NEP 2020. ABC is a virtual storehouse i.e., centralized repository housing the students. The institution is successfully registered at “Digi locker” and digitization of certificates of students from Batch 2023 is underway and will be made available digitally soon. The students from the Batch 2023 will be encouraged to open their ABC account in the academic year 2024-2025. Provisions are being made in regulations to benefit students in terms of academics credit deposit, credit accumulation, credit transfer, credit redemption to support flexibility and mobility. The present glass ceiling for credits to be earned by a student in specific semester has been made flexible to allow credit float across the semesters and be able to facilitate multiple level entry and exits. In line with the spark behind ‘National Credit Framework’; creditisation of all learnings, assignments, accumulation, storage, transfer and redemption of credit is mandatorily subject to assessment. Further the framework to benefit multiple entries and exit in a chosen programme can be adopted subject to statutory approval from the degree awarding University. The efforts of the Institution to provide ample opportunities for the students to enhance their Human Capital is noteworthy. Skill development courses , ability enhancement courses and value added courses are offered with the collaborative effort of the Institution with Leading Corporates, Academies and specialised resource persons. One such effort in this direction is the introduction of courses offered by Coursera into curriculum to give impetus to the internationalization of education. Faculty Members are encouraged to impart their</p>

	<p>expertise and knowledge in a customised manner in their specific domain relating to their text materials and assignments. They are providing e- content in their respective disciplines and the Institution's efforts in providing the much needed infrastructure for recording their lectures is noteworthy. The Faculty have their choice of assessments of the students in the Internal Component of assessment based on several criteria such as role play, group discussions, degree of responsiveness and debating skills of the students. The Institution is in the preparatory process of enabling the smooth transition of the educational environment to embrace the requirements , features and required modalities of the New Educational Policy 2020.The students and faculty members are time and again sensitised about the dynamic changes in our educational system and its futuristic implications and the preparations and procedures to be adhered to for career enhancement.</p>
<p>3. Skill development:</p>	<p>Our institution offers UGC approved Skill enhancing Programme B.Voc. (Travel and Tourism). Internship is offered to the V Semester students in various organizations like Kerala TDC, Tamil Nadu TDC, India TDC, Air ticket Agency, (SOTC, Thomas Cook, Mathura Travels, Air Cargo, Airlines). Our institution is registered with National Skills Qualification Framework and the process will be completed by the next academic year. Non Major Elective paper titled 'Tourism in Chennai' has enrolment from varied disciplines and this is offered by B.Voc. To develop the skills of B.Voc students, the college management offers a FREE 30 hours certificate course on 'Amadeus/Galileo GDS Global Distribution System – Airlines reservation software' in collaboration with Sacca Institute for Freight and Tourism, a NSDC certified institution. IATA Certificate course is offered to interested students and the overall skill development of students is facilitated to be industry ready.Courses offered by Arthavidya – Business Accounting Process (BAP)Level1,2 &amp;3 , FINMARK offered courses like NSE- Fundamentals of Capital Market, Fundamentals of Equity Research Analysis, Dual Certification program FCM &amp; FERA, Equity Derivates, TCS offered courses such asMarket Research, Managing Business Process, Banking for BPS, Amazon Web Services by ICT Academy, Income Tax and its Regulations, GST and its</p>

Regulations by VIVAC are some of skill development courses offered by the College to the students to up skill. Life Skill Courses are specifically designed and structured by Kings Academy and offered to all the students to enhance their employability quotient. B.Voc (Travel and Tourism) programme offers courses like Travel Agency and Tour Operation, Itinerary Planning and Tour Costing, Air Cargo Management, Air Ticketing Management, Tour Guiding and Interpretation that aid students to integrate to mainstream education. . B.Sc in Cognitive Systems in partnership with TCS is an interdisciplinary degree program. Yoga is a compulsory component to all the students. Value based curriculum is incorporated in Humanities syllabi and staff members and students are given orientation value based programme. 22 students and 1 staff member have registered with Hindu University of America for study of Hindu Civilization studies with 12 credits. B.Voc (Travel and Tourism) is registered with NSDC and it will be implemented from the academic year 2024-25. Registered with NSDC, the process will get started from the academic year 2024-2025. Embracing NEP through Skill development programs, our college has multidimensional ‘Good Practices’ with 21st century skill enhancement components. The NPTEL Chapter of our college encourages all students to register for Swayam and NPTEL MOOCs. Free Coursera courses have been introduced from the year 2023-24. Skill Development Cell of our college offers more than 100 courses with futuristic perspectives. AMCAT assessment tests were administered to all the students at a pre and post level to determine their performance standards in order to adhere to corrective measures for skill enhancement. Specific modules for bridge course - Computational, Communicative and Quants, technical preparedness and life skills are structured and administered to the first years so as to begin their academic progress with due effectiveness

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

The Institution has consciously integrated its structured curriculum with the everlasting Indian Knowledge System. Offline courses incorporating IKS have been taught meticulously with a view to bring forth the relevance and usefulness of the IKS from time immemorial and its applications. Online courses propagating IKS have been undertaken by

185 students during the assessment period (2018-23) through Swayam NPTEL/MOOC Courses and Coursera such as Indian Feminism concept and Issues, Ancient Indian Management, Development of Sociology in India, Gandhi-The Man and his Times, Appreciating Hindustani Music, Ayurveda and Nutritional Studies, Introduction to Cultural Studies , Modern Indian Architecture, Social History Of Medicine In Colonial India, Introduction to Indian Art - An appreciation, Introduction to Modern Indian Drama, Constitution of India and Environmental Governance: Administrative and Adjudicatory Process etc. M.A. Tamil has been introduced in the year 2022-23 and is wholly vernacular based. The Institution takes pride in promoting the age old language of Sanskrit by instituting a department offering Sanskrit as its Part I course. Several accolades and cash prizes are earned by our students in Classical Tamil Language for participating in Competitions at the State and National Level. The Department of Hindi has diligently promoted the nuances of the Hindi language to all the students of the Institution with lively activities, puppet shows and dance drama, apart from organising seminars and workshops. The Institution takes pride in promoting our Indian Arts through the offering of several skill development courses in the form of Classical music, dance and Silambam. The joy of imbibing and showcasing our Indian Culture has been a regular practice of our students by observing the Ethnic Day, celebrating Indian festivals like Diwali, Pongal, Krishna Janmashtami and RakshaBhandhan. With a sense of patriotism our Students observe Independence day, Republic Day, Martyrs Day and Gandhi Jayanthi. The contribution of several freedom fighters, both National and Regional are brought forth with a matter of pride and inculcated in our young minds. Sarvodaya Prayer is conducted with due reverence with students reciting Bhagavad Gita, Quran and Bible versus and thereby imbibing ethical values. The Memorandum of Understanding with Bharat Gyan offering "Hindu Civilization Studies" as a Certificate Program under the aegis of the Hindu University of America (HUA) in 8 quarters (2 Years) with 12 Credits stands testimony to it. The Institution has constituted the Indian Knowledge System Cell with a true representation of faculty and student coordinators to exhibit the ideologies of IKS through

	<p>seminars, competitions and academic exercises. The establishment of the Cross Literary Awareness Cell as part of the Student Progression Bodies is yet another feather in our cap. The Department of Home Science-PG Department of Food Science ,Nutrition and Dietetics, commemorating the “International Year of Millets” organised ” Millet Fiesta” wherein students from neighbouring educational institutions and our students were sensitised about the goodness of millet consumption in various forms and its endless benefits.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<ul style="list-style-type: none"> <li>• The evolution from conventional score-based education to outcome-based education (OBE) is a response to the changing demands of the modern world and the recognition that traditional assessments may not fully capture the skills and competencies needed for success in the real world. Outcome-Based-Education (OBE) has been implemented since 2020 in our college. The faculty members have been oriented to the OBE process through a series of workshops organized by the IQAC and the COE office. Programme outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) have been framed based on the vision and mission of the College and Graduate Attributes (GAs).The Programme Outcomes, Programme Specific Outcomes and Course Outcomes by the Heads of the Department are presented. In the Board of Studies (BoS) meeting the outcomes and the syllabi are finalized after a detailed discussion and agreement. The BoS minutes are again forwarded to the Academic Council for formal approval and then implemented by the departments concerned. The curricula are accepted along with external experts concerning with different disciplines. The outcomes and the syllabi are uploaded in the college website.</li> <li>• Course Outcomes (COs) and Programme Specific Outcomes (PSOs) attainment is evaluated by internal and external methods. Course Teachers, Head of Departments, faculty members of the board of studies carry out internal evaluations. The PSOs and COs are evaluated by the external members of the Board of Studies, Academic Council, and College Committee, who also offer suggestions for improvement. OBE-generated student articulation report aids to generate information on student Attainment levels to improve employability.</li> <li>• Outcome-Based-Education (OBE)</li> </ul>

	<p>has been implemented since 2020 in our college. The Program Educational Objectives for the UG and the PG Programmes have been meticulously articulated based on the valuable inputs provided by the members of the IQAC of the Institution. The Course Outcomes, Programme Outcomes, Programme Specific Outcomes are carefully drafted by the respective Departments. A correlation is established between COs and PSOs on a scale of 1 to 3, 1 being slight (low), 2 being moderate (medium) and 3 being substantial (high). • For every course in the program including the elective subjects a mapping matrix is prepared. The COs are written and their mappings with PSOs are reviewed by a committee of senior faculty members before they are finalized. • The effectiveness of students in CIA and ESE is used to evaluate the attainment of COs. Two internal tests, an Assignment, a seminar, and a quiz at various knowledge levels are all administered as part of the direct style of assessment to cover the COs. PSO is achieved and demonstrated through the integration of course components and CO. PSOs are framed based on Graduate Attributes (GA). PSO attainment is calculated using a predefined CO/PSO matrix and the final CO attainment value of the course. Thus a OBE-generated student articulation report is carried out along with mapping programme outcomes to Assessment to be able to generate information on student Attainment levels to improve employability.</p>
6. Distance education/online education:	<p>The existing vocational courses have to be strengthened for a possible online mode. • The Institution encourages the use of technological tools in teaching to focus on its effectiveness and student responsiveness. Blended form of teaching and learning has been adhered to across all programmes along with the adoption of flipped format. • E-content development has been encouraged amongst all the faculty members and has been utilised by the students apart from imbibing from informative videos. • Computing skills enhancement and learning specialised languages pertaining to it through various certificate courses has been facilitated. • Usage of Smart class rooms for effective teaching, presentation of seminars by the students using this facility and conduct of conferences within the portals of the Institution with International resource persons of repute in the online mode are the added features of</p>

the enhanced technological development. • Environmental Science course is being administered using online modules of Learning. • Research activities and initiatives are carried out using the enhanced software and analytical tools of application. The Institution has taken cognisance of the need and possibilities of imparting quality education through the online mode/ distance education mode. Preparatory efforts are made in this direction in the form of strengthening the e- content development, the curricula updation, specialised training to the faculty members for online suitability and design and adoption of online exam system.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Institution's Electoral Literacy Club with the theme "The Ballot is Stronger than the Bullet" was Commissioned on the National Voters Day- 25th January ,2023, aiming at strengthening the culture of electoral participation among young and future voters and to enable critical thinking on issues related to election , rights, democracy electoral system and its processes.</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>The Club is functional and truly representative with a perfect blend of the faculty and student coordinators to execute the Club's ideologies in an effective manner.</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>Prior to the installation of the Club, a number of initiatives regarding this noble fundamental right of ours has been time and again emphasized by the Vibrant Students' Union of the respective years. Further two faculty members acted as Nodal Officers forming a team with a batch of students to be involved in the data base checking as part of the electoral process in Chengalpet District. Poster making competitions, Wall magazine competition, awareness lectures about the duty and value of sensible and ethical voting, voting enrolment drives as a supporting effort along with the Government are some of the initiatives undertaken. The need for compulsory voting and its implications have been effectively sensitized amongst the young minds, including the specially abled students of our</p>



	Institution.
<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>A student Research project titled, "Voting Implementation Using Blockchain" by some of the Computer Science Students has been successfully completed. Several awareness initiatives and campaigns have been undertaken by our dedicated students to inculcate patriotism and ethical values to their counterparts.</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 Institution and the Electoral Literacy Club in particular have made a conscious effort to ensure that all their students above 18 years of age have enrolled in the Voting system and obtained their Voter ID and the same has been diligently done. The awareness programmes sensitizing the students about the value of a vote have been conducted periodically collaborating with the State Election Commission.</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
6810	6768	6538	6369	5878
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
2316	2320	2220	2130	1840
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
290	268	256	247	228
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: 387**

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
1908.92	884.53	661.09	978.25	860.88
File Description	Document			
Provide Links for any other relevant document	<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:**

S.D.N.B Vaishnav College has evolved its curriculum based on teaching - learning processes that are founded on carefully chosen parameters of socially relevant outcomes. The curricula are designed to cater to local, national, regional, and global developmental needs. The Institution follows an academically flexible Choice Based Credit System (CBCS) since 2008. The Board of Studies (BoS) has revamped the curricula to suit the Global requirements. The Governing Body and Academic Council approve the curricula.

The curricula promote self learning amongst students to work both independently and interdependently. Globalization, changing demographics, and technological advancements are some of the key driving forces futuristic education. Accordingly, the Institution has been taking efforts to design its academic curricula to meet the demands of society and industry by providing a learner-centric curriculum.

##### **Implementation of Outcome-Based Education (OBE) in the Curricula:**

The initial phase for ensuring academic quality is designing the curricula, fixing the type of courses, the number of electives, and the curricular structure, with complete details of the course title and course contents as per the regulations of the UGC and TANSICHE.

The Course Outcomes (COs) for the respective courses across all semesters in each programme are mapped with the Program Outcomes (POs) and the Program Specific Outcomes (PSOs) of the programme. The institution has adopted six POs for science, commerce and arts respectively ,the programme educational objectives (PEOs) & Graduate Attributes. Each programme has 5 Programme Specific Outcomes (PSOs). All departments keenly observe the attainments of POs and PSOs for their respective programs which in turn relate to the Vision and Mission of the department and institution. The POs, PSOs, COs reflect the process of preparing students to contribute meaningfully to society and address contemporary challenges

**Local relevance:** The POs PSOs and COs focus on incorporating internships, projects, field visit which address local issues and allow students to contribute for the development of the local community. Incorporating local culture, history and language into curriculum fosters the identity of the local community.

**Regional Relevance:** The POs, PSOs and COs make students to engage in sustainable practices and develop ecological intelligence. Curriculum ensures regional economic needs and makes students to

equip them with job readiness skills for contributing to regional economic development.

**National Relevance:** Aligning POs PSOs and COs with national development goals ensures that students contribute directly to the broader progress and prosperity of the country.

**Global Relevance:** The curriculum prepares students to be global citizens by incorporating international perspectives, multicultural awareness, and global issues. Encouraging interdisciplinary studies with global relevance equips students with the ability to address complex problems that often require diverse perspectives and skills.

The initial curricula draft is prepared having the above design criteria, through discussions with stakeholders. The proposed curricula are then discussed in the BOS (Board of Studies) which comprises of faculty, student alumni, industrialist, and external subject experts. It is then placed for approval in the Academic Council (AC) of the College. Thus, the curriculum is adopted after being approved by the above-mentioned statutory bodies.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:**

Incorporating employability skills into the curriculum is a cornerstone of the institution's educational approach. Our college emphasizes on preparing students for the workforce with the skills and knowledge necessary to succeed in their chosen fields. Each program is meticulously crafted to strike a balance between theoretical concepts and practical applications, thus promoting hands-on learning and problem-solving skills among students. Collaboration with industry partners contribute to a curriculum that aligns with the current and future needs of employers. Soft skills, such as communication, teamwork, and problem-solving, are often integrated into the coursework to complement technical skills. Courses that foster an entrepreneurial mindset cover topics like business planning, innovation, risk management, and networking. Support for students interested in launching their own ventures, including mentorship and access to resources, is crucial. The vital determinants namely Employability, Entrepreneurship and Skill Development have been the guiding principles for the Curriculum framework. The Adoption of Outcome based education in a choice based credit system expands the horizons of possibilities wherein the student

has an option of choosing from a whole gambit of courses to strengthen her domain knowledge and increase her employability quotient exponentially. The embedded internship component which is done as summer placements or a core course element provides learning and observer ship opportunity contributing to participative experiential learning in turn leads to skill development. The various MoUs with noted industries have fuelled this endeavor.

Regular updates and revisions of the curriculum ensure that it remains relevant and aligned with industry trends. Practical, skill-based learning through projects, workshops, and simulations help students apply theoretical knowledge in real-world scenarios. Integration of emerging technologies and tools into the coursework keeps students up-to-date with the latest industry practices.

Involvement of industry professionals or advisory boards in curriculum development helps maintain relevance. Continuous feedback loops from alumni, employers, and other stakeholders assist in identifying areas for improvement. The educational courses provided by this institution are designed to meet the current demands of the job market and are regularly updated to incorporate contemporary requirements.

The emphasis is not only academic excellence but also fostering qualities such as effective communication, teamwork, leadership, adaptability and critical thinking. By nurturing these attributes, the institution aims for graduates who seamlessly adapt into the workforce and make valuable contributions to their respective fields. Furthermore, the focus on entrepreneurship is an essential aspect of the institution's philosophy. Students are encouraged to think creatively, develop innovative ideas and understand the intricacies of starting and managing a business. Aspiring entrepreneurs are provided with mentorship, access to resources and opportunities to participate in various entrepreneurial events, competitions and incubation programs.

The institution also takes great pride in its dedication to skill development. Recognizing the importance of practical skills in today's world, the institution has collaborated with industry experts to design specialized skill-oriented courses that cater to the demands of specific sectors. This approach not only enhances the employability of students but also contributes to overall economic growth by producing a skilled workforce.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 44.67

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

Response: 608

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

Response: 1361

<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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

Our college transforms student lives with a mission to nurture 21st century skills by a holistic and transformative educational curriculum to promote a trans-disciplinary sustainable ecosystem for quality research activities and societal outreach with global competence ; to cultivate an entrepreneurial and innovation mindset to keep pace with new- age technology ;to inculcate reflective and inclusive thoughts through Indian knowledge system and to practice universal harmony for self-reliance and mutual development.

The curriculum and pedagogy of our institution understands the nuances of the new Education Policy that develop in the students, a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.

The issues like Gender, Environmental sustainability, Human Values and Professional Ethics, are inculcated positively into the curricula. Teaching-learning process across all disciplines is designed and formulated with prescribed educational ethics. The core values like integrity, honesty, transparency, respect, responsibility, sportsmanship, loyalty, and discipline are imparted through the curricula. Gender,

social, human values and environmental sensitivity formulated and included in the curricula address the holistic development of the students. Student Induction Program prepares students to assimilate into the unique culture of the College that nurture every individual so as to bring out the best in them.

Professional ethics are inculcated through various personality, career development and campus-to-corporate programmes and also by the various student progression bodies, encompassing personal and corporate standards of behavior required for the development of a firm ethical base to enhance the students' self-confidence and self-esteem and to imbibe in them a sense of responsibility towards the society.

Gender has been recognized as a cross-cutting issue and a critical marker of transformation; it is an important organizing principle of the actual curricula adopted across all disciplines at both undergraduate and postgraduate levels. Gender Sensitization sessions by the college union and the other department activities offers counseling to students, promotes gender equity and ensures the safety and security of women students and faculty.

The core elements of Global sustainable development, namely economic growth, social inclusion and environmental protection are point of reference for framing the syllabus across all disciplines.

Environmental awareness is a pressing priority for the protection of human life. "Environment Studies" forms an integral part of the curriculum which is mandatory for all freshers. The basic aim of this course is to sensitize students towards the importance of ecosystems to human life. The College organizes workshops/ seminars on Environment & Ecology to underscore the efficient use of natural resources. Besides, the college celebrates events of National importance like Earth Day, Environment Day and Ozone Day. The curriculum framework of our college is well rooted in the vision of the Policy; to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, and values thereby reflecting a truly global citizen.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 118



<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 87.5

**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:** 42

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

**Response:** 48

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
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

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
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:** 84.18

##### 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
2483	2505	2355	2376	2295

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

2022-23	2021-22	2020-21	2019-20	2018-19
3294	3094	2756	2620	2508

#### File Description

#### Document

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 90.56

##### 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
2031	1898	1699	1669	1620

### 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
2272	2135	1902	1808	1730

File Description	Document
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>
Provide Links for any other relevant document to support the claim (if any)	<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:

A classroom is a mixture of students having different learning competencies and interests. Slow learners are those who learn at a slower speed than the average. Slow learners are identified based on their internal test marks. Improving the performance of slow learners can be quite challenging, with some extra care

and attention, these slow learners will be able to keep up with other students. We adopt various strategies to help them overcome their difficulties.

Here are some simple activities that we apply to improve the performance of slow learners and uplift their skills.

- Conduct group activities to boost interactive learning and confidence among them.
- Organize games related to their learning topic in order to instill curiosity towards it.
- Come up with oral activities where students are encouraged to express their ideas.
- Rectify their mistakes and guide them properly to formulate their ideas into words.
- Curate exercises and homework with lower difficulty levels and gradually increase the difficulty level for the students to get acquainted with the topics at a slower pace.

Students identified as an advanced learners have an ability to learn or reason beyond their same-age peers. These students exhibit a high ability in critical thinking and problem solving in their subject area. Understands advanced complex topics, ability to use more complex language effectively in a variety of situations. Students are not only successful at their individual level, but they are extremely good in a team. They are skilled and capable and so their employability quotient is high. They can come up with many interesting solutions to problems. They are encouraged to

- Attend challenging questions in the examination question paper through choices set at K5 and K6
- Tutor slow learner
- Take up special projects, online certificate courses, summer and winter internships
- To attend Conferences, Seminars, preparing research papers and presenting in conferences
- Prepare for entrance examinations for higher education in reputed institutions
- Participate in Board of Studies as a student representative

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

**2.2.2**

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

**Response:** 23.48

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:

Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women exemplifies a commitment to student-centric teaching methodologies. The College's teaching-learning process is structured to enhance learning experiences using various innovative and participatory methods, integrating experiential learning and leveraging ICT-enabled tools for effective education delivery.

#### Experiential Learning:

- **Laboratory Sessions and Audio-Visual Learning:** Utilizing language labs, the college enhances language learning through drama fests and role plays.
- **Community Engagement:** Students participate in outreach programs and embedded internship programs, gaining practical exposure.
- **Field and Industry Visits:** Educational tours are organized to foster an entrepreneurial culture.
- **Creativity through Models and Exhibits:** Encouraging students to create models and exhibit learning through hands-on experiences.

#### Participative Learning:

- **Interactive Events:** Organizing and participating in inter-collegiate events, seminars, workshops, and guest lectures.
- **Collaborations with Industry:** MOUs with reputed companies facilitate experiential learning through industry partnerships.
- **NSS/NCC Involvement:** Offering opportunities for societal engagement and development.
- **Peer Group Learning and Publications:** Encouraging students to engage in group assignments and publish their research.

**Problem Solving:**

- **Case Studies and Project-Based Learning:** Fostering problem-solving skills through real-world scenarios and projects.
- **Skill Development Courses / Skill certificate programs:** Integrated into the curriculum to enhance specific competencies.
- **Research and Discussion Forums:** Facilitating discussions on competitive examinations, research papers, and subject updates.

**ICT enabled Tools:** Our College ensures providing finest teaching practice to the students. The teaching fraternity contributes their best and puts effort in providing it. There are several ICT initiatives of the MHRD, UGC and its Inter University Centers (IUCs) which can be accessed by the teachers and students in the college for broadening their scope of teaching and learning. With the emergence of technology in the education system and its impact in teaching - learning practice, the college extended the technological teaching methods. The faculty members use different ICT tools in their audio-visual teaching methods to make the learners motivated and to make the learning process better. The teachers create interactive on-screen and off-screen tasks using ICT. Our college provides Smart Boards, digital library resources, subscribed version of Zoom and Microsoft Team platform, Digital Library resources, Computer Labs and Language Lab with high speed internet facility and e-resource center and focus on the academic excellence of students to develop overall personality and make them confident and socially responsible individuals.

**Institutional Approach:** The College's diverse methods, ranging from experiential and participative learning to problem-solving, align with modern educational standards and effectively cater to the needs of its students. This approach not only enhances the academic experience but also prepares students for real-world challenges, fostering a community of confident, skilled, and socially responsible women.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

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

Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women's Mentor- Mentee started with a vision to extend support and guidance to students studying in the college for the betterment of their academic and professional career and thereby contribute towards nation building. We are providing counseling to the students through personal attention and regular dialogues during their stay on campus

allotted to the teacher concerned as the Mentor. We have been providing them tips on studies personal counseling, guidance regarding career choices, to get success in the university examinations. It has definitely created an atmosphere of conviction and faith about the alma mater. We aim that all students get rightly educated and take the right step towards building their career.

### **Programme Details**

- Mentees shall be assigned to the mentors right from the first year of the programme
- A mentor shall not have more than 20 - 30 mentees at a time
- The mentees preferably be attached to the same mentor for the entire duration of the Programme
- The mentor shall identify the students performing exceptionally well in curricular or co-curricular activities and encourage them to take up extra academic and non- academic courses offered by Institution of repute
- The mentor shall also identify students whose performance or attendance is below par, the Mentor will involve the parents, Head of the department and Head of the Institution to resolve the issues

### **Aims and Objectives**

- To bridge the gap between the mentor and the mentee.
- To ensure the quality performance of the students in academics.
- To deal with the related issues for the holistic development of the students.
- To inspire and motivate for higher studies and competitive examinations.
- To discuss stress related issues.
- To regulate the academic involvement and assess the outcome.

### **Activities and Accomplishments:**

#### **The Institution**

- Maintains a consistent schedule of fortnightly meetings, where we discussed academic progress, personal goals, and challenges are discussed
- Provides guidance on effective study techniques, time management strategies, which led to noticeable improvements in the mentees grades
- Explores career development workshops, and reviewed internship opportunities
- Encourages participating college events, seminars, and workshops to expand their exposure to various academic and extracurricular opportunities
- Together, we worked on building their self-confidence, communication skills and employability skills

### **Feedback and Evaluation:**

- Gather feedback from mentees on their mentorship experience
- Conduct individual evaluations of the mentorship progress
- Review and consider suggestions for improvement from both.

### **Future Plans:**

- Explore opportunities to expand the program, engage in more activities, and provide additional



resources for mentees

- To explore more career-related opportunities, attend career fairs, and expand our network

### Conclusion:

The mentor-mentee relationship continues to be a valuable and effective support system for students. The dedication and commitment of both mentors and mentees have resulted in personal and academic growth for all participants.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

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

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

#### **Response:**

The College follows a transparent and well defined standard procedures for scheduling the proposed academic and non academic activities for both Odd Semester and Even Semester every year during the month of MAY. An academic calendar is an user friendly log book for every teacher and student who plan their activities, also to execute the plan accordingly and effectively in setting the timeline of all the academic and non-academic activities, such that teachers and students were driven to ensure the completion of the proposed plans throughout the academic year and instill the Teachers and students about the importance of Professional standards.

Academic calendar is prepared in the month of May by the Calendar coordinator; calendar contains the curricular, co-curricular and extracurricular activities like various programmes offered by the institution, programme structure, College Prayer, Day orders, fees structure, details of continuous assessment test, schedule of end semester theory examinations, scholarship details, information about Library, safety measures of laboratory, functioning of the student union for various activities, General rules and regulations which contains maintenance of attendance, discipline, dress code, Alumni meet, cultural programmes, department activities, festivals, etc. All the academic and non academic activities are executed as per the calendar, in case of any changes, calendar is revised and updated . Academic calendar is uploaded in the College website and easily accessible by the teachers, students' for reference.

Every department prepares a semester plan based on the academic calendar which includes Induction programme, workshops, conferences, guest lectures, seminars, industrial visits, extension activities, skill development courses, value added courses etc.

For every semester, faculty prepares the course plan; it includes the details of the number of teaching hours for each unit, teachers adapt various teaching methods to ensure better understanding for the students. Teachers conduct activities like group discussion, case study, role play, video clips, scholastic questioning, open book test, objective tests also create test sheet and quizzes to analyse and evaluate the extensive skill of the students.

All the academic processes is transparent and student centric and henceforth at the end of every academic session, students submit the feedback for each faculty of their respective subjects relating to the problem formulation, solving skills, Technological skills, ability to work in intricate situation and time management skills through online in our College information system.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 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:** 89

#### 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
343	295	282	270	251

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
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:** 51.68**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: 200

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

**2.4.3****Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 8.81**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2555

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 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>

**2.4.4****Percentage of full time teachers working in the institution throughout during the last five years****Response:** 87.72**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five**

**years:**

Response: 200

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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 15.6

**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
13	18	12	15	20

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:** 0.93**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
93	74	0	0	135

**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
6810	6768	6538	6369	5878

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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

The college has taken extensive efforts to reform the examination processes and procedures that have brought in considerable improvement in examination management system of the institution. An indigenously developed Examination Management System (EMS) in the college automates the entire exam process to save time and provides accuracy.

The Examination reforms aim to increase objectivity, decrease subjectivity, have facilitated timely decisions like declaration of results during the scheduled time alongside addressing the exam grievances in the shortest possible time. EMS benefits the examination process and also manages authentic, reliable examination pattern providing accuracy, error free examination process, in addition to making it paperless, cost effective, and time saving smart resource management process. So, the Office of the Controller of Examinations of the college was automated with reliable indigenously developed software to expedite the examination processes. Our online test system is web based application developed in Asp 3.0, Asp.net 2.0, c# programming language and Sql Server 2012 database. The application runs on IIS 10 of Windows Server 2019

Following are the procedures which have been automated:

#### **Creation of Students' Database:**

The details of the admitted students are entered in the software, and the details such as Students' names, Examination register number, Students' Bio-data, Year of study, Semester, and Details of subjects can be generated.

The entire Examination process comprises **Exam registration; Examination Schedule & Issue of Hall Tickets**. These processes are **automated in college information system**.

**Staff Login ID:** Every staff of the college is allotted with a staff id and portal space through which they can upload the CIA marks, Question Bank and Attendance.

#### **End Semester Examinations Question Paper:**

The ESE question papers setting and processing is by the Office of the Controller of Examinations which is uploaded in the CIS portal.

#### **Examination Marks Entry:**

The Internal and End-Semester Examination marks are entered in the database and can be used later for results publication. The internal mark of the students is entered in the CIS portal by the concerned course teacher through their login id and the external mark is entered in the CIS portal by the **External examiners during onscreen evaluation** and verified by the valuation team at the Office of the Controller of Examinations.

#### **Results Analysis & Results Publication:**

The results are reviewed & published in the college website. The students can view and download their results using their Register Number as User name and Date of Birth as Password.

#### **Preparation of Marks Statements:**

The semester mark statements and consolidated mark statements are generated for eligible graduates and the list is sent to University of Madras (online data transfer) for the issue of Provisional and Degree certificates.

The institution is successfully registered at “Digi locker” and digitization of certificates of students from Batch 2023 is underway and will be made available digitally soon.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 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) has been implemented since 2020 in our college. The faculty Members have been provided with an orientation to the OBE process through workshops organized by the COE office and IQAC.

Programme outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) have been framed based on the vision and mission of the College and Graduate Attributes (GAs). The Programme Specific Outcomes and Course Outcomes of the Departments are presented in the Board of Studies (BOS) meetings. The BOS recommendations are further ratified at the Academic Council for formal approval and then implemented by the departments concerned. The final approved curricula are uploaded in the college website.

The POs are also conveyed to the students by the class in charge. At the beginning of the semester, the teaching-learning and assessment methods are planned, and the session plan is included in the syllabus.

The mapping of the POs with the COs is incorporated in the syllabus along with the unit-wise

Division of the syllabus, the hours allotted and the text and reference books.

**Attainment of programme outcomes and course outcomes are evaluated by the institution.**

#### Response:

Course Outcomes (COs) & Programme Specific Outcomes (PSOs) attainment is evaluated by internal and external methods.

The CO of each course of UG and PG programmes is correlated with knowledge levels K1 to K5 of Revised Bloom's Taxonomy and assessment of students at various knowledge levels is directly linked with the COs.

A correlation is established between COs and PSOs on a scale of 1 to 3, 1 being slight (low), 2 being moderate (medium) and 3 being substantial (high).

For every course in each of the programmes including the elective courses a mapping matrix is prepared and included with other course details.

The effectiveness of students in CIA and ESE is used to evaluate the attainment of COs. Two internal tests, an Assignment, a seminar, and a quiz at various knowledge levels are all administered as part of the direct style of assessment to cover the COs.

To assess a performer's degree of attainment, rubrics are used during the evaluation process.

The required pass percentage is set as the threshold value of attainment for each of the Cos across all disciplines – the pass percentage for U.G. is set at 40% and for B.Com. Honours and P.G. programmes it is set at 50%.

#### **Attainment of Programme Specific Outcome (PSO)**

PSO is achieved and demonstrated through the integration of course components and CO. PSOs are framed based on Graduate Attributes (GA). COs are linked to PSOs using the CO to PSO matrix specified in the course syllabus. For each course, COs are mapped to appropriate PSOs to ensure all PSOs are fulfilled. PSO attainment is calculated using a predefined CO/PSO matrix and the final CO attainment value of the course.

<b>File Description</b>	<b>Document</b>
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

#### **2.6.2**

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

**Response:** 97.19



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

Response: 2251

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations ( COE) highlighting the pass percentage of final year students	<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: 3.98**

## 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 Research Cell of Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women was formally constituted in the academic year 2019. Prior to this, a dedicated team of faculty members rendered their valuable contribution in the field of Research with a discipline specific approach, consciously inculcating a research temper in the young minds and potential researchers. State of the art Research Cubicles for researchers with high bandwidth computers facilitate the enriching research culture on campus. A Sophisticated instrumentation labs is facilitated to UG students and PG students of Basic Sciences to test their project samples.

A well articulated research policy was created by the Research Cell with a vision to promote a research culture amongst faculty and students to pave the way for innovative research with futuristic views. Identifying research areas focusing on academic, social and economic relevance to provide valid solutions helpful to the society at large was the primary focus of the Research Cell of our institution.

The initiation of the program titled "Samzodhana Naipunyam" in the academic year 2019-20, to enhance and excel in research by the staff, students and research scholars is a noted initiative of the Research Cell. A series of workshops, seminars, Invited talks focusing on academic Research for beginners was conducted.

Minor Research Projects funded by the Management were sanctioned to the faculty members and successfully completed.

The impetus given by the National Education Policy 2020 in the field of research and the futuristic expectations in the Indian Research scenario was highlighted and stressed to the various stakeholders. This move has lead to the origination of the College student's journal "SPARKLES" to serve as a platform to showcase the research work of students in the academic year 2020-21.

Further two International Journals namely "International Journal of Multidisciplinary Research in Arts, Science and Commerce(IJMRASC)" and "Svadhyaaya-International Journal of Transdisciplinary Research and Development (SIJTRD)" with E-ISSN were successfully launched authenticating an ideal Researcher environment in the institution.

A noteworthy initiative in creating a scientific and research temperament amongst the students was the encouragement given by the esteemed management through their funding for the "Young Researcher Project" from the academic year 2021-22, wherein a number of students have successfully undertaken and completed their research work with utmost dedication. Further the importance of Research Integrity and Publication Ethics and the ways and means of adapting it was stressed to the Research Fraternity of all the Educational Institutions as a Research responsibility of the Research Cell.

The effective progress of the Research activities are clearly evident from the above stated facts and frequent upgradation in terms of their infrastructural capacity and efficiency to facilitate the smooth operations of these Research activities are being diligently followed and undertaken by the concerned stakeholders of the Institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

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

**Response:** 42.69

**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
40.64	2.05	0	0	0

File Description	Document
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 4.39**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: 17

<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<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****3.2.1**

**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)**

**Response:** 24.69

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<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:** 0.24

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

**Response:** 93

<b>File Description</b>	<b>Document</b>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.2.3**

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

**Response:** 11.72

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

**Response:** 34

<b>File Description</b>	<b>Document</b>
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
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:**

Celebrating 55 years of yeomen service in the field of Women's education, our college strives to nurture women students to become independent, self-supporting citizens of the country. The need of the hour is to mentor, motivate and empower young minds to widen their thoughts and appreciate to ideate and innovate for donning the role of a successful entrepreneur.

**An Ecosystem for Innovations:**

With such a vision of conviction was founded the Institution's Innovation Council in the year 2019. Our College has adopted the National Innovation Start-up Policy 2019(NISP) and framed the SDNB Vaishnav Innovation Start-up Policy 2021 based on it.

The IIC of SDNB Vaishnav College has been promoting Entrepreneurship and Innovations among students by providing various workshops, seminars, training sessions and interactions with entrepreneurs, investors, professionals and has taken measures to create a mentor pool for student innovators Hackathon, Ideathons and mini-challenges.

Under one roof of Vaishnav Centre for Innovation, Incubation and Entrepreneurship Development (VCIIED), the Institution's Innovation Council (IIC), Entrepreneurship development (ED) cell, EDII, YUKTI portal, KAVACH and National Innovation and Start-up policy (NISP) have merged and are involved in conducting multi-pronged activities to promote innovations.

**Indian Knowledge System**

The Institution is deeply committed to disseminate the information relating to the relevance and substance of our Indian Knowledge System to the Student fraternity and is undertaking several initiatives in line with this objective in true form and spirit. One such move is its MOU with Bharat Gyan, a research organization to promote Indian Knowledge System and Indian Civilizational studies amongst students. Further several conferences, workshops and seminars are conducted for both the students and staff to sensitize the genesis and applicability of the canons and underlying applications of our Indian knowledge both nationally and globally. Departments like Tamil, History, Hindi, Sanskrit, English offer courses with appropriate integration of Indian knowledge system. Prescribing ancient writers' works, appreciating rudraksha, exploring Mahabharatha to understand Managerial skills, reading Bharatamuni to comprehend literary theory and rasa, dwelling into Vedic Maths and learning of Silambam, an age old Indian martial art make students to explore and immerse in the world of IKS. Students periodically hold exhibitions and attend workshops to bring forth the sanctity and treasure of knowledge upheld by our immortal Indian Knowledge system.

**Intellectual Property Rights (IPR)**

As a part of the Policy for Promotion of Research & Innovation (PPRI), SDNBVC facilitate research and innovation activities through Infrastructure Mobilization, IPR filing, Technology Transfer etc., The research and innovation ecosystem at SDNBVC enables the faculty/student inventors to disseminate the findings through publications and protect their Intellectual property (IP).

Thus the sensitisation and promotion of the vision, values and focus of the cells of the Institution in this regard have significantly contributed to the establishment of an ideal ecosystem for nurturing academic and experiential learning with an innovative spirit, technical expertise and holistic learning outcomes for our student fraternity.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

### 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>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<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:** 2.09

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

Response: 71

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 0.7

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

Response: 270



<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 0.18**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 68

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<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:** 8.04

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6**

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

**Response:** 9.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1**

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

**Response:** 36.24

**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
8.97	7.87	1.77	2.74	14.89

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
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:**

The student wing of NSS, NCC, Rotaract and Outreach clubs work with deeper commitment and mindfulness to alleviate the socio-economic and environmental issues. Villages with critical basic socio-economic needs like unemployment, poverty, illiteracy, gender equality, women empowerment, drug awareness, entrepreneurship, child health, sanitation and hygiene and environment sustainability were identified.

Outreach activities are operational in nearly 12 neighbourhood localities: Chromepet, Pallavaram, Velachery, Nemilicherry, ZameenRoyapetah, Perumbakam, Besant Nagar, Mangadu, Taramani, Chennai Port Trust, Saidapet and Madavaram and 17 Villages namely Sendivakkam, Agili, Nanmangalam, Kannankottai, Kavaraipettai, Oragadam, Sivapuram, Nanmangalam, Palani, Ullavur, Ganapathipuram, veeraragavapuram, Olaiyur, Mudhukarai, Rettanai and Mannivakkam. Further, the Departments of Nutrition, Social Work and Psychology have contributed immensely for the betterment of the society.

The following four case studies testify the outcomes of extension activities:

#### Case Study 1

Activity: Rural Camp at Sendivakkam and Agili Villages, Kanchipuram District

Dates: 14/09/2018 - 19/09/2018 (Six Days)

The students of Post Graduate Department of Social Work undertook a rural camp in Sendivakkam and Agili villages (Kanchipuram District) to create awareness about the need for Women Empowerment, Child Education, Health and Hygiene, Environment Protection and Youth Empowerment from 14/09/2018 – 19/09/2018. The camp prioritised career guidance for youth vocational skill training for women empowering them with self employment.

Through the camp the students were able to realise the unavailability of essential resources in a village that has been dominated with a population of poor farmers and bonded labourers.

#### Case Study 2

Activity: Swachh Bharat programme in Ganapathipuram village, Chennai

Dates: 01/07/2019 – 10/07/2019 (10 days)

The NSS Unit of our college organized Swachh Bharat program from 01.07.2019 to 10.07.2019 at Ganapathipuram village near Chrompet. The NSS volunteers created huge impact and awareness through various programs such as Food adulteration survey, First Aid awareness, school visit, temple cleaning, and awareness programme on health and hygiene.

#### Case Study 3

Activity: Aqua Clean – Change with Passion: Pallavaram Lake Cleanup in collaboration with Pallavaram Municipality

Date: 26/09/2021

With great aplomb and guidance of Pallavaram Municipality 17 student volunteers cleaned the Pallavaram Lake. Garbage, plastics, and other non-bio degradable wastes were collected in a bag from the lake and handed over to the Pallavaram Municipality. Simultaneously creating awareness against the dumping of wastes in water bodies, the students also emerged as environmentally committed citizens.

#### Case Study 4

Anaemia Screening Camp and Diet Counselling Camp by Outreach Club in association with Parvathy Multi Speciality Hospital, Chennai and Integrated Child Development Services (Scheme) on 17/02/2023

The Outreach Club of SDNB Vaishnav College in collaboration with the Integrated Child Development Services (ICDS) scheme and Postgraduate Department of Food science, Nutrition and Dietetics geared up for an Anaemia screening and Diet Counselling camp in Government Arts and Science College, Perumbakkam on 17/02/2023. Knowledge about anaemia related disease, the availability and consumption of iron rich food and consumption of iron dense food was the strong outcome.

The institution is proud of its student 'Health Ambassadors' of Outreach Club, who significantly propagated need for good health, magic of millets consumption, diet counselling to achieve 'Anaemia Free India'.

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

### 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:** 108

**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
27	29	17	15	20

<b>File Description</b>	<b>Document</b>
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 42

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
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>

## 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:**

Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women stands as a testament to the pursuit of academic brilliance and a commitment to providing a conducive environment for learning.

- **Classrooms:** The campus is technology-enabled with bandwidth data of 1GBPS and back up of 750 MBPS, 24/7 Wifi connectivity through 180 campus wide access point. 87 ICT enabled classrooms integrated with LED/LCD projects and screens.
- **Laboratories:** The College places a strong emphasis on practical learning, and its well-equipped Computer and Science laboratories allow students to apply theoretical knowledge in a hands-on, interactive manner. Safety standards are rigorously maintained, ensuring a secure environment for experimentation and research.
- **Computing Facilities:** The computer labs are equipped with the latest hardware and software, offering students a platform to hone their technical skills.
- **Library:** The College's library is a treasure trove of knowledge. It is stocked with an extensive collection of textbooks, reference materials, and digital resources, as well as a photocopy room.
- **Preview Theater:** It is not just a place to watch movies; it is an experience that transcends the boundaries of imagination.
- **Seminar Hall:** Two seminar halls foster intellectual exchange, collaborative learning, and inspiration.
- **A/C Auditorium:** It is designed with accessibility in mind, featuring ramps, designated seating for individuals with disabilities, and facilities for inclusivity.
- **Indoor Stadium and cricket & Football ground:** This facility is designed to provide a platform for students in fostering a culture of sportsmanship, resilience, and community engagement.
- **Stainless Steel Water Tank:** Along with solar panel, solid waste management, two centralized stainless steel water tanks redefine the paradigm of water storage, combining cutting-edge technology with eco-friendly practices.
- **Student Wellness:** Apollo Clinic and Student Counseling Cell help students to nurture their wellbeing and the journey to success is their holistic growth
- **Hostel:** Well-maintained hostel is committed to environmental sustainability. Initiatives such as waste recycling, energy-efficient lighting, and water conservation practices contribute to creating an eco-friendly living environment for hostel students.
- **Stationery Shop:** This stationery shop is designed to be a one-stop destination for all your



academic needs.

- **Canteen:** It is an inclusive space for students to socialize, recharge, and enjoy a variety of culinary delights
- **Day Care:** our college facilitates by providing a supportive and nurturing environment for students with children
- **Recreational Spaces:** Our college offers recreational spaces including sports facilities, a gymnasium, and lush green spaces.
- **Security Measures:** The campus is equipped with modern CCTV security systems, and a dedicated security team ensures a safe and secure learning environment.

The college prepares its students not only for their chosen careers but for a lifetime of continuous learning and success.

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

#### 4.1.2

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

**Response:** 49.42

##### 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
895.68	644.19	224.81	691.14	160.54

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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

Our esteemed library, an intellectual haven, is nestled within the Golden Jubilee Block's 1st floor, spanning an expansive 10,000 square feet of beautifully designed space. With an impressive fusion of modern technology and an inviting ambience, our library stands as a testament to the evolution of knowledge access and dissemination. Since our automation journey began in 2003 with CIS (Version 3.1) and culminated with KOHA (Version 20.11.05.000) in 2021, we have continued to redefine the concept of a contemporary learning environment. The library is a member of

- N-list consortia of Information Library Network (INFLIBNET) with 1,99,500+ e books and 6000+ e journals.
- Developing Library Network (DELNET) with 5000+ full text e-journals and 1,45,000+ thesis and dissertations.
- DIGIMAT Digital Learning Platform with NPTEL Video Lectures, previous year question papers, etc.
- NDLI and NAI for students and faculty members.
- Digital display, Fire safety unit, CCTV are installed.
- e-gate entry is maintained for students and faculty members and the library provides reprographic service too.

#### **Enriching Collections and Seamless Access:**

Our repository boasts an extensive array of intellectual treasures, including a vast collection of books, journals, periodicals, research theses, reports, and dynamic online resources. These resources serve as invaluable companions on the academic journeys of our students, faculty members and research scholars. Accessing these riches is made effortless through our cutting-edge RFID technology, streamlining the borrowing and returning processes. Hand held reader is available to search the books.

#### **Innovative Services and Versatile Spaces:**

- The library proudly houses **KIOSK Circulation**, an innovative self-service station that empowers patrons to manage their transactions autonomously.
- Within our walls lies a dedicated air-conditioned Digital Lab, featuring over 48 computer systems for research scholars and supervisors, 55 computer systems in a spacious audio visual hall for exclusive use of our staff and students.
- An expansive reading hall beckons, accommodating up to 150 individuals, fostering an atmosphere conducive to focused exploration.
- Our operational efficiency is fortified with eight dedicated systems tailored for book entry and circulation operations, UG and PG Stack, Reference, Minor Research Project Books, Competitive

Exam Books, ENT Books, Computer, Projects, and Periodicals, catering to a wide spectrum of academic pursuits.

### **Fostering Learning and Recognition:**

Our library transcends physical spaces to offer a profound learning experience. Dedicated library hours are meticulously allocated, encouraging regular and meaningful engagement with our vast reservoir of knowledge. To aid newcomers, we extend a warm orientation, facilitating easy navigation of our extensive offerings. Moreover, in recognition of exceptional utilization, we annually award the '**Best User of the Library**' certificate to deserving students. The Library and the Book Club conduct competition, Quiz, Book fair, Workshop, FDP, Invited talks, Webinars to motivate the staff and students. Competition Winners are awarded book and certificate.

With unwavering commitment to excellence, we remain steadfast in our mission to empower and inspire the minds of today and tomorrow.

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

### **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:** 1.62

**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
32.27	22.35	11.12	11.17	8.78

File Description	Document
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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

#### **Empowering Education through Advanced IT Infrastructure**

1. The IT policy encompasses meticulous guidelines for software and hardware installations, as well as the configuration of network setups. The institution's adherence to established hierarchy and procedures in website hosting and database usage policy serves as a testament to its dedication to achieving seamless digital operations.
2. The institution boasts an exceptional bandwidth setup, guaranteeing high-speed internet access for its operations. Leveraging ACT Fibernet, the primary line operates at a staggering 1GB, with a backup line supported at 750 MBPS. Our institution also has integrated lease lines from Railtel which operates at 100MBPS, Tata and Airtel each operates at 50 MBPS, and JIO operates at 20 MBPS ensuring uninterrupted connectivity in unforeseen circumstances.
3. This diversified network architecture reinforces network resilience, facilitating smooth data transmission, and empowering the institution to meet the demands of a fast-paced digital landscape.
4. Financially, the institution's dedication to IT excellence is evident in the allocation of a substantial portion of its annual budget towards IT infrastructure enhancements. These investments undergo thorough audits, ensuring transparency and accountability of resource allocation.
5. Strategic implementation of a robust network of high-configuration Wi-Fi routers across both campus and hostel premises **from November 2021** empowers students and faculty to leverage the internet for research, projects, and academic pursuits.

6. The institution has streamlined various administrative processes through the integration of advanced IT solutions. Students are mandated to utilize their official college accounts for diverse academic activities, fostering a secure and organized digital ecosystem.
7. Security remains a cornerstone of the institution's strategy, with widespread deployment of CCTV cameras throughout the campus and hostel ensuring security and vigilance within the institution's premises.
8. Underpinning the institution's IT infrastructure is a robust web server, a resilient database server, and a dedicated leased line catering to internet connectivity. Every department is well-equipped with computers and laptops, and specialized laboratories are endowed with computing facilities embedded with unique academic requirements.
9. The institution has fortified its defenses through the integration of advanced firewalls. The existing **SOPHOS** firewall is complemented by the introduction of the new **CISCO** Firepower system, collectively safeguarding critical data against emerging threats.
10. High-speed Local Area Network is meticulously orchestrated through the Institute's central infrastructure. This network is further bolstered by the Environment for Software and Hardware Resource Management (ESRM), guaranteeing improved access to resources for all members of the institution.
11. With a total of 17 laboratories, VCIED, Library and Hostel housing a comprehensive array of 1399 systems, including 1244 desktops and 155 laptops, the institution is well-equipped to meet diverse curricular requirements. These systems are thoughtfully configured with the hardware specifications, featuring Core i5 processors, 1 TB hard disks, 16 GB RAM, and LED monitors. The strategic distribution of laptops across departments, coupled with a robust internet connection via 181 installed wifi empowers students to engage with enriching content.

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

#### 4.3.2

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

**Response:** 4.87

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

**Response:** 1399

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

### 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:**

This report aims to highlight the available equipments for educational e-content production and its significance. By investing in professional-grade equipment, the college demonstrates its commitment to providing high-quality educational resources and enhancing the overall learning experience for students.

Also this report highlights the addition of post-production facilities and design capabilities to further enhance the educational e-content production within the college. With the integration of Adobe software packages like Photoshop, Illustrator, and 3D Studio Max, the college now offers comprehensive tools for video editing, computer graphics, web designing, hosting, and more. This report outlines the newly acquired capabilities and their impact.

#### **Lecture Capturing System: Enhancing Educational Content Creation**

In the digital age of education, where remote learning and online courses are becoming increasingly prevalent, the demand for high-quality and engaging educational content is at an all-time high. To meet these needs, the implementation of a comprehensive Lecture Capturing System (LCS) can greatly enhance the educational experience. This system combines cutting-edge audio and video recording equipment, along with professional editing tools, to capture, produce, and distribute lectures and educational content effectively. **Editing software that has been used for this purpose is \* Premiere pro video editing\***

#### **Functionality and Benefits:**

The Lecture Capturing System combines the components listed below to offer a range of benefits:

- **High-Quality Content:** The system ensures superior audio and video quality, enhancing engagement and comprehension for remote learners.
- **Interactive Learning:** Graphics, animations, and 3D elements from the graphics lab can be seamlessly integrated into lectures, making complex topics more understandable.
- **Flexibility:** Instructors can record and produce lectures at their convenience, accommodating

various schedules and time zones.

- **Personalized Learning:** Students can revisit recorded lectures to review difficult concepts, promoting self-paced learning.
- **Collaborative Opportunities:** Live-streaming options allow real-time interaction between instructors and students, fostering discussions and clarifications.
- **Professional Aesthetics:** The studio setup, lighting, and teleprompter contribute to a polished and engaging lecture delivery.
- **Efficient Editing:** The dedicated video editing facility with high-end tools streamlines the post-production process, resulting in professional-looking videos.

#### List of Equipments for creating e- content:

1. Sound proof Audio studio for recording
2. Sennheiser Microphone with Pop filter and stand
3. Audio editing Studio with Nuendo software and Monitor
4. Tascam Audio Interface
5. Professional Yamaha Audio mixer
6. TVP Studio with Backdrop and cool lights (6 bank -2, 4bank -4 ,2 bank -2)
7. Panasonic 4K AGUX 90 Video Camcorder
8. Sennheiser Microphone (cordless) for using with video camera
9. Monitor
10. Teleprompter (assembled)
11. Dedicated Video editing facility High end computer with Adobe package.
12. Computer graphics Lab with High end computers Adobe package, 3D studio max installed.

The Lecture Capturing System outlined above is a comprehensive solution that combines cutting-edge equipment, software, and facilities to create and deliver high-quality educational content. It also facilitates a seamless transition to modern educational methods, enhancing the learning experience for both students and instructors.

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

## 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:** 37.58

**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
670.71	379.73	247.53	401.81	289.77

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>
Provide Links for any other relevant document to support the claim (if any)	<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:

Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women is dedicated to fostering a dynamic, conducive environment for academic and support functions through the efficient management and utilization of its physical facilities. The purpose of this policy is to establish clear guidelines and principles governing the maintenance, allocation, and utilization of physical academic and support facilities within the college. The **guidelines** aim to:

- Streamline the allocation and utilization of college facilities to maximize their efficiency and effectiveness in supporting academic and support functions.
- Ensure fair and equitable access to facilities for faculty, staff, students, and other stakeholders while prioritizing academic activities.
- Create an environment that supports learning, research, collaboration, and the delivery of support services.
- Prioritize the safety, security, accessibility, and environmental sustainability of all facilities within the college.
- Ensure compliance with all relevant laws, regulations, and standards related to facility maintenance, accessibility, safety, and environmental responsibility.



This policy encompasses all physical facilities owned or managed by ShrimathiDevkunvarNanalal Bhatt Vaishnav College for Women, including but not limited to:

- 1.Academic Facilities:** Purpose-built spaces facilitating instruction, research, and academic exploration, including classrooms, state-of-the-art laboratories, resource-rich libraries, and research-centric cubicles.
- 2.Support Facilities:** Engaging and accommodating spaces such as administrative offices, counseling centers, health services, vibrant student activity zones, and welcoming common areas like corridors,lobbies,lounges and outdoor spaces fostering community and collaboration.
- 3.Sports Complex:** A dedicated space for physical education, athletic training, and recreational activities, comprising playing fields, gymnasiums, fitness centers, and associated amenities, fostering holistic development and well-being among students and staff.
- 4.Computer Labs and Technology Infrastructure:** Specialized spaces equipped with cutting-edge technology, serving as hubs for innovation, practical learning, and research. These labs are integrated with advanced computing resources, software, and technical support, enhancing the digital capabilities and skill development of our academic community.
- 5.Maintenance and Upkeep:** A comprehensive approach to the regular upkeep, repairs, renovations, and technological advancements within these specialized areas, ensuring peak functionality and technological relevance.
- 6.Safety and Security Protocols:** Implementing stringent safety measures, emergency protocols, and security standards to safeguard all occupants within these specialized facilities.
- 7.Accessibility and Inclusivity Initiatives:** Ensuring universal accessibility and fostering inclusivity in design and usage within these specialized areas, catering to diverse user needs and ensuring a supportive environment for all.
- 8.Sustainability and Environmental Responsibility:** Championing sustainability practices within these facilities, incorporating energy-efficient systems, responsible waste management, and environmentally conscious materials.
- 9.Communication and Training Efforts:** Extensive communication strategies and educational programs to familiarize stakeholders with policy provisions and compliance requirements specific to these specialized areas.
- 10.Regular Review and Adaptation:** Periodic reviews to assess policy compliance and effectiveness within the context of the sports complex and computer labs, ensuring alignment with evolving needs and technological advancements.

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

## 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:** 66.42

**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
6802	3777	3246	3526	4143

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

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

**Response:**

**The Career Guidance Cell is determined to facilitate the students of Vaishnav, to accomplish their career needs with the following objectives:**

- To make the students aware of different career opportunities and prospects to inspire the students to choose career option according to their choice and talents
- To assess the need of the student related to higher studies and competitive exams, through surveys and motivate them
- To inform about the current job opportunities related to modern technologies
- To establish linkages with the recruiting firms and organizations to locate career opportunities
- To offer training, soft – skill development and personality grooming modules to equip students for career in relevant industry

**The roles and responsibilities of the Career Guidance Cell:**

- To assist students in their career planning and provide information that channels the students to their aspirations and interest
- To orient the students towards competitive exams with the guidance of resource persons from training centers
- To conduct career counseling / guidance through seminars by experts from industry
- To conduct motivational programs on career growth and career choice periodically.

**Work plan of the cell:**

- Organizing basic employability skill training for students from all streams that include training on job preparedness, communication skills, etiquettes and manners, personality grooming, teamwork and IT skills

**Career Guidance Cell has following facilities for proper functioning to carry out its day to day roles and responsibilities:**

- Computer systems with internet connection
- Books on entrance exams like GATE, GRE, TOEFL, CAT, GMAT, Banking, CSIR, UGC – SET/NET etc.,
- Books on competitive examinations like RRB, SSC etc.,
- Social media platform like Whatsapp, Telegram and our Placement Portal are utilized to share career related columns
- Faculty - mentors appointed by department will also facilitate career counseling of the student

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

**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

<b>File Description</b>	<b>Document</b>
Report with photographs on programmes conducted for awareness of trends in technology	<a href="#">View Document</a>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
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>

#### **5.1.4**

**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

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
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:** 36.96

**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
800	910	802	690	799

### **File Description**

### **Document**

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 5.2.2

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

**graduated students during the last five years**

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

**Response:** 1.19**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
38	30	46	11	4

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
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>

**5.3 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:** 43**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
12	12	3	11	5

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
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>

### 5.3.2

#### **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:**

Students' Union of the college has effective students' representation which fosters a collaborative and inclusive educational environment. Student Union consists of elected student representatives- President, Secretary, Joint Secretary, Fine Arts President, Sports President and faculty members- Dean, Student Affairs and Vice President, Student Affairs, with the aim of creating a collaborative environment to shape the academic and social aspects of the college. The Students' Union plays a pivotal role in facilitating communication between students and the administration. Various activities that include organizing events, addressing concerns, and collaboration with faculty and staff are conducted to enhance the overall student experience. The council focuses on the areas such as campus facilities, extracurricular activities, and student services. By involving students in administrative decision-making, the college promotes a more inclusive and student-friendly campus environment.

College actively involves students in Board of Studies. The Board of Studies ensures a more inclusive, diverse, and student-centric educational experience by adding student representative as board members. Feedback mechanism is in place for students to express their opinions and concerns.

Class representatives play a pivotal role in promoting student engagement, fostering a sense of community, and ensuring effective communication between students and faculty. Student representatives act as advocates for their peers, bringing forward concerns, suggestions, and feedback to the council. They serve as a communication link between students and faculty, ensuring that information is effectively conveyed and facilitating dialogue on important class-related matters. Their rapport with Student council promotes inclusivity, diversity, and a sense of belonging, fostering a supportive atmosphere that enhances the overall learning experience.

Fine arts Committee serves as a dynamic platform that celebrates diversity, promotes inclusivity, and enhances the overall campus experience. This committee consists of students and faculty members who share a passion for fostering cultural awareness and appreciation. Students play a central role in the fine arts Committee, taking on leadership positions, organizing events, and actively participating in the

planning process.

Sports Committee plays a crucial role in promoting physical well-being, teamwork, and a sense of camaraderie among students. The committee encourages students to engage in regular physical activities to enhance their overall health and well-being.

Placement Cell involves students in decision-making processes and the cell enhances its effectiveness in preparing students for successful career transitions.

Center for Skill Development cell is structured by including a blend of faculty members, industry experts, and enthusiastic student representatives. The engagement of students in the skill development cell at our college recognizes and harnesses the potential of its student community in preparing for a competitive and ever-evolving professional landscape.

Student Progression Bodies (SPB) at our college exemplifies the institution's commitment to creating a collaborative and student-centric academic environment. The engagement of students in SPB aids them in shaping policies that foster academic success and holistic student development.

Hostel committee integrates student perspectives and ensures that services are not only efficient but also resonate with the diverse needs and aspirations of the student community.

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

### 5.3.3

**The institution conducts / organizes following activities:**

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

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



File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<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:** 50.67

**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
43.49	5.80	1.38	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

- The contribution and engagement of alumni plays a crucial role in the development and growth of the institution
- Alumni serve as valuable assets to the college, offering their expertise, networks and support to enhance the education and opportunities for current students. Alumni help to arrange industry visit, internship there by creating a platform for students to interact with professionals.
- Alumni actively engage with the department/institution by participating in various programs as resource persons and judge for various events and competitions as well as deliver motivational speech for the students during department's association events and at alumni reunions.
- Alumni are providing financial support to deserving students thereby enabling talented individuals to pursue their studies without financial constraints
- The alumni's involvement extends beyond academics which include soft skills training and career development sessions. They serve as resourceful speakers during workshops or guest lectures, sharing their expertise in the field and impart crucial skills like communication, teamwork, leadership, entrepreneurship and life skill.
- Alumni also serve as valuable role models and deliver TED talks to inspire students by excelling in their chosen career paths
- Alumni are included as members in the Board of studies of all departments. They are invited for meetings at the college and they interact with the board members and express their suggestions on curriculum revision.
- Alumni provide valuable feedback on the curriculum, teaching methods and overall student experience. Their insights and suggestions can help the department/institution identify the areas for improvement, update the curriculum to align with industry needs and enhance the quality of education provided.
- Alumni associations also provide other alumni with solutions as well as suggestions on career resources, facilitating the exchange of quality ideas and perspectives.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
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:

Upholding its noble vision of providing educational excellence for women to transform them into intellectually competent, industry ready, socially committed and morally upright individuals marching ahead with 21st century skills, our dynamic Institutional Leadership and Governance has led to well defined multipronged strategies in tune with the Institutional Perspective Plan to achieve its desired outcomes for the wellbeing of its stakeholders.

#### VISION

- Being a beacon of transformative education for women to traverse global milestones by embracing high personal values, cultural ethos and innovative leadership for a futuristic progress.

#### MISSION

- To nurture 21st century skills by a holistic and transformative educational curriculum
- To promote a trans disciplinary sustainable ecosystem for quality research activities and societal outreach with global competence
- To cultivate an entrepreneurial and innovation mind set to keep pace with new- age technology
- To inculcate reflective and inclusive thoughts through Indian knowledge system
- To practice universal harmony for self-reliance and mutual development.

#### Institutional Governance and Decentralisation

Our esteemed Institution with the guidance of the Chairman and Joint Secretary conjoined with the leadership of Principal and Vice-Principals of aided and self-support stream has reached milestones in academics, research and community engagement. Keeping in line with the vision, the college has worked steadfastly to achieve holistic excellence with a value-based learning environment. The College has strong Governing bodies and councils like the College Management Committee, Governing Council, Academic Council, Finance Committee, IQAC, Research Cell, Staff Club and College Students' Union which work and organize the various academic, co-curricular and extra-curricular events. The Controller of Examinations, Deans of Humanities and Arts, Commerce, Basic Sciences, Research and Student Affairs discharge their domain specific functions with professionalism and play a constructive, advisory role for the academic and non-academic progress of the student community.

The Admission Committee, Research Committee, Internal Compliance Committee, Anti-Ragging Committee, Scholarship Committee, Fine Arts Committee and Autonomous Exam Committee show

systematic, meticulous teamwork on the academic front. NSS, NCC, Rotract and IIC cater to building the overall personality of the students as well as enriching their employability.

### Sustained Institutional Growth

The Institutional Leadership has diligently worked towards a sustained institutional growth ever since its inception in 1968. Several milestones achieved by the Institution in its 55 years of educational service hold testimony to this fact.

### NEP Implementation

The Institutional Leadership has reiterated the need and implementation of NEP and encouraged various open discussion forums amongst students and faculty members, inputs from Academicians through Seminars and Invited talks under the auspices of the Internal Quality Assurance Cell, about the salient features, guidelines, implications and futuristic view of NEP.

### Participative Model of SDNBVC

In pursuit of excellence and holistic development, our Institution has embraced a robust participative model that caters to decentralization and permeates every facet of our educational ecosystem. This model rests upon three pivotal categories, each playing a unique role in nurturing a culture of inclusivity, shared responsibility, and effective governance. These categories comprise the Participative Leadership in

- Academics
- Student Affairs
- Administration.

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

## 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 Institution has distinctly charted out its vision and mission and its idealistic Institutional Perspective plan to be sincerely taken forward for students upliftment.

## **1. Institutional Perspective Plan and its Effective Deployment:**

**The Institutional Perspective Plan** dwells on the long term and short term objectives which are being meticulously adopted in a moulded educational environment by the various institutional bodies. This has paved the way to bestow students with intellectual competence, academic brilliance and generic skills of a holistic nature. The Institution consciously strives to provide a conducive atmosphere for purposeful learning through constant up gradation in terms of the Infrastructural requirements, technical soundness, teaching learning tools and environment friendly student centric initiatives. Encouraging a system of multidisciplinary and trans disciplinary learning to inculcate a degree of scientific temper and research orientedness leading to a sustainable Research Ecosystem for addressing the societal problems, entrepreneurship and Innovation, creation and maintenance of a lush green campus are some of the prime ideologies of the Institution which metamorphoses as a College of Eminence.

## **2. Administrative Setup, Rules and Procedures:**

**The Institutional bodies** such as the College Management Committee, Governing Council, Academic Council, Finance Committee, IQAC, Staff Club, and College Students' Union, intune with this Plan, ensure the able functioning of the college. These councils organize the various academic, co-curricular and extra-curricular events in alignment with the academic calendar. The Controller of Examinations, Deans of Humanities and Arts, Commerce, Basic Sciences, Research and Student Affairs play a constructive, advisory role for the betterment of the academic and non-academic progress of the student community.

### **Management Committee:**

The Members are instrumental in devising the Policies and Strategies suited to the Institution and take timely decisions to implement them with due diligence and promptness.

### **Governing Council:**

The Governing Council Members play a constructive role in discussing threadbare and arriving at crucial decisions regarding important issues pertaining to academic, technical, infrastructural and non-academic attributes.

### **Academic Council:**

The Academic Council Members discuss and arrive at important decisions concerning the Academic trajectory of the Institution.

### **Finance Committee:**

The Members of the Finance Committee are responsible for scrutinizing the financial dealings, outlays and implications of the Institution for each academic year which is periodically audited.

### **IQAC:**

IQAC ensures quality, constructive, productive and progressive performance of academic and administrative tasks of the Institution.

**Controller of Examination:**

The Controller of Examinations oversees assessment and evaluation processes.

**Deans and HoDs:**

The Deans lead in curricular and extracurricular domains, and HODs manage the discipline-specific academic compass.

**Research Cell:**

The Research Cell encourages scholarly pursuits of students and faculty members.

**3. Appointment and Service Rules:**

**Recruitment Process:** This process is based on the vacancy report submitted by the departments. Advertisements regarding vacancies are published in the leading newspapers and the college website. Appointments are made as per norms following Government/Affiliating University rules.

**Service Rules:** The HR and Administrative manual depicts the service rules and conditions, code of conduct, roles and responsibilities bestowed upon its employees.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.2.2**

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

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
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:**

#### **Performance Appraisal System**

The Institution firmly believes that the Quality of Education and imparting of knowledge could be enhanced with a periodic assessment of the Teaching fraternity in totality to bring about the achievement of the twin objectives of one's career progression and the Institution's academic progression in the long run. Keeping this in mind the Performance Appraisal Policy has been diligently formulated and duly the Performance appraisal system is in vogue to facilitate a self introspection process of the teaching faculty to enable a better understanding of their capabilities and areas of improvement required.

#### **Welfare measures for Teaching and Non-teaching Staff**

Recognizing the indispensable role of the teaching and non-teaching staff members to the growth of the institution, a number of welfare measures are formulated for their conducive work progression as stated under:

1. The academic growth of the faculty is monitored through a recorded self-appraisal system
2. The management encourages research ethos in the campus and faculty members publishing in indexed, well-acclaimed research journals, book publications and Doctoral Research Guides on producing doctorates are given monetary reward.
3. The management funds Minor Research Projects for faculty and Young Researcher Project for students annually.
4. Financial support to faculty members for attending/presenting papers in various International/National/ State level, Conferences, Seminars, Symposia, Faculty Development

- Programmes, Workshops and extra-curricular events are provided by the Management.
5. Faculties are encouraged to offer E-content with ideal infrastructural facilities.
  6. Strong Wifi to strengthen connectivity of smart classes and other virtual programmes for enhancing teaching outcomes.
  7. On Duty given to faculty for - FDP, paper presentation in Conferences, Seminars, Research Advisory Committee Meetings, participation in other academic activities.
  8. Casual Leave of 15 days per year could be availed by the faculty members or could be encashed at the year end.
  9. Compensatory Leave for Faculty working on holiday and week off.
  10. Maternity leave for 6 months is granted and leave salary will be paid for one month.
  11. Staff can avail sick Leave for 15 days in case of any health issues with due evidence.
  12. Creche facilities are offered for children of both teaching and non-teaching staff.
  13. Accidental Insurance for teaching and non teaching Staff and Students is facilitated with New India Assurance
  14. Provision of Apollo Shine In-house clinic with a nurse to provide first aid and treat sudden ailments amongst staff and students
  15. Rejuvenation activities like staff tour for both faculty and non-teaching members
  16. Counseling for all work-related /personal concerns of Faculty members.
  17. Preview theater to screen movies and documentaries for constructive deliberations amongst faculty members and scholars.
  18. Stress Management measures in the form of yoga and meditation are offered for both teaching and non-teaching staff.
  19. Workshops and webinars for teaching and non-teaching staff to enhance their working skills and efficiency.
  20. Utilization of HRM Thread App for facilitating staff service compliance.

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

### 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:** 36.38

##### 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
180	80	65	123	21



<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 48.33

**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
290	198	101	27	7

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

Shrimathi Devkunvar Nanalal Bhatt Vaishnav College has initiated efforts to mobilize funds through viable sources and consultation efforts. It ascertains that these resources are utilised for the welfare and developmental purpose of the Institution. Optimal utilisation of resources is undertaken through the enhanced human resources of the Institution-both students and faculty and spatial resources like labs, auditorium, seminar halls, sports ground etc. The various sources of resource mobilisation by the Institution are through the Institute of Cost Accountants of India, National Institute of Electronics and Information Technology, Vijay Hemant Finance and Estates Limited, Vaayusastra Aerospace Pvt. Ltd. Chennai, Hermes Kemp Impex Private Limited, Kings Learning South Private Limited and Different Hair Private Limited. The College has undertaken other initiatives to generate funds worth mentioning for the innovative efforts. Some of them are:

#### **Resource Mobilization of IIC**

The Institution's Innovation Council of SDNB Vaishnav College for Women helps its students to emerge as future entrepreneurs and independent employment providing sources by training them with unique skill sets like block printing (on materials like saree, chudidhars etc.) , mushroom cultivation and manufacturing accessories using jute. This initiative helps the students to showcase and sell their products in exhibitions and stalls and thereby generate money. Apart from this initiative for inhouse students, the IIC has initiated a venture named 'foodiesgram' - an ALUMNI ENTREPRENEUR STALL that helps

alumni to promote and establish business like preparation of food and beverages, its processing, marketing , sales etc.

### **Initiative of Post Graduate Department of Home Science- Nutrition & Food Science Management and Vaayusastra Aerospace Pvt. Ld. Chennai**

Students of the Post Graduate Department of Home Science were trained by VAAYUSASTRA Aerospace Pvt. Ltd. to formulate spacefoods using the local ingredients available. This training was achieved through an MOU signed with Vaayusastra Aerospace and the students were equipped to find out new possibilities of space foods- a prerequisite for future space programmes for a diversified participant group. The trained students of SDNB Vaishnav College in turn, trained the student- trainees from other educational institutions to formulate spacefoods through a workshop.

The funds generated through this workshop were utilized by the institution.

### **Tie Up with ICAI**

The Institution has a tie up with the Institute of Cost Accountants of India for imparting training through our Faculty trainers to the registered students and has generated financial resources under this arrangement.

### **Optimum Utilisation of Resources:**

The resources generated have been optimally utilized for

- Promoting Entrepreneurial endeavors in the campus through ploughing back the profits of their enterprising ventures
- Conducting various academic activities
- Conducting Extension activities
- Sports, games and cultural activities
- Development of an inclusive and green campus.

Further the manpower and infrastructural resources of the College have been put to productive use periodically for the conduct of major events, inter collegiate competitions which are both academic and non- academic, research oriented activities, programmes targeted towards inclusivity and societal problems, health camps and activities inculcating the values of our Indian Knowledge System.

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

### **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:** 28.85

**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
0	17.35	6.50	5	0

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

#### **Internal and external audits**

Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women regularly conducts internal and external audits. These audits ensure financial transparency, compliance, and accountability. The institution recognizes the significance of maintaining a robust financial management system and has implemented a comprehensive auditing framework to achieve these objectives. Its prime objective is to ensure the optimum utilization of financial resources for the betterment of the Institution and its future prospects.

#### **Internal Financial Audit**

The college conducts internal financial audits annually with the purpose of encompassing various

financial processes, including budgeting, expenditure, revenue collection, payroll, and financial reporting. College Financial Officer reviews adherence to accounting principles and assesses the effectiveness of internal controls.

Internal audit reports are shared with the College management and Finance committee.

The reports provide insights into the efficiency of internal controls and may include recommendations for improvement. The college management and the finance committee engage with audit findings to enhance financial processes and maintain best practices.

**External Financial Audit:**

Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women conducts external financial audits annually. External Chartered Accountant reviews financial statements, transactions, and accounting practices to ensure accuracy and adhering to regulatory requirements and accounting standards. The Audit objections, if any will be raised by the Auditor through an excel template format. The specific items under consideration will be clarified duly with the respective proofs attached for further concurrence.

External audit reports are submitted to the institution's College management, Finance Committee and other relevant stakeholders. The reports provide a fairness of financial statements and may include recommendations for improvements in financial reporting practices. The institution is committed to addressing external audit recommendations promptly.

The college recognizes the pivotal role of internal and external financial audits in maintaining financial integrity and accountability. The institution remains dedicated to continuous improvement, utilizing audit findings to enhance internal controls, financial processes, and reporting practices for holistic growth.

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

**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:**

The Internal Quality Assurance Cell works diligently to ensure the systematic evaluation of the teaching-learning process and other components of the same in the post-accreditation phase. It encourages the faculty of various disciplines to conduct programmes to achieve the goals of sustainable development and productive development by the stakeholders. Innovation, relevance and quality stand foremost in the arrangement of various programmes across disciplines at SDNBVC.

Post-Accreditation, the College has systematically targeted quality enhancement by upgrading the infrastructure to accommodate the essential demands of the 21st-century education system. The construction of the Golden Jubilee Block that houses the State of the art library, the office of the Controller of Examinations with a separate floor dedicated to the matters connected with examinations, the provision of classrooms and staff rooms and the well-designed Seminar Halls stand testimony to the uncompromising growth standards of the college.

The College fosters an encouraging research environment, wherein both the faculty and the students engage in active research in topics based on the current trends and fields that attract efficient research.

**Incremental improvements**

Our college caters to the needs of first generation women learners and being situated in the semi-urban city, it facilitates the empowerment of women who have minimal access to high tech facilities on the domestic front. After the third cycle, IQAC has been instrumental in bringing in vital changes in curriculum development, infrastructure, ICT facility, Research, Scholarship, entrepreneurship, student welfare, staff welfare and Sustainable development. Further IQAC has focused on collaborative Participative role in teaching learning process, Academic and Administrative Audit and Action Taken Report, Supervising and evaluation process, Analyzing and remedying the grievances of stakeholders, Augmenting the infrastructure facilities, Enhancing Research culture, Encouraging departments and clubs to conduct global, regional and societal based academic and nonacademic programs, Alumni engagement, Mentor Mentee engagement and establishment of Center for Inclusion and Equal Access.

**In this context the two noted initiatives of the IQAC are listed below:**

**1. FREE WIFI campus facility and provision of Free Smart gadgets to the needy students and staff**

Our Institution has a high speed internet facility and provides hassle free service to students and staff members. It provides free WiFi on campus and offers free smart gadgets to needy students and staff to enhance access to education and promote digital inclusion especially during the Pandemic crisis. The main objective of this initiative was to ensure increased access to Information, provide enhanced learning opportunities, Digital Inclusion, improved communication, efficient administration, efficient device

management, promoting equity, training and support and monitoring evaluation.

## 2. Centre for Inclusion and Equal Access

CIEA Cell is a dedicated and supportive unit that focuses on promoting diversity, equity, and inclusion (DEI) among students and staff members. The primary objective is to create an inclusive and welcoming environment encapsulating diversity and inclusion initiatives, student support services, accessibility, educational outreach, policy development, equitable access and learning enhancement wherein all individuals, regardless of their background or identity, can thrive academically and personally.

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

### 6.5.2

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

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

#### Response:

The implementation of teaching learning reforms facilitated by IQAC through the years is listed below:

#### 1. Outcome Based Education

Outcome-Based Education (OBE) is an educational approach that focuses on defining specific learning outcomes or competencies that students should achieve by the end of their educational program. This approach is adopted by our college from 2020-21 onwards.

**Clearly Defined Learning Outcomes:** OBE begins with the identification of clear and measurable learning outcomes or competencies. These outcomes are specific, actionable, and relevant to the program or course.

**Student-Centric:** Placing students at the fulcrum of the educational process OBE aims to ensure that students acquire the knowledge, skills, and abilities to succeed in their chosen fields.

**Assessment-Driven:** Assessment is a fundamental component of OBE. Our college has developed assessment methods and tools to measure students' achievement to understand the desired learning outcomes.

**Continuous Improvement:** Our College regularly reviews and refines the curriculum by conducting Board of Studies, inviting subject experts from other universities, industry experts, and alumni to enhance the quality of curriculum with a futuristic approach. Our Curriculum is structured around the defined learning outcomes. Each course enables us to tailor the programs to meet the needs of specific industries or professions, ensuring graduates are better equipped with the skills and knowledge required by employers, enhancing their employability.

Outcome-Based Education implementation has thus involved careful planning, faculty training, and assessment and improvement efforts to ensure that the intended learning outcomes are achieved successfully.

## **2. Institutional incentives to promote research**

Institutional incentives to promote research among staff members and students at our college aids to foster a culture of research and innovation. These incentives aim to motivate and reward staff and students for engaging in research activities that contribute to the academic and scholarly environment of the institution.

**Sponsored Research Fund:** Our college provides competitive research funds for research expenses, equipment, and travel for presenting research findings at conferences by the faculty and student researchers.

**Research Time:** It offers special permission time to conduct intensive research or write scholarly articles without any hassle.

**Research Publication Support:** It provides financial support to faculty members who publish research papers in UGC Care List, Scopus indexed, Springer, Web of Science indexed journals or present their work at conferences.

**Research Cell:** It offers a platform to faculty members to conduct interdisciplinary research.

**Conference Support:** It provides financial support to faculty members, research scholars, student-researchers to attend conferences, workshops, and seminars related to their research field, facilitating networking and knowledge sharing.

**Collaborative Opportunities:** It encourages collaborative efforts of the faculty by facilitating research partnerships within the institution or with external organizations.

**Publication Opportunities:** True to the New Education Policy's research stance of promoting research skills among students, our college has taken the initiative in 2021 of encouraging students and faculty to publish their research articles in our research book 'Sparkles' and in the two international journals-IJMARC ( International Journal of Multidisciplinary Research in Arts and Science) and Svadhyaya ( International Journal of Trans Disciplinary Research and Development) respectively.



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

### 6.5.3

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

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

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

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	<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 Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## 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:**

SDNB Vaishnav takes immense care about the safety of its students alongside grooming them for a responsible handling of the society. Being a women's institution, the students safety stands at utmost priority within the campus. Beyond the curriculum, students are trained to remain aware of their strengths and also empowered to catalyze their challenges to a better attribute. Students are sensitized to have a fair understanding of gender-based relationships and related intelligence which helps them understand emotional and psychological frames of both men and women as well as educate them to tackle challenges at workplace, family and in the society. This sensitization is achieved through various co-curricular programmes and through academic components incorporated as part of the syllabus. Maintenance of hygiene, safety and security of the students stands afore in the institution's agenda to ensure the provision of all necessary facilities and infrastructure.

#### **Facilities for women on campus:**

- Home Guards at the entry and exit gates of the campus to ensure safety of all women stakeholders- students, faculty, non-teaching staff
- Round the clock surveillance of the entire campus ensured through CCTV cameras
- Surveillance of entry of all vehicles the campus
- Maintenance of entry and exit register to record the visitors, both in the college campus as well as in the hostel
- Well-lit corridors and pathways
- Fire extinguishers are placed in all buildings
  
- Self defense arts taught to students to take care of their personal safety during needy situations
  
- Programmes conducted to achieve sound mind and health
- Centre for Inclusion and Equal Access (CIEA) and Ability to Access Cell functions to ensure inclusion and equity in the campus
- Camps to enroll for Aadhaar and voter cards

- Awareness camp for financial intelligence fir staff and students through India Post
- ATM facility
- Full time counselor present in the campus to address the emotional wellbeing and psychological needs of the stakeholders
- Yoga for balanced mental health and mindfulness
- Hygienic and nutritious food provided in the hostel and college canteen
- Clean and safe drinking water through RO system in the campus
- Availability of free sanitary napkins through napkin dispensers
- Environmentally safe disposal of used sanitary napkins through incinerators
- Sanitized restrooms for the students
- Apollo Shine clinic and an in-house nurse to address the first aid needs of the students as well as the staff
- Sick room to address the immediate health needs of the students

Being an educational institution for women, SDNB Vaishnav College prioritizes the safety, security, physical well being and comfort for its students through curricular and extra curricular activities.

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

### 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

<b>File Description</b>	<b>Document</b>
Permission document for connecting to the grid from the Government/ Electricity authority	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
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:**

#### **Solid waste management**

SDNBVC follows a zero littering policy inside the campus and students as well as faculty are very co-operative and help maintain the campus a litter free environment. The members have been sensitized to dispose of the waste appropriately and disposal bins have been installed at the entrance of each block apart from the dustbins for individual classrooms and departments. The collection of waste is achieved by having dustbins with proper label. The segregation of waste is achieved by having green dust bins for biodegradable (food) waste, red dust bins for non-biodegradable (plastic, metal cans & glass) wastes and blue bins for disposal of paper waste. The College has signed an agreement with ITC to bring about an eco friendly disposal of papers, cartons and other paper-based waste which is further sent for recycling.

#### **Liquid waste management**

The college houses a full-fledged Sewage Treatment Plant and adheres to a planned waste water recycling system. An MOU has been signed with Green Earth Pvt. Ltd to recycle the waste water according to TNPCB (Tamil Nadu Pollution Control Board) standards and the recycled water is used in the campus for gardening purpose.

#### **E-Waste management**

The E-waste disposal in the college is safely taken care of with the help of an MOU signed with SEZ

RECYCLING (Authorized recyclers of electronic waste), thus conforming to an eco-friendly electronic waste management policy. All electronic devices like computer screens, keyboards, copier machines and other electronic devices deemed unfit for official use are termed as e-waste. These electronic wastes are recycled by SEZ RECYCLING in a safe and environmentally friendly manner.

### Waste recycling system

Green bins are used to collect large amounts of biodegradable waste and converted to manure using microbes. Apart from this, garden waste is also collected in vermicompost pits and further converted into organic manure using earthworms. The waste water collected in the campus is recycled inside the campus through the STP (Sewage Treatment Plant) unit. The college has well-connected structure to channel the waste water from the collection units to the sewage water treatment plant. The sewage water enters through the bar screen chamber and is directed to SBR tank through the collection tank. The Aerobic Digester Unit breaks down the biomass with the help of enzymes and the resultant treated water is collected in a treated water tank to be used for gardening purpose in the campus.

### Hazardous chemicals

The chemical waste from the chemistry lab is disposed as per procedure without any harm to environment.

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

#### 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

<b>File Description</b>	<b>Document</b>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
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:**

#### **Green Campus initiatives:**

The sprawling campus at SDNBVC accommodates a number of trees, shrubs, saplings in addition to a herbal garden in the main campus in the rear side of the Autonomous Block and a garden in the hostel campus. A clean and refreshing green campus has been the prime motto of the college and it also ensures to render the necessary mending and tending of the plants as per the changing climatic conditions. A team of housekeeping staff work to remove the dry leaves or twigs from the walkway. Gardeners have been employed to prune the branches of the trees whenever necessary and to water the plants around the campus on a routine. The campus also houses a well-maintained lawn football field, fed by recycled water through sprinklers in order to prepare it and make it an ideal ground for football matches. The concept of Green bins has been initiated in the campus wherein the organic waste is collected and converted into manure inside the campus. Two green bins with individual capacity of 1000 liters each, have been placed in the campus to collect wet waste that is involved in the composting process. When one green bin is used to collect waste, the other is used as compost and the cycle repeats every 25-30 days. The green bins generate 25% of solid compost and over 40-60 liters of liquid compost. The composting process using the green bin involves zero electricity as well as zero maintenance and the compost thus generated helps improve soil texture, good aeration and water retention of the soil.

As part of conforming to the sustainability practices, the college houses a vermi- compost pit which is used to collect organic waste and convert them into manure with the help of earthworms. This fertilizer has macro nutrients called secondary nutrients that contain calcium (Ca), magnesium (Mg), and sulphur (S) and the micro nutrients namely boron (B), copper (Cu), iron(Fe), chloride (Cl), manganese (Mn), molybdenum (Mo) and zinc (Zn), which assist the plant growth.

In order to adhere to a sustainable development plan clubbed with the aim of progress and systematic

functioning of the institution, two battery powered vehicles are used to transport stationary, furniture, storage units from one block to another. The two wheelers and the four wheelers are parked around the Main Auditorium and the parking lot (basement) of the Golden Jubilee block to ensure a noise free and smoke free campus as part of the green campus initiative.

The stone walkway laid around the campus is both user friendly as well as environment friendly as it allows quick movement of running water by and by allowing the seepage of rainwater during the monsoons helping the roots to trap water and also aids groundwater recharge.

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

### 7.1.6

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

**The institutional environment and energy initiatives are confirmed through the following**

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

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

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

### 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:**

SDNBVC promotes a healthy learning environment with a positive reinforcement to students with multiple physical and learning disabilities.

1. Presence of ramps, elevators, neatly laid paths, tactile keys and signage in elevators in the campus makes the commute of visually challenged and physically challenged students hassle-free
2. Availability of inclusive washroom customized for students with disabilities in the Golden Jubilee Block.
3. The Centre for Inclusion and Equal Access addresses the special learning needs of the students with visual challenges, loco-motor disabilities and dyslexia. A trainer has been appointed on a regular basis to train students from both the shift -1 and shift-2 in NVDA access, typing skills and Braille writing and reading. They were trained to use computer with NVDA a speech to text



software. The screen reader will enable the students with complete loss of vision and students with low vision to access computer easily. Students with dyslexia and mild intellectual disability and hearing impairment were given typing training using computer to improve their employment opportunities.

4. The centre is also entrusted with recruiting scribes for learners with visual challenges and locomotor disabilities at the time of End Semester examinations.
5. The Centre arranges for regular awareness as well as sensitization programmes for both students and faculty on various learning and physical challenges faced by the students with multiple disabilities.

- Centre for Inclusion and Equal Access in collaboration with Internal Quality Assurance Cell conducted a sensitization program on inclusion and disability titled “Equity: Not yours, not Mine but Ours” for the first-year students of all the departments in the Main Auditorium on 10th of February, 2023.
- The centre with the help of National Career Service Centre for Differently Abled, conducted a special employment registration camp for the students with physical and learning disability in the campus on 29.03.2023
- The centre has been training students with physical, learning and intellectual disabilities with English language typing to equip them with professional skills that would help them land in better employment positions and also make them technically independent professionals. This is an attempt to minimize few hurdles that people with disabilities face at workplace.

The trainer Ms. Priyadarshini at the Centre for Inclusion and Equal Access is a 100% visually challenged staff.

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

### 7.1.8

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

#### **Response:**

The attribute of faith, tolerance and harmony is reflected in the vision and mission of SDNB Vaishnav College which intends to unite students and faculty from diverse cultural, religious and linguistic backgrounds into a holistic fraternity. The college takes keen measures to inculcate the humane qualities of tolerance, harmony and integrity among its stakeholders. Various programmes from the Students' Union are front lined throughout the academic year to have an engaging students' participation in all the events organized in connection with cultural and regional harmony. Despite, the students hailing from multi-linguistic and diverse religious background, the college promotes a healthy environment to

exercise harmony and understanding of various cultures. The students are educated to realize tolerance and celebrate harmony of diversified cultural, religious and linguistic origins, with the help of awareness and orientation programmes.

The college brings in a festive mood in the campus frequently by observing regional and religious celebrations like Pongal, Onam, Christmas, Holi, Navaratri as well as cultural festivities like ethnic day, food sharing day to foster the sense of joy, sharing, sister hood among the students. To educate the students to dispel the differences in the communal and various socio-economic sections of the society, days of remembrance and reverence like Founder's day as well as birthdays of national leaders and iconic personalities are celebrated by the Students' Union. The Heritage Club and the Vintage- Cross Literary Awareness Club ensure to conduct periodical events and programmes to accomplish the twin task of inculcating the habit of service and sense of belonging along with celebration of each one's cultural, religious and linguistic identities.

In addition, the college has always been a vibrant ground of art, culture and heritage and forefronts these three components as elemental units in its programme. The vision and mission of the college also upholds the propulsion of academics without losing balance of culture and organic heritage of our country and social setup. Conforming to the saying, "Arts help us see connections", the college balances academics with arts and seeks all possible ways to motivate its students to enhance their artistic bend of mind. SMRITI, the inter-collegiate cultural gala and DIVA, the inter-departmental cultural festival stand to testify the enthusiastic participation of the students. Cultural events of this magnitude bring students from different linguistic, religious, regional and socio-economic background together, wherein they forget their individual differences and come together to uplift the spirit of unity and harmony.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 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:**

SDNB Vaishnav College believes in inculcating a learning environment that not only empowers students in their academic knowledge but also prepares them to function as responsible citizens with a proper realization of their constitutional obligations and sense of duty to the immediate society and the nation as a whole. With an intention to build a prospective academic community with a linear orientedness towards

a sense of duty, values and responsibilities, various programmes are organized to sensitize students and faculty regarding the constitutional rights. This is ensured through clubs and forums formed by the college.

The college understands the role of dutiful citizen for a developmental and a successful society. Along with academics, it is essential for students to oblige to the constitutional duties and it forms the elemental framework of the institution's vision and mission statement. The curriculum favors such realization of human rights and values that empower the students to realize the potential they have been bestowed with help them emerge as leaders of greater excellence and capability. The students hereby understand their provisional role in the society and participate in nation building services actively as well as with great care. Days of national importance like Independence Day and Republic day celebrations organized by students union elevate the sense of duty and patriotism among the students and reinstate the strength of living as rightful citizens of a democratically free state. Salutation to the regally hoisted national tricolor flag, cultural events of various nature and competitions on behalf of the occasions mark the spirit of celebration.

The college houses an Electoral Literacy Club that ensures to educate the students; teaching and non-teaching staff in the campus on the power of their respective power- the right to vote. The club organizes invited talks, competitions and other relevant programmes to bring in awareness on the rightful and legal exercise of voting right. In addition the NSS and NCC wings of the college take up their sense of service to an edge higher by organizing far-reaching programmes that caters to the needs of the downtrodden and people living in the margins of the society. Programmes bent on extending the social service of the students to revive the residents of old age homes, homes for needy, provision of essential supplies for livelihood of needy sections etc. effectively has a marked change in the serving tendency of the students, thus inculcating an attitude of oneness and unity among the group as well as help them continue such service-minded tendency even as they enter a professional setup in near future. The insistence on garnering the constitutional obligations like values, rights and duties among the students gives a promise of potential leadership with immense responsibility.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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

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

**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: Integrating Sustainable Development Goals in our Educational Environment**

Sustainable Development Goals aim for good economic growth with reduced inequalities in the field of education and socio-economy, in addition to its advocacy on cleaner and safe environment. The engagement of students is pivotal in an interesting teaching-learning mechanism, which embraces sustainable development goals that would help overcome obstacles, in terms of culture, psychology and finances.

#### **Objectives / intended outcomes of the Practice**

- To assimilate SDG aligned courses into curriculum, research activities, co-curricular activities etc.,
- To equip students with essential SDGs to foster human and ethical values and skills
- To address important global challenges so as to contribute for the development of the communities and beyond
- To instill the nuances of sustainability ideas, research and practices with social impacts

## **The Context**

The youth of India should understand that the Sustainable Development Goals (SDGs) can transform and transpire our world. This transformation will succor multiple stakeholders at all levels of society. No one is left behind or left out, as all of us must contribute to give voice to the needy by better-planned and better-informed initiatives

## **The Practice**

Environmental Studies course is offered online. It is operated through a consortium of the institution to integrate Environmental consciousness to students through curriculum. Outreach activities like lake cleaning, celebrating millet month, health camp, mental wellness, health awareness in collaboration with Apollo Shine, awareness on National Education Policy etc., resonate with sanguinity among women-students. The Post Graduate Department of Social Work in collaboration with an NGO 'The Candles' painted the SDGs as wall murals on the campus, which enhanced students' multidimensionality. An MoU with Koodugal Foundation facilitates students to develop ecological intelligence via various eco-activities

## **Evidence of Success**

This academic year has seen a great flow of more than 75 SDGs activities to enrich students and faculty members with varied contextual and conceptual approaches. Programmes like cycle day, beach cleaning drive, Covid vaccination drive, blood camp contributed to the development of the society with great success. Safe and clean RO water tanks with 1500 liters, STP water sprinklers for the football ground, sufficient toilets are the evidences of water and sanitation project. Center for Inclusion and Equal Access activities harness inclusivity and accessibility. Distribution of smart phones to the needy students mirrors the idea of access to education during tech crisis.

## **Problems Encountered and Resources Required**

Sufficient and significant in house resource mobilization should be enhanced to materialize the SDGs. Young minds are mulled over with Technology and automation. Hence, instilling ethical values on bringing a balance between the eco-conservationism and the present busy socio-economic life was a challenge.

## **Best Practice 2: Initiation of a Research and Innovation Eco system**

## Objectives

- To integrate Research as a part of Academic Curriculum and enable students to understand learning progresses along with research
- To introduce Research at the Undergraduate level and inculcate a research temper amongst students

## The Context

With the motto of “Re-search and Research”, the Research cell of the College encourages staff, students and scholars to involve in innovative research, problem solving ideas, finding solutions for societal and environmental problems, upgrading the technological research, re-search the basic sciences research areas and product development.

## The Practice

The Research cell promotes its research culture under “SamzodhanaNaipunyam” – a series of training programs focusing on conducting workshops, seminars and faculty development programmes for developing Research Skills of Staff, students and Research scholars.

The Management has played a constructive role in promoting Research by funding the Faculty Members for Minor Research Projects and the students’ project under the program titled “Young Researcher project”.

An exhibition titled “YOUNG RESEARCHER PROJECT EXHIBITION – 2022” showcasing the funded Research projects of our students was conducted to encourage the research temperament amongst our student fraternity. The first batch of 37 YRP was displayed and well received.

The Research cell provides opportunity to publish research articles as a Research book titled “SPARKLES”- Socio Pedagogy & Techno Methodology which publishes articles of the Under Graduate, Post Graduate students and staff of our college with the hope of illuminating the young minds and to disseminate the scholarly ideas of the faculty among the reading public.

It also provides opportunity to publish their findings in the form of research articles in our college ISSN-e-Journals, International Journal of Multidisciplinary Research in Arts, Science and Commerce (IJRMASC) and Svadhyaya - International Journal of Transdisciplinary Research and Development (SIJTRD).

Staff and students are financially supported by the Management to publish their research articles in reputed Journals and to participate and present their research findings in International conferences.

## Evidence of success

The impact of the constructive role of the College Research cell in initiating a Research and Innovation Ecosystem is evident from the facts stated below:

- Increase in enrolment of PhDs scholars and Research supervisors

- In-house Publication Journal – “SPARKLES”
- Establishment of International e-Journals with ISSN
- International Journal of Multidisciplinary Research in Arts, Science & Commerce(IJMRASC)ISSN Online : 2583-018X
- Svadhyaya - International Journal of Transdisciplinary Research and Development (SIJTRD)ISSN Online : 2583-1739
- Funded Projects

1. Young Researcher Projects – YRP

2. Minor Researcher Projects – MRP

3. YOUNG RESEARCHER PROJECT EXHIBITION – 2022, the first batch of 37 YRP was displayed.

- Indian Patent Journal Publications – 18
- Samzodhana Naipunyam – Training program activities
- Good participation in Ideathons and Hackathons
- External Funding Opportunities

## Challenges

Streamlining the process of Research leading to Innovation, thereby providing solutions, transforming the solutions in to the end product and culminating in to the establishment of a Start up.

## 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:**

### **VOCATION, VERSATILITY & VIBRANCY THROUGH EXPERTISE, EXPLORATION & ENGAGEMENT**

The Institution is committed to providing all-encompassing education that addresses the unique challenges faced by women learners, offering a supportive environment, innovative programs, and financial assistance to instil resilience and empower them to achieve educational excellence in the three dimensions

**VOCATION through Expertise, VERSATILITY through Exploration & VIBRANCY through Engagement**

### **Vocation Through Expertise:**

#### **SDNB provides expertise across multidisciplinary areas with experienced faculty:**

- Cognitive Empowerment – Enriched Outcome Based Curriculum, New Age Programmes aligned with Industry standards,
- Unique Academic Programmes offered with industry mentorship (BBA & BSc (CGS) with TCS
- Mentorship by leading Chartered Accountants for BCom.(Hons) and BCom.(PA) and BCom(BIM) with Star Health
- (Home Science) programme – Offering foundation course on Space foods in collaboration with IIT incubated startup Vayusastra
- Jeevan Kaushal – Life skills program at three levels
  - Personality development program and Verbal Reasoning for I years
  - Personality development program and Analytical reasoning for II Years
  - Career skills and Quantitative aptitude for III years
- Finance and Accounting Course with virtual office and a Gamified Experiential learning offered by Arthavidhya
- Practical accounting –Tally and GST compliance procedures by VIVAC Training Academy,
- Course on Goods and Services Tax by International Chamber of GST Professionals
- Investment lab using Stock Market Simulation software in partnership with Finmark Trainers India Pvt. Ltd.
- 30 hours course on Cyber Security (as mandated by UGC) offered for all PG programmes for 2 credits in collaboration with Computational Intelligence Research Foundation.
- NPTEL, free COURSERA courses offered to all students and faculty members to attain in-depth knowledge in various domains
- Investment Banking Course offered in conjunction with Imarticus Learning
- Yoga & Meditation for all students for 2 credits in association with Heartfulness Meditation
- BeginningSchool programme Deeksharambh for all freshers followed by Bridge course on QUANTS

### **Versatility through Exploration:**

#### **SDNB provides opportunities for discipline specific exploration and outreach programmes impacting society:**

- Research capacity building through Young Researcher Projects for Under Graduate students and encouragement to publish their findings in inhouse publication SPARKLES in English as well as vernacular language.
- Mandatory Internships in collaboration with industry/corporate houses for experiential learning across programmes
- Interweaving Sanskrit concepts in STEM fields by resonating ancestral knowledge through invited talks, hands on workshop, exhibition etc.,
- VAISHNAV Centre for Innovation, Incubation & Entrepreneurship Development (VCIIED) was launched to promote emerging technological and knowledge-based innovative ventures.
- The Institution's Innovation Council (IIC) aims to promote Entrepreneurship and Innovation among students by facilitating various workshops, seminars, and interactions with entrepreneurs,



investors, professionals and create a mentor pool for student innovators. Hackathon, Ideathons, mini-challenges are periodically organized

- Promotion of Indian Knowledge System by way of workshops, exhibitions, puppet-shows
- Integrated Skill Development Programmes –Partnering with reputed corporate learning partners to bridge the gap between college and corporate, Skill course curriculum reviewed and refined periodically
- 100+ skill programs offered for enhancing employability like Interior Decoration and Flower Arrangement, Basic Aari, 3D Printing, Tanjore Art- Beginner’s Level, Digital Photography, Karate, Silambam, Basics of Travel and Tourism, Food Preservation, Space Food, Foundation Course in Baking, Amadeus Galileo- GDS to name a few
- Latest operating system & licensed software like IBM-SPSS AMOS, MATLAB, ADOBE Creative Cloud & Office 365 Cloud, Excellent Cookery Labs & Instrumentation Lab with High-End equipment for Skill enhancement in programming languages and data analysis
- AMCAT Pre-assessment and Post-Assessment for every program
- Course Dashboards are reviewed periodically and changes are implemented based on industry analysis
- Partnering with industry learning partners to bridge the gap between college and industry
- Offering Web Designing, Java, Oracle- Structured Query Language, SQL for Statistical Learning, Robotics Level-I, Internet of Things, Security Operations & Risk Management, Cloud Practitioner are some of the courses encompassing machine related learning techniques – one of the essential knowledge domains required for entry into industry and job market.
- Skill course curriculum is reviewed and refined periodically
- Career guidance is provided to help the students to reach their dream job.
- Exploring the various avenues of progression through the enterprising Student Progression Bodies such as the Cross Literary Awareness Cell, Ability to Access Cell, Book Club, Women Rights Forum, Environ club etc

### **Vibrancy Through Engagement:**

#### **SDNB infrastructure facilities establish vibrancy through**

- Ambient campus housing excellent library, auditoriums, playgrounds, indoor stadiums, multi-purpose seminar halls, hostel, & Canteen
- Wi-fi enabled campus with computer laboratories
- DIGIMAT Digital Learning Platform with NPTEL Video Lectures for enhancing learning outcomes of students
- Institutional membership with INFLIBNET & DELNET for accessing e-books, e-journals, e-articles
- Academic Activities, Co-Curricular and Extra-curricular activities aligned with SDGs like Millet Fiesta, Mural paintings, Gender Equality and CIEA activities
- Alumni Entrepreneurs encouraged to set up their ventures on campus – Foodies Gram and Bakery unit
- Tech Expo showcasing the innovative skills of students are initiated in the campus
- Green Campus Initiatives provides a healthy environment for holistic learning

Thus, the Institution plays a constructive role in cementing academic and non-academic vibrancy in the student’s life assuring a bright futuristic progress. Apart from playing a dynamic role in enhancing and optimally utilising all these thrust areas, the College always abides by its principles of inculcating and

reiterating human and ethical values and a spirit of Nationalism and social consciousness in its young minds, ensuring the Holistic Development of its student fraternity with utmost commitment and sincerity.

<b>File Description</b>	<b>Document</b>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Shrimathi Devkunvar Nanalal Bhatt Vaishnav College is affiliated to the University of Madras from 1968 and accredited by NAAC (National Assessment and Accreditation Council) with A+ Grade and listed in the National Institutional Ranking Framework (NIRF), Ministry of Human Resource Development, Government of India (listed as one of the best colleges in India in the band ranking of 101-150 for the past four years).

Ample opportunities are provided to students for exploring and deepening their interest in co-curricular, extra-curricular and extension activities effectively, in a safe learning environment. Several platforms for interaction with eminent subject experts are given for inculcating scientific research temper and gain practical knowledge through internships & projects.

The Institutional bodies, in tune with the Long term and Short term Institutional Perspective Plan are effective and efficient in their dedicated functioning based on the rules and responsibilities assigned to them. The Management Committee, Governing Body, Academic Council, Finance Committee, IQAC, Research Cell. Ethics Committee, Internal Compliance Committee, Anti-ragging Committee to name a few have been instrumental in adopting the right Policies and Strategies and in their effective implementation at various levels justifying the decentralisation and participative management in the Institution.

The establishment of viable Centres to achieve the prime ideologies signifies the commitment of the Institution towards Holistic Development such as The Vaishnav Centre for Innovation, Incubation & Entrepreneurship Development (VCIIED) aids to recognise the young talent to initiate start-up. The Institution's Innovation Council (2019) to promote the spirit of Entrepreneurship and Innovation and the Centre for Inclusion and Equal Access with the aim of facilitating learners with special needs in the College.

### **Concluding Remarks :**

The College is deeply committed to execute its long term and short term Perspective plan of further enriching the Institution in all the core dimensions of excellence pertaining to academic enhancement, campus upliftment, infrastructural improvement, technological up gradation, scientific research temperament and entrepreneurial and innovative climate and above all up skilling student community catering to the current needs of the socio- economic environment.

The College is cognizant of the core values of NEP 2020 and strives to provide a holistic education with emphasis on experiential learning and community engagement on a wider scale. The prime need to further upskill students with full vigour and zeal corresponding to their respective fields and in related spheres has been taken up with utmost involvement and commitment by the Institution. The showcasing of the human values, ethics and applicability of the Indian Knowledge System to students has been one of the main priorities of the

College. Shrimathi Devkunvar Nanalal Bhatt Vaishnav College, thus envisions becoming a College of Potential for Excellence serving the community with utmost dedication and commitment.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.2	<p><b>Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years</b></p> <p>2.4.2.1. <b>Number of full time teachers with <i>Ph.D./D.Sc. / D.Litt./ L.L.D</i> during the last five years</b>            Answer before DVV Verification : 294            Answer after DVV Verification: 200</p> <p>Remark : DVV has made changes as prescribed format shared by HEI and values have been downgraded due to repetitive names</p>																				
2.4.3	<p><b>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</b></p> <p>2.4.3.1. <b>Total teaching experience of full-time teachers as of latest completed academic year</b>            Answer before DVV Verification : 3553            Answer after DVV Verification: 2555</p> <p>Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been modified as we have Excluded the faculty those have joined after 30, June of that academic year. DVV has rechecked and revalidate the documents has arrived and same value and can exclude the faculty less than 10 months as per SOP</p>																				
3.1.2	<p><b>The institution provides seed money to its teachers for research</b></p> <p>3.1.2.1. <b>Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>43.30</td> <td>10.66</td> <td>0</td> <td>2.95</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40.64</td> <td>2.05</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	43.30	10.66	0	2.95	0	2022-23	2021-22	2020-21	2019-20	2018-19	40.64	2.05	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
43.30	10.66	0	2.95	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
40.64	2.05	0	0	0																	
3.1.3	<p><b>Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years</b></p> <p>3.1.3.1. <b>Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years</b></p>																				

	<p>Answer before DVV Verification : 35 Answer after DVV Verification: 17</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.4.3	<p><b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b></p> <p>3.4.3.1. <b>Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b> Answer before DVV Verification : 483 Answer after DVV Verification: 270</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.4.4	<p><b>Number of books and chapters in edited volumes published per teacher during the last five years</b></p> <p>3.4.4.1. <b>Total Number of books and chapters in edited volumes published during the last five years</b> Answer before DVV Verification : 111 Answer after DVV Verification: 68</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
5.2.1	<p><b>Percentage of placement of outgoing students and students progressing to higher education during the last five years</b></p> <p>5.2.1.1. <b>Number of outgoing students placed and progressed to higher education during the last five years</b> Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>1414</td> <td>1592</td> <td>1381</td> <td>1298</td> <td>1133</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>800</td> <td>910</td> <td>802</td> <td>690</td> <td>799</td> </tr> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1414	1592	1381	1298	1133	2022-23	2021-22	2020-21	2019-20	2018-19	800	910	802	690	799
2022-23	2021-22	2020-21	2019-20	2018-19																	
1414	1592	1381	1298	1133																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
800	910	802	690	799																	
5.3.1	<p><b>Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years</b></p> <p>5.3.1.1. <b>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</b></p>																				

**counted as one) year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	6	16	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	3	11	5

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
310	114	70	171	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
180	80	65	123	21

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
311	270	165	47	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
290	198	101	27	7

Remark : DVV has made changes as per the report shared by HEI.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>343</td> <td>278</td> <td>270</td> <td>260</td> <td>238</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>290</td> <td>268</td> <td>256</td> <td>247</td> <td>228</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	343	278	270	260	238	2022-23	2021-22	2020-21	2019-20	2018-19	290	268	256	247	228
2022-23	2021-22	2020-21	2019-20	2018-19																	
343	278	270	260	238																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
290	268	256	247	228																	
1.2	<p><b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b></p> <p>Answer before DVV Verification : 403</p> <p>Answer after DVV Verification : 387</p>																				