



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**GOVERNMENT COLLEGE FOR WOMEN
(AUTONOMOUS)**

**GOVERNMENT COLLEGE FOR WOMEN(AUTONOMOUS), INDIRA GANDHI
SALAI KUMBAKONAM**

612001

www.gcwk.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Situated on the banks of “Arasalar”, a tributary of river Cauvery in the State of Tamil Nadu in the post independent era, the college was started in the year 1963 with the foundation stone of the main block being laid by Dr.C.N.Annadurai, the then Chief Minister of Tamil Nadu on 28.07.1967 and subsequently inaugurated by the Educational & Industries Minister Hon. V.R.Nedunchezhiyan. Incidentally, it became the first Women’s college to have been started after independence. The college has carved a niche for itself in imparting quality education to the students hailing from economically weaker and socially backward sections of the society. The college has a strength of 4549 students and 172 teaching staff and 55 non-teaching staff. With an impeccable academic record of more than 60 years, the college stands like a colossus in the heart of the Temple town, Kumbakonam. The college operates in 2 shifts with 17 Under Graduate, 11 Post Graduate, 4 M.Phil and 10 Research Programmes. The college has a sprawling campus which extends over an area of 14.55 Acres with a main block at the centre surrounded by peripheral buildings accommodating various Arts / Humanities / Science Departments. An automated General Library with a collection of around 49651 books, subscribes to N-List articles published in American Institute of Physics, Cambridge University press etc, and enables the students to keep abreast of the latest developments in their pursuit of excellence. Teachers and students can have an access to uninterrupted internet facility at a speed of 100Mbps in the campus. In addition, main building of the campus and all staff rooms have been made Wi-Fi enabled. Electronic administration has been initiated to address the immediate needs of the staff and students. The college has bagged the coveted DST - CURIE Project which could prove to be a boon to the rural students pursuing research. Besides teaching and research, the college continues to embark on several extension activities under the umbrella of NSS, NCC, YRC, RRC, Exnora Club, Electoral Literacy Club and ROTARACT Club to render yeomen service to the people in its neighbourhood.

Vision

- **Women Empowerment through Higher Education**

In a locale where women are bound by tradition and culture and are governed and defined ethically, culturally and religiously as personifications of purity, chastity and endurance, women empowerment cannot be thought of through any other means but by only higher education.

By higher education, we mean education at degree level and above. “The higher education is that which does not merely give us information, but makes life in harmony with all existence” says Ravindranath Tagore. Mere literacy cannot facilitate women to achieve self-dependence. Only higher education can help women become more competent. It is only higher education that makes them be aware of their rights and duties and use their rights as per need. Higher education is one of the most important means of empowering women with knowledge, skills and self-confidence. It brings in reduction in inequalities and helps in improving their status within the family. Higher educational achievements of women can have ripple effects within the family and across generations to come. The prophetic academicians of the past visualized this and framed the Vision of the college.

Mission

- **To Impart Quality Higher Education to the students of socially and economically backward strata of the society.**
- **To instill the spirit of research and orient aspiring young girls to achieve excellence in their respective fields.**
- **To endow them with competence to face issues and challenges globally.**
- **To create awareness among younger generation to protect environment.**
- **To make them torch-bearers of the age old tradition and rich culture of the land.**

The pathway to achieve this vision embraces the ideals that form the core of Higher Education and the mission of this Institution. Boys from rich and wealthy families in this part of Tamil Nadu either went to Trichy or Chennai for higher studies. This privilege was not enjoyed by the womenfolk despite their financially healthy background. The one and only reason behind this dismal scenario was the concern about the safety and security of those young girls. That's where the need for a higher educational institution in Kumbakonam arose.

Six decades have passed by. Things have changed for a better status now. The fruits of advanced learning from the higher education centres of the metros are experienced by the girls too. But, the young women of the socially and economically backward strata of the society are deprived of such luxuries. To fill in this lacuna came the state's first Government College for Women (Autonomous), Kumbakonam (in the Post-Independent India). 4549 students are pursuing higher education in this temple of higher learning right now.

To face global issues, challenges and competitions and achieve excellence in their respective fields, research aptitude is required and it is instilled in the minds of these girls through conferences, workshops and seminars. Mere intellectual accomplishment will not suffice unless and otherwise it is fixed against the age old culture and tradition of this ancient soil and embedded in the Consciousness of environment and sustainability. Thus, women empowerment is attained with local, regional national and global interests.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- An institution with a rich legacy and heritage of over 60 years.
- Three Centres of Excellence in Research like Centre for Nonlinear Science(CeNSc), Centre for Animal Studies(CAS) and DST-CURIE Instrumentation Facility(D-CIF).
- Competent and qualified teachers with good reputation and International publications
- The curriculum offering Outcome Based Education (OBE) to hone the skills of the students.
- Vibrant and Socially sensitive extension and outreach programmes like NSS, NCC, RRC, Environmental Club, Leo Club, ExNora Club , Electoral Literacy Club and Rotaract Club to inculcate ethical and societal values.
- Exceptional performance of students in Sports and Fine Arts competitions.
- Clean, Green Campus on the banks of 'Arasalar', a tributary of river "Cauvery".
- State of the art infrastructure with Digital Library, Well Maintained Laboratories, Gym, Day Care Centre, Media Centre and Sports facilities.
- Wi-Fi enabled main block with Firewall blocking social media besides providing seamless internet connectivity at a speed of 100 Mbps in all Departments.
- Participation of Alumni for institutional development.

- During the Pandemic, the College has made a smooth transition to online mode of knowledge dissemination.
- Disabled friendly campus with ample ramps.
- Information Technology is integrated with Examination System.
- MoUs signed with Industry/ Centres of Excellence.
- Consistent high pass percentage (more than 90%) over the last 5 years.
- Excellent student support services like Scholarships, Mentoring/ Counselling etc.,
- Decentralized administration with several committees to take care of administrative, curricular, co curricular and extra curricular activities.

Institutional Weakness

The institution needs to improve on the following.

1. Resource mobilization through sponsored projects
2. Academia - industry collaboration
3. Consultancy can be improved.
4. More Teachers should apply for Research Advisorship
5. Research culture confined to few Departments.

Institutional Opportunity

- Flexibility to offer new innovations and Value Added Courses within the framework of Autonomy.
- Can establish networking with other institutions of higher learning.
- Has the potential to mobilize resources through Alumni & CSR.
- DST-CURIE lab could prove to be an incubation centre and game changer in helping rural students to get an access to sophisticated instruments.

Institutional Challenge

- To update the curriculum to the changing needs of society, industry and contemporary requirements.
- Need to reduce the gap between industry and academia.
- Lack of communication skills in English among the students is an impediment.
- Lack of industrial environment around the town.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. Government College for Women(A), Kumbakonam was offered Autonomy in the year 2006.
2. It offers 17 UG (in two shifts) ,11 PG under CBCS besides 4 M.Phil and 10 Ph.D programmes.
3. B.Sc. (Botany), 4. M.Phil. Programmes, Ph.D.(Computer Science, History) were introduced during the

assessment period.

4. All UG and PG programmes have been revised periodically .
5. Outcome Based Education(OBE) has been introduced in the year 2019.
6. The college was recently awarded the prestigious DST-CURIE project in the year 2022 and is one among 24 Women's Colleges in India to have bagged this coveted honour.
7. Computer Literacy Programme is being offered since 2000 coming to the rescue of students from BPL category in enhancing their technical skills.
8. A total of 365 courses focus on employability, entrepreneurship and skill development.
9. 314 New courses have been introduced since 2018.
10. 61 Value Added Courses and a Certificate Course on Computer Literacy Programme (CLP) have been offered in the last 5 years.
11. Several Courses and themes of various projects focus on cross cutting issues like Professional Ethics, Human Values, Gender and Environment and Sustainability.
12. Internship was incorporated into the PG curriculum to bring in Industry - Academia linkage.
13. 8 MoUs have been signed by the Departments of Tamil, History, Physics, Zoology, Commerce and Chemistry.
14. Feedback on syllabus from students, teachers, alumni and employers have been elicited and analyzed in revamping the curriculum in tune with the changing trends.
15. A comprehensive feedback survey (analysis and action taken report) has been hosted on the website showing the commitment of the institution to the stakeholders.
16. All PG programmes have Research projects in the curriculum.

Teaching-learning and Evaluation

- Fresher's Induction Programme has been conducted every year to facilitate the smooth transition of students from schools to colleges and also to ensure that the newcomers get acclimatized to the atmosphere of the institution.
- Remedial classes have been introduced to address the concerns of slow learners.
- Wi-Fi enabled Main block has facilitated the advanced learners to tap the potential of study materials from the internet.
- 61 Workshops / Conferences / Symposia have also been conducted to hone the skills of advanced learners. MoUs signed also facilitate the career options of advanced learners.
- Student Centric learning like Experimental Learning, Participative learning, Peer Learning, Problem solving methodologies, Event based learning and ICT based learning have been introduced to cater to the requirements of different categories of students.
- Institute maintains an impeccable mentoring record addressing the academic, personal and psychological issues of the students.
- The college strictly adheres to the academic calendar for the execution of academic activities and various programmes during the academic year/
- Several Reforms have been initiated in the Examination and Evaluation Processes.
- IT Integration into the Examination system has enhanced the transparency of the examination and evaluation process besides resulting in the publication of results within an average of 27 days.
- Feedback obtained from the students in the form of Students Satisfactory Survey (SSS) helps to revise the curriculum to suit their requirements.
- Continuous Internal Assessment (CIA) involves 'Practicum' to bring out the creativity of students.

Research, Innovations and Extension

- Institution has framed a proactive policy to encourage research activities besides setting the guidelines/ stipulations of Full Time / Part Time Research Scholars.
- Research Ethics and Advisory Committee monitors the progress of research activities and ensures that the guidelines of research scholars are scrupulously followed.
- The institution right now has 100 Doctorate holders spread over 10 Research Departments with 32 Research Supervisors.
- New initiative to provide seed money was kick-started in the academic year 2022-2023.
- A Sophisticated Instrumentation Facility in the DST-CURIE lab promises to come to the rescue of the PG students / Research Scholars of the college and nearby educational institutions.
- Recently, the college has joined the elite group of institutions in “Institution’s Innovation Council (IIC)”.
- Dedicated Centres for Research like Centre for Nonlinear Science (CeNSc) and Centre for Animal Studies (CAS) have added to the reputation of the college at the International Level. A sum of Rs.75,79,090/- has been generated through sponsored projects funded by DST, CSIR, DAE-NBHM, TNSCST, TANSCHÉ etc.
- The college has published 275 publications in UGC CARE / SCOPUS / Web of Science indexed journals in the last 5 years with a h index of 26 in Scopus and 23 in Web of Science. The teachers have also contributed 18 Books/ chapters published by reputed publishers.
- 9 Functional MoUs signed promises to close the gap between academia and industry.
- Thriving research collaborations with several institutes in India and abroad have been established.
- The college has carried out Extension Activities through 11 clubs bringing laurels to the institution. The extension activities have contributed to the holistic development of the students besides sensitizing them to the social issues.
- The NSS Unit of the institution with an enrolment of 300 students in 3 units has been continuing to adopt 3 villages every year to create a sustainable ecosystem in the community. They received the Best NSS Unit Award from Bharathidasan University in the academic year 2022-23.
- The college has participated in Central Government Sponsored initiatives like Swachh Bharat and Jal Shakti Abhiyan, thereby helping in nation building.

Infrastructure and Learning Resources

- Government College for Women (Autonomous), Kumbakonam has developed adequate physical facilities to support teaching- learning process.
- The campus is spread over an area of 14.55 Acres with the Main block at the centre surrounded by peripheral buildings accommodating various Arts/Humanities/Science Departments.
- There are 88 classrooms, 21 laboratories and 293 computers.
- A Language Laboratory with 20 computers helps to enhance the communication skills of the students,
- A dedicated Media Centre with Lecture Capturing Facility and related software promises to give a different flavour to the teaching-learning process. The Media Centre has come in handy for e-content development to deploy study materials in the e-learning portal.
- There are two Air-Conditioned Seminar Halls equipped with ICT facilities for conducting Conferences/ Symposia/ Workshops. In addition, there is an open auditorium in the Main block which is being utilized for conducting cultural competitions.
- The campus is under the surveillance of CCTV with 56 vantage positions providing round the clock

security.

- The college has a playground with an area of 11,993 square metres suitable for honing the skills of the students in various sports activities.
- There are 3 generators and 8 online UPSs providing uninterrupted power supply.
- The General Library is automated with the software “IMPRESS-ERP providing Online Public Access Catalogue (OPAC) to the students and teachers. An amount of Rs 7,74,311 has been allocated to the library towards the purchase of Books/E-Books and subscription to journals.
- The General Library has a collection of 49651 books & text books
- The General Library subscribes to “N-LIST” providing access to the articles being published in American Institute of Physics, Cambridge University Press etc.,
- The College provides internet facility from Railwire and BSNL with a speed of 100 Mbps and 70 Mbps respectively. The Main block of the campus has been made Wi-Fi enabled and social networking sites have been blocked through Firewall.
- The total allocation towards Infrastructure Development and Augmentation stands at Rs 4,27, 99,261 in the last 5 years.

Student Support and Progression

1. The college has set up an excellent support system which eventually helps in the progression of students. Government of Tamil Nadu sponsored scholarships like BC/MBC/SC scholarships, Incentive for Students pursuing undergraduation in Regional language have benefitted 27199 students to the tune of Rs.6,53,92,540/-. In addition, students get a monthly scholarship of Rs.1000/- per month under Puthumai Penn Thittam. Besides, Research scholars and Research Associates have also been paid stipend in the sponsored research projects.
2. A total of 104 capacity development and skill development activities have been carried out by the College in the last 5 years improving the capability of the students. Total of 5 programmes focusing on Soft skills, 21 on Language and Communication skills, 17 on Life skills and 61 on Awareness of Trends and Technology have been organized in the campus.
3. Effective Grievance Redressal mechanism is in place to ensure timely redressal of students grievances. No cases of ragging / harassment have been reported during the assessment period.
4. A total of 148 students have qualified in the state level examination during the assessment period.
5. A total of 2048 students have either been placed or have gone on to pursue higher education in the last 5 years.
6. 105 students have brought Laurels to the institution in Sports / Cultural domain.
7. The college has a vibrant students council who actively participate in the Academic and Administrative Committees to streamline curricular, co-curricular and extra-curricular activities of the institution.
8. The participation of students in IQAC and Academic council is ensured.
9. Alumni of the college have made significant contribution to the growth of the institution. They have contributed Rs.80,65,622/- during the assessment period.

Governance, Leadership and Management

- The Governance of the College is aligned with its vision and mission to ensure Women empowerment.
- The college has a well-defined, decentralized and participative organizational structure.
- The college has articulated several policies covering Code of Conduct for Students, Teachers and Administrative Staff, Research Ethics, Research Promotion, Energy and Environment etc.,

- Vision document for 2023-2033 has been documented and timeline of its accomplishment has been framed.
- Well structured Organogram is in place for the smooth realization of its vision and mission.
- Implementation of e-governance in areas of Administration, Finance and accounts, Students admission and Examination ensures transparency, participation and accountability.
- The College looks into the welfare measure of staff through statutory and nonstatutory schemes.
- Financial Accounts of the College are subjected to internal and external / Government audits regularly to ensure that misappropriation does not occur.
- IQAC has taken up major quality initiatives like AAA, Green Audit, Energy Audit Initiatives towards OBE, Feedback Mechanism, e-content development, IT Integration into teaching- learning process , examination system and environment.
- Significant achievements of IQAC include participation in NIRF rankings, AISHE Survey, inclusion of College in Institution's Innovation Council (IIC), DST-CURIE project and TNSCST/TANSICHE project.

Institutional Values and Best Practices

The vision of the College is Women Empowerment through Higher Education and hence gender equity turns out to be fulcrum of its curricular, co-curricular and extra-curricular activities.

- The institute has explored the possibility of tapping nonconventional energy to energize the Campus, Solar powered street lights and Sensor based lights are some of the initiatives in this direction.
- Effective Waste Management policies have been initiated. Vermicomposting, installation of Float / Water indicator and incinerators contribute to the solid, liquid and Biomedical waste managements of the institution.
- E-Wastes of the College are accumulated and organized in "E-Waste Bay". Accumulation of E-Waste has also facilitated the students to dismantle CPU and learn different integral parts of a Computer.
- Rain water harvesting facility has been set up to tap the potential of rain water for drinking and gardening..
- Waste water from RO Plants is utilized for growing plants.
- Ban on plastic / tobacco is strictly enforced.
- The construction of effluent treatment plant is in progress to make sure that the chemicals discharged does not pollute the water tables.
- Conscious effort has been made to perform energy audit and green audit in the campus at periodic intervals.
- Replacement of CRT monitors by LCD monitors and tube lights by LED / CFL bulbs have contributed to an enormous reduction of power consumption.
- Code of Conduct for students, teachers and administrative staff have been strictly enforced and the policy on the above has been displayed on the website.
- Facilities for Differently abled students like ramps, washrooms, tactile path, display boards, etc. have been established.
- Inclusive environment to promote tolerance and harmony among the students.
- Knowledge building through expert interventions and welfare noon meal scheme to feed poor students are identified to be the two best practices of the institution.
- Centre for Nonlinear Science(CeNSc) and DST-CURIE lab contribute to the distinctiveness of the institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS)
Address	Government College for Women(Autonomous), Indira Gandhi Salai Kumbakonam
City	Kumbakonam
State	Tamil Nadu
Pin	612001
Website	www.gcwk.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	S.aHila	0435-2420153	9442861773	0435-2420153	principal@gcwk.ac.in
IQAC / CIQA coordinator	F.kUrus Malai Selvi	0435-2401391	9442861773	0435-2401391	f.kurusmalaiselvi@gcwk.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-07-1963

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		01-01-1970		
University to which the college is affiliated				
State	University name	Document		
Tamil Nadu	Bharathidasan University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	17-09-1977	View Document		
12B of UGC	17-09-1977	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Government College for Women(Autonomous), Indira Gandhi Salai Kumbakonam	Urban	14.55	23934.62

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Tamil	36	Plus Two	Tamil	60	58
UG	BA,Tamil	36	Plus Two	Tamil	60	57
UG	BA,English	36	Plus Two	English	60	59
UG	BA,English	36	Plus Two	English	60	57
UG	BA,Economics	36	Plus Two	English + Tamil	144	142
UG	BA,History	36	Plus Two	English + Tamil	120	116
UG	BA,History	36	Plus Two	English + Tamil	120	119
UG	BCom,Commerce	36	Plus Two	English	72	72
UG	BCom,Commerce	36	Plus Two	English	72	72
UG	BSc,Mathematics	36	Plus Two	English + Tamil	120	110
UG	BSc,Physics	36	Plus Two	English + Tamil	80	73
UG	BSc,Chemistry	36	Plus Two	English + Tamil	80	76
UG	Bachelor of Computer Science,Computer Science	36	Plus Two	English	50	50
UG	Bachelor of Computer Science,Computer Science	36	Plus Two	English	60	59
UG	BSc,Zoology	36	Plus Two	English + Tamil	90	87

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UG	BSc,Geography	36	Plus Two	English + Tamil	80	78
UG	BSc,Botany	36	Plus Two	English	40	34
PG	MA,Tamil	24	Under Graduate	Tamil	35	35
PG	MA,English	24	Under Graduate	English	35	31
PG	MA,Economics	24	Under Graduate	English	35	33
PG	MA,History	24	Under Graduate	English	35	29
PG	MCom,Commerce	24	Under Graduate	English	42	40
PG	MSc,Mathematics	24	Under Graduate	English	35	34
PG	MSc,Physics	24	Under Graduate	English	25	24
PG	MSc,Chemistry	24	Under Graduate	English	25	25
PG	MSc,Computer Science	24	Under Graduate	English	60	60
PG	MSc,Zoology	24	Under Graduate	English	25	14
PG	MSc,Geography	24	Under Graduate	English	25	11
Doctoral (Ph.D)	PhD or DPhil,Tamil	60	Post Graduate	Tamil	12	0
Doctoral (Ph.D)	PhD or DPhil,English	60	Post Graduate	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Economics	60	Post Graduate	English	2	0
Doctoral (Ph.D)	PhD or DPhil,History	60	Post Graduate	English	2	0
Doctoral	PhD or DPhil	60	Post	English	12	0

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(Ph.D)	,Commerce		Graduate			
Doctoral (Ph.D)	PhD or DPhil ,Mathematics	60	Post Graduate	English	6	0
Doctoral (Ph.D)	PhD or DPhil,Physics	60	Post Graduate	English	8	1
Doctoral (Ph.D)	PhD or DPhil ,Chemistry	60	Post Graduate	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Computer Science	60	Post Graduate	English	6	1
Doctoral (Ph.D)	PhD or DPhil ,Zoology	60	Post Graduate	English	12	0
Pre Doctoral (M.Phil)	MPhil,Tamil	24	Post Graduate	Tamil	6	0
Pre Doctoral (M.Phil)	MPhil,Physics	24	Post Graduate	English	6	0
Pre Doctoral (M.Phil)	MPhil,Computer Science	24	Post Graduate	English	2	0
Pre Doctoral (M.Phil)	MPhil,Zoology	24	Post Graduate	English	6	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				20				160			
Recruited	0	0	0	0	3	17	0	20	8	143	0	151
Yet to Recruit	0				0				9			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				21
Recruited	3	5	0	8
Yet to Recruit				13
Sanctioned by the Management/Society or Other Authorized Bodies				25
Recruited	7	18	0	25
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				18
Recruited	4	7	0	11
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	5	12	0	17
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	17	0	7	17	0	44
M.Phil.	0	0	0	0	0	0	0	5	0	5
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	1	57	0	58
M.Phil.	0	0	0	0	0	0	0	64	0	64
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

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

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

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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	1319	0	0	0	1319
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	336	0	0	0	336
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	1	0	0	0	1
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	342	352	337	318
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	4	10	1	8
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	678	804	795	790
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	613	598	585	553
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1637	1764	1718	1669

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
English	View Document
Geography	View Document
History	View Document
Mathematics	View Document
Physics	View Document
Tamil	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>A conscious effort has been made to design the curriculum that will offer multidisciplinary/ Interdisciplinary skills/ knowledge to the students so that they can withstand the challenges in future. Nonmajor Elective courses (NMECs) being offered to undergraduate programmes and Extra disciplinary courses (EDCs) to the Post graduate programmes enable the students to switch their loyalties, helping them to widen their skills/ knowledge. The coming together of Arts and Science Departments to organize various forums also gives the students the much needed Interdisciplinary exposure. The inclusion of value based and environmental education in the curriculum creates an environment towards the attainment of holistic education.</p>
2. Academic bank of credits (ABC):	<p>Even though the concept of ABC as envisaged in NEP 2020 is still at its infancy, the recent initiative of Tamil Nadu State Council for Higher Education (TANSCHHE) to frame a unified curriculum for all UG and PG programmes promises to offer the students the benefits of NEP 2020. This unified curriculum has been prepared in such a way that it does not</p>

	<p>really take away the autonomy of the institution while offering the students the mobility of switching from one University to the another, preserving their credits. This unified curriculum could prove to be a game changer to the students of Tamil Nadu helping them in seamless integration of skills , knowledge and experiences. Eventhough the NEP 2020 has not still taken off in the state of Tamil Nadu, this unified curriculum is considered to be the first major step towards the implementation of ABC without compromising on the interest of the students.</p>
<p>3. Skill development:</p>	<p>The curriculum of all Undergraduate and Post graduate programmes have been designed in such a way that it offers Core specific skills to the students. The skill based courses have been made an integral part of the curriculum to enable the students to get either placements or pursue higher education. Efforts have been made to ensure that such courses constitute the fulcrum of all Undergraduate and Post graduate programmes. Entrepreneurship Development Cell(EDC) organizes skill based / vocational courses to suit the requirements of the students to earn livelihood in the neighborhood of the town. Students have also been encouraged to participate in online workshops organized to hone their skills. Skill based/ vocational courses conducted under the auspices of RUSA through online platforms have also been brought to the attention of the students. In addition, Soft skill courses of one week duration sponsored by Tamil Nadu State Council for Higher Education (TANSCHHE) have also been conducted every year for outgoing Undergraduate students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>As per the policy of Government of Tamil Nadu, all Undergraduate programmes have been offered in bilingual mode(English and Tamil). In fact, the Government of Tamil Nadu encourages the students to take up undergraduate education in the regional language (Tamil) by giving them scholarships(Tamil medium fund) every year. The courses offered by the Department of Tamil reflects the rich culture, heritage and traditions of Tamils who lived in the " Sangam" era(Chozha/ Chera/ Pandiya kingdoms). Sangam Era literature describes how the rulers of ancient Tamil Nadu dedicated their lives to preserve the rich heritage of the land by building several monuments and temples which in fact helped the people to earn their livelihood. In an attempt to</p>

	<p>preserve Indian Arts and culture, intra and inter collegiate competitions have been held in the premises every year. This practice of conducting cultural competitions reflecting the ancient Indian culture keeps the students interested helping in the plurality of the society. In addition, students participate in several inter collegiate cultural competitions across the state and bring laurels to the institution. A student pursuing undergraduate programme in Economics won the Guinness record for her spectacular performance in " Silambattam", a traditional martial art of Tamils.</p>
5. Focus on Outcome based education (OBE):	<p>The outcome of quality education is measured by the quantum of students who take up either higher education or get employment. In fact, the curriculum of all undergraduate and postgraduate programmes has been associated with Programme Outcomes (POs) and Programme Specific Outcomes(PSOs). The course structure of every programme has been designed meticulously to meet the POs and PSOs. Every component of the course being offered has been mapped onto the POs and PSOs to give an indication of how the outcome based education has been initiated. The institute continues to engage the teachers with Faculty Development Programmes(FDPs) to design the curriculum with an eye on outcome based education.</p>
6. Distance education/online education:	<p>The onset of Covid-19 turned out to be a blessing in disguise as it gave the teachers the opportunity to look for/ acquire sophisticated technological tools to reach out to the students through Google meet/Microsoft Team/ Zoom platforms. Some of the techonological tools employed by the teachers include interactive device, Apple iPad, high precision camera focused on a white/ black board etc., to give real time class experience to the students. In fact, this pandemic period eventually helped the teachers to digitize the contents of the courses and make an online repository in the college portal. The study materials uploaded in the portal has become a boon to the students. Some of the teachers were also able to reach out to the students by uploading " Youtube" videos to explain complicated concepts. Online workshops with the participation of reputed speakers across the country were also organized allowing the students to get a glimpse of world class higher education beyond the premises.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, This club creates an awareness among the students on electoral rights and responsibilities. In fact, the members of the club sensitize the youth about their responsibilities to participate in the democratic process.</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>Electoral Literary Club is being taken care of by three coordinators Dr. M.Kala, Associate Professor of History, Dr.A.Jayachithra, Assistant Professor of Commerce and Dr.D.Soumady, Assistant Professor of Zoology. At present, the club has an enrolment of 60 students who have actively participated in various activities of the club. The main objective of the club is to organise rallies to impress upon the public to exercise their franchise by distributing pamphlets to the public. They also emphasize upon the urgency to be part of this democratic institution. National Voter's day is celebrated on 25th January every year. A book on voting rights has been distributed to the students and a test on voting rights has been conducted for the students.</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>Our College has extended the fullest support for the conduct of assembly/ parliamentary elections. Many of the Teachers /Non-Teaching staff have served as Presiding Officers and Polling Officers helping the Election Commission of India to conduct elections in a fair and peaceful manner. Apart from this, the College has taken up several initiatives which has sensitized the public to elect deserving leaders. Student of this club have also rendered their services in the recently held Assembly elections in May 2021 by distributing masks / sanitizers to the voters.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The College has always been supporting Election Commission in the smooth conduct of electoral processes in Thanjavur District. The College serves as a Polling Centre enabling the public to caste their votes in the elections. NSS students of the College participated in a Rangoli programme on 25th January 2021 to create an awareness among the public and Tahsildar , Kumbakonam taluk presided over the function to distribute prizes to the students who participated in the Rangoli programme.</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>In an attempt to bring the students who are above 18 years old to the electoral mainstream, the club has invited the Tahsildar of the town to the premises to drive home the importance of voting rights. ELC ensures that most of the I year Undergraduate students got enrolled / registered to participate in the electoral process. The concept of casting votes has created a lot of excitement in the minds of the youth and the ELC of the college has tried to cash in on this enthusiasm for their registration/enrollment.</p>
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Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4550	4740	4503	4324	4294
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1584	1561	1507	1485	1450
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

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
158	158	161	163	156
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 147

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
191.05433	628.81412	84.4618400	288.97167	113.65403
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Government College for Women (Autonomous), Kumbakonam has a long history behind it, being the first Government Women's College established after independence with the primary objective of imparting quality higher education to the socio-economically weaker sections of the society. Situated on the banks of river "Arasalar", a tributary of river Cauvery in the State of Tamil Nadu, the College was started in the year 1963. Almost 80% of the students of the college happen to be the first generation learners. Right now, the college operates in two shifts with 17 Under Graduate Programmes, 11 Post Graduate Programmes and 10 Research programmes in Arts, Science and Humanities. It is one of the very few colleges in the State offering Undergraduate and Post Graduate programmes in "Geography". The Computer Literacy Programme(CLP) introduced in the year 2000 by the Government of Tamil Nadu comes to the rescue of the students hailing from Below Poverty Line (BPL) in enhancing their computer operating skills. The college has also started offering B.Sc.,(Botany) from the year 2019 onwards which will help the students hailing from the agrarian background of delta districts.

The grant of autonomy in 2006 has facilitated the institute to represent the aspirations of the stakeholders into the curriculum and this implementation process was monitored by statutory bodies like Board of Studies and Academic Council. While framing the curriculum, the college ensures that it strictly adheres to the standards of UGC quality mandate (2018) and the affiliating University without compromising on the freedom bestowed on it within the framework of Autonomy. The curriculum has a five tier structure with regional Languages, Tamil and English being offered under Part I and Part II with relevance to the local, regional, national and global requirements. Part III focuses on core subjects to hone the skills of the students pertaining to the discipline. Under Choice Based Credit System (CBCS), every student of the Department has the option of choosing the elective course of her choice.

Part IV focuses on Nonmajor elective courses, Skill based courses, Value education and gender studies. Non Major elective courses in general helps the students to switch their loyalties giving an interdisciplinary flavour to their curriculum while skill based courses enhance the skills pertaining to their discipline. Value education and Gender studies add to the holistic outlook to inculcate ethical values among the students. Part V comprises of several extension activities like NSS, YRC, RRC, Eco Club, Women Cell etc. facilitating the students to reach out to the society, thereby helping in nation building. Thus, the curriculum of all programmes has been meticulously planned in such a way that it addresses the local, regional, national and global requirements. An indicator of how these parameters are met is given by the mapping of Course Outcomes (CO) with Programme Outcomes (PO) and Programme Specific Outcomes (PSO).

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

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

Response:

The institution continues to make a conscious effort to design the curriculum in such a way that the gap between the academia and industry ceases to exist. As per the statutory requirements of University Grants Commission, representation of a nominee from the industry has been made mandatory in the composition of Board of Studies so that the needs of the industry can be incorporated into the curriculum. The input of the industrial nominee is taken into consideration while framing the contents of the courses for Under Graduate and Post Graduate programmes. Many of the demands of the industry get translated either in Part III or Part IV of the curriculum. In particular, every Department ensures that the skill based courses are designed to impart discipline specific skills with an eye on the industry to enhance the employability of the students. In addition, Major Based Elective courses and core courses with special emphasis on employability/ entrepreneurship/ skill development are also introduced to address the contemporary requirements. Workshop/ Symposia organized by the Departments on contemporary topics inviting experts from across the country also help in revising the curriculum. For PG students, internship has been made mandatory which facilitates the industry – academia linkage. Under this programme, PG students are required to spend a minimum of 30 hours at the industry to hone their employable skills. In addition, in an attempt to hone the skills of the students and give them practical exposure to face interviews, the institution has also conducted soft skill courses to enhance their employability. The recent initiative of the Departments of Physics, Chemistry, Zoology, Commerce, History and Tamil to sign MoUs with industries promises to narrow down the gap between academia and industry helping the students to get a glimpse of the avenues in the employment sector.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes

offered during the last five years

Response: 35.68

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

Response: 309

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

Response: 866

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

In pursuit of academic excellence and holistic development of the students, the college strives to provide a curriculum that incorporates several cross cutting issues like Gender Studies, Human Values, Environment and Sustainability, Professional Ethics etc., as enshrined in National Educational Policy 2020. The introduction of such courses have made a dramatic impact on the attitude, ethics, linguistic skills, and behaviour of the students.

Value Education:

This course deals with topics like honesty, civic responsibilities, integrity, transparency, accountability, confidentiality, and obedience to the law and tolerance. This course gives a perfect platform to examine and interrogate one's values and moral ethical dilemmas that one could face in the process of decision making and bring about harmony among the students with diverse Indian culture.

Gender Studies:

Apart from this mandatory course on “Gender Studies”, Gender Dynamics has also been included and discussed in multiple courses offered by Humanities such as Tamil,, English, Economics and History. Several commemoratives days like National Girl Child Day and International Women’s Day offer a perfect platform to focus on issues related to adolescent health, cybercrimes and harassment of women at workplaces .

Environmental Education:

The curriculum has been framed in such a way that it instills a sense of a moral obligation on the part of the students to protect the environment. Apart from the two credit course on Environmental studies, the students are encouraged to participate in environmental conservation efforts through its extension activities like NSS, YRC etc. Students take out rallies to emphasize upon the public to preserve environment, water conservation and pollution. In addition, the institute also organizes invited lectures by eminent environmentalists/meteorologists to sensitize the students on environmental issues. Core courses in the Departments of Zoology and Chemistry also emphasize upon the urgent need to protect the Environment.

Professional Ethics:

The college strives to impart a curriculum that inculcates among students Professional Ethics and Human Values. Several core courses in UG and PG programmes expose the students to Professional Ethics in areas such as business ethics, creative writing, policy making, genetic cloning, clinical studies, stem cells and in conducting Research . Awareness of desirable ethical practices is facilitated through course contents, discussions, debates and a stringent anti plagiarism policy. Overall, the institute has designed its curriculum to create a community of individuals that are competent , ethical, have compassion for all, are committed to striving for social justice, harmony, and care for the marginalized in tune with the National Education Policy 2020 . In addition, several PG projects of the students of Arts, Science and Humanities and UG projects of Computer Science also focus on the above cross cutting issues .

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: 61

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

1.3.3

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

Response: 65.22

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: 15

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

Response: 23

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

1.4 Feedback System

<p>1.4.1</p> <p>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:</p> <p>Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website</p>	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 93.55

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
1637	1764	1718	1669	1629

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1742	1841	1846	1776	1792

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 88.57

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
1024	1166	1133	1116	1055

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
1201	1273	1272	1223	1234

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

The college has put in place an effective mechanism to assess the learning levels of the students and

thereby organize specific programmes depending on the requirements. Every year, a set of 25 students has been assigned to a mentor to collect information about their marks in the qualifying exam, health issues, contact address and parent/guardian info. This data helps in the preliminary/prima facie assessment of the students' learning levels and their background. A bridge course or an Induction Programme is conducted for all first-year students to inform them about various resources and facilities available in the college and give them a feel of the college atmosphere. This programme helps the students to have a smooth transition from school to the college and orient them towards curricular, co-curricular and extra-curricular activities besides facilitating them to understand the opportunities and avenues in exploring higher education.

Screening of the students' learning level takes place at the end of I CIA Examination based on which they are categorized as slow and advanced learners.

Initiatives for slow learners

- Slow learners identified after the I CIA examinations are provided with counselling and guidance to boost up their morale to study well.
- Remedial classes are arranged for slow learners to improve their performance in the subsequent CIA tests.
- Mentors pay special attention to the emotional well being of the slow learners so that they stay focused on continuing their studies.

Strategies for Advanced (Fast) Learners:

- Advanced learners are encouraged to participate in Seminar/ Symposia / Conferences either for Poster or Paper presentation.
- They are also encouraged to appear for summer internships offered by reputed Research & Development Organizations like Indira Gandhi Centre for Atomic Research (IGCAR), Kalpakkam.
- SET/NET coaching is also imparted to advanced learners in PG programmes.
- MoUs are signed by the Departments of Chemistry, Physics, Tamil, History , Zoology and Commerce to enhance the employability of fast learners.
- Several National / International level Symposia / Conferences are organized within the campus to enable the advanced learners to keep pace with the contemporary trends in Arts, Science and Humanities.
- Students have been encouraged to publish articles in newsletters released by the Department.
- Seminars/Symposia have also been conducted for Advanced learners to take active part in them.
- Science Expo conducted by the Departments of Physics, Mathematics, Computer Science and Zoology also give a forum for advanced learners to showcase their skills.

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

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 28.8

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

2.3 Teaching- Learning Process**2.3.1**

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

Response:

The institution has made a conscious effort to make sure that the learning in the campus has been made student centric by introducing innovative and interactive learning tools and methods. These include experimental learning, participative learning, problem solving methodologies etc. In particular, experimental learning and participative learning have become an integral part of the curriculum for all programmes.

Experiential Learning

It is a process where the students “Learn by doing and can then reflect upon the experiences”.

- The time spent by the students belonging to Science Departments in the laboratories enable them to learn the basic theoretical concepts visually or by experience.
- Vermicomposting by the students of Zoology.
- Academic Extension Programmes conducted by the Departments of Physics, Mathematics etc., offer hands on experience to experimental learning.
- PG students take up internships to scale up their professional expertise.
- Field trips arranged for the students of Zoology (to nearby fish farm), History (Archaeological sites like Gingee) and Geography etc., provide them with on site learning experience.
- Students derive learning experience through drama and other arts and theatre performances.

- The excellent state of the art IT labs providing a wireless, high speed network provides experiential learning.
- Exhibition conducted by the Departments of Physics and Mathematics on the eve of National Science Day / National Mathematics Day enhances their experiential learning. In addition, students also participate in poster presentation.

Participatory Learning

Participatory learning is facilitated by different components like group discussion, quiz, seminars and group projects. The participation of students in Symposia / Conferences either to present papers or posters enhance their learning levels. Debate and model making also enable the students to participate and learn basic concepts. Bird count programme conducted by the Department of Zoology enables the students to get real time exposure to the application of theoretical concepts.

Problem solving Methodologies:

It is a strategy where the students acquire the learning outcomes by solving the problems. This methodology enables the learners to achieve a more holistic understanding of the concepts.

The institution ensures that the above components are carefully integrated into the curriculum to complement the learning experiences of the slow and advanced learners.

ICT Enabled Tools/ Infrastructures

- The main block of the campus is Wi-Fi enabled with Firewall blocking social media.
- All the Departments have been provided with LCD Projectors /PCs/ Peripheral Devices.
- A Media Centre with audio recording facilities to facilitate the teaches to record their video lectures for uploading in the website.
- IQAC has taken several initiatives to help the teachers to make a smooth transition from offline to online mode of teaching during the pandemic period.
- Webinars are conducted by IQAC to promote ICT enabled teaching.
- Several teachers participated in the learning management training under “Moodle” ,an open source learning platform during the pandemic.
- The library can provide access to e-books and e-journals through UGC-INFLIBNET.
- Access to e-Shodhganga, e-Pathshala across all disciplines.
- Language Lab is equipped with necessary hardware and software facilities to improve Listening , Speaking, Reading and Writing skills.

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

2.3.2

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

Response:

The institution has put in place an effective mechanism to roll out Mentor-Mentee schemes to address the academic and psychological issues of the students. At the beginning of every academic year, a circular from the Principal for the allotment of mentors is issued urging the Hod's to initiate the process ensuring a mentor-mentee ratio of 1:25. For the Departments which do not have adequate number of mentors, teachers from other Departments can be roped in. Mentor-Mentee meeting should be held at least once in a month to discuss issues pertaining to academic, financial and psychological problems encountered by the students. A Mentoring record containing the issues addressed by the mentors and the action taken report is created every year. The main agenda to be discussed in the mentor-mentee meeting are the following.

- Ensure that the mentoring process contributes to the holistic growth of the individual.
- Encourage the students to participate in various Curricular, Co-curricular and Extra-curricular activities.
- To perform SWOC Analysis and motivate the students accordingly.
- Students can share personal information with the mentor and the confidentiality to be maintained by the mentors.
- To create the health record of the students.

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

2.3.3

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

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

Response:

The Academic calendar is prepared by the calendar committee taking into consideration the annual plans prepared by the academic Departments, IQAC and Controller of Examinations (COE). The calendar committee takes inputs from different committees, college council and administrative wing. The academic Calendar contains details about

- Number of Workingdays in each semester in strict compliance with UGC
- Government holidays and important religious festivals.
- Dates of internal assessment and end semester examinations.
- Contact number of Administrative Wing and Controller of Examinations, mission and vision of the college, significance of the logo, history of the college since inception, different programmes being offered and the year of start, college song, the list of academic staff and administrative staff with designation and qualification.
- Details of fees collected for UG and PG programmes
- Details of scholarships being awarded
- Rules and regulations of examinations
- Details of library with information about the subscription of journals, magazines and newspapers.
- Details containing different components of the evaluation system
- Details of academic prizes being awarded

Teaching plans

- The syllabus of each programme clearly specifies the total number of teaching hours required for all the courses.
- The HOD of every Department finalizes the workload in consultation with his/her colleagues for submission to the Principal.
- Course Allotment to the faculty members is decided at the Department meeting at the beginning of every semester. Based on this, the teaching plan for each course is prepared by the respective faculty. This includes topics to be covered, mode of teaching to be adopted, proposed assignments/seminar etc.,
- A general timetable is issued by the College for all programmes indicating the distribution of classes and allotment of classrooms. The Department wise timetable is prepared accordingly.

Adherence to the Academic and Teaching Plan:

- The college council ensures that the academic calendar is followed scrupulously.
- Any deviation from the academic calendar is looked into by the college council for suitable remedial measures /steps to be taken.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 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
180	180	180	180	180

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

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response: 63.95****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: 94

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

2.4.3

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

Response: 11.88

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

Response: 1877

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

2.4.4

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

Response: 95.51

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

Response: 149

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response: 27

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
36	28	29	16	26

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

2.5.2

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

Response: 2.11

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
115	49	2	79	217

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
4370	4470	4424	4334	4250

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

2.5.3

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

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

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

Response:

The College has taken proactive steps to initiate reforms into the examination system and integrate information technology into the conduct of examination as well as in the evaluation system.

Pre-Examination Reforms:

- Attendance details collected in data sheets for consolidation.
- List of students not eligible for writing examination due to lack of attendance is generated in the Examination Automation Software (EAS).
- Question Paper Setting is done by external examiners in password protected documents sent by the COE office with unique password.
- Payment of Examination fees is made online through the Examination portal in the College website making the process hassle free.
- Examination timetable is generated through the Examination Automation Software and is made available in the college website.
- Multiple Choice Question pattern is used as a part of evaluation and a repository of it has been created.

Conduct of Examination:

- Allotment of seats is made using the EAS in such a way that it gives no room for malpractice.
- Students are provided with the details of Hall No. and Seat No. in their hall tickets.
- Barcoded answer sheets are used ensuring confidentiality.
- Malpractice instances and action taken by the Examination Committee is incorporated in the EAS.

- MCQ pattern in OMR sheets are provided for courses with MCQ pattern which is valued using OMR software.

Post examination reforms:

- Presence of an internal expert during the valuation of PG answer scripts ensures level playing field.
- Barcoded mechanism has made Mark entry in central valuation easier.
- IT integrated Mark Statement preparation ensures verification and authentication jointly by the External Examiner and Chief Examiner.
- Valuation claim is generated in the EAS fixing the responsibility of the examiner with reference to the papers valued.
- Students participating in sports or other competitions representing the College are given a separate time slot to suit their convenience to take up the internal tests and end semester examinations.
- Supplementary examination is conducted for the final year students who have to reappear for one or two courses only for the entire programme to help them complete the programme on time.
- Students can apply for revaluation for any number of passed or failed papers.
- Mark statements are generated with five security features to avoid counterfeits.
- The rank holders list is generated by the EAS.

IT integration and reforms are made in the Continuous Internal Assessment System

- Inclusion of practicum as one of the CIA components.
- CIA marks are imported in EAS from the datasheets of the course teachers.
- Best two out of the three tests are taken for calculation of CIA marks by the EAS.

IT integration and reforms were made during the Pandemic Period

- CIA and End Semester Examinations were conducted online.
- Door evaluation and online valuation of answer scripts followed during the Pandemic.

By constant up gradation and reformation, the quality of EMS is being improved regularly.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

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:

SAMPLE ATTAINMENT OF M.Sc (Chemistry, Mathematics, Physics and Zoology)

Outcome Based Education (OBE) has been incorporated into the curriculum since 2019. OBE predicts the outcome of the programmes giving the students the direction, purpose and focus. The design of the curriculum has also been prepared in such a way that all the course contents in a given programme ensure that students finally end up at the destination dictated by POs and PSOs. The following is the sample of attainment of learning outcomes for M.Sc (Chemistry, Mathematics, Physics and Zoology).

Quantitative & Qualitative indicator of the attainment of learning outcomes is displayed in the weblink.: <https://www.gcwk.ac.in/newsite/SSR/Criteria/2.%20Teaching%20Learning%20and%20Evaluation/2.6%20Student%20Performance%20and%20Learning%20Outcomes/2.6.1-Attainment%20of%20POs%20and%20PSOs/2.6.1.1-Attainment%20of%20Learning%20outcomes.pdf>

S.No	Student's Name	Project Title	Mapping with	
			PO	PSO
1	Aarthi.M	Biological synthesis of Zinc Oxide nanoparticles from Terminalia arjuna leaves extract and photocatalytic activities	PO2,PO4,PO8	PSO9
2	Akshaya.N	Green synthesis and characterization of ZnO Nanoparticles using the extract of Cymbopogon citrates	PO2,PO4,PO8	PSO9
3	Anitha.R	Investigation of optical properties and morphology of hydrothermally manufactured TiO2	PO2,PO4,PO8	PSO9
4	Aswini.V	Single XRD diffraction and Photoluminescence analysis of dL-Serine oxalic acid	PO2,PO4,PO8	PSO9

		crystal		
5	AyeeshaBanu.T	Green synthesis and characterization of CdO nanoparticles	PO2,PO4,PO8	PSO9
6	Deepana.M	Characteristics of water and estimation of water Quality index	PO2,PO4,PO8	PSO9
7	Diviya.S	Synthesis, Characterization of electrochemical studies of TiO ₂ nanoparticle doped with Zinc	PO2,PO4,PO8	PSO9
8	Hasrin.T	UV-Visible and powder X-ray diffraction analysis of L-Serine succinic acid crystal	PO2,PO4,PO8	PSO9
9	Indhumathi.S	Characterization and electrochemical properties of TiO ₂ nanoparticle doped with cadmium	PO2,PO4,PO8	PSO9
10	Krishnaveni.M	UV-Visible and powder X-ray diffraction analysis of DL-Serine succinic acid crystal	PO2,PO4,PO8	PSO9
11	Nandhini.G	Synthesis, Characterization of electrochemical studies of TiO ₂ nanoparticle doped with Zinc	PO2,PO4,PO8	PSO9
12	Papathi.P	Synthesis and Characterization of ZnO nanoparticles using Aervalenata leaf extract their photocatalytic activity	PO2,PO4,PO8	PSO9
13	Priyadharshini.S	Physico-Chemical parameters of water in and around aduthurai and assessment of water Quality index	PO2,PO4,PO8	PSO9

14	Priyadharshini.S	Green synthesis Characterization and photocatalytic application of ZnO nanoparticles synthesized by cynodendactylon leaves extract	PO2,PO4,PO8	PSO9
15	Radha.R	Green synthesis of ZnO nanoparticles using pongamiapinnaata leaf extracts with degradation of phodamine B dye	PO2,PO4,PO8	PSO9
16	Rajalakshmi.A	Green synthesis and Characterization of TiO2 nanoparticles	PO2,PO4,PO8	PSO9
17	Rasika.R	Synthesis, Characterization of Cadmium doped TiO2 with characteristic and its nanoparticles.	PO2,PO4,PO8	PSO9
18	Sheeladevi.R	Single XRD diffraction and Photoluminescence analysis of L-Serine succinic acid crystal	PO2,PO4,PO8	PSO9
19	Shymaladevi.K	Green synthesis and characterization of CdO nanoparticles	PO2,PO4,PO8	PSO9
20	Shivanthi.C	Synthesis and Characterization of TiO2 doped with Zinc sulphide	PO2,PO4,PO8	PSO9
21	Sneha.B	Structure and optical studies of cadmium doped Titanium nanoparticles	PO2,PO4,PO8	PSO9
22	Subhashini.M	Synthesis, Growth and characterization of L-serine and succinic NLO crystals	PO2,PO4,PO8	PSO9
23	Suvedha.B	Green Synthesis, Growth and characterization of	PO2,PO4,PO8	PSO9

24	Vinitha.V	TiO ₂ nanoparticles. FTIR and FT Raman analysis of DL-serine oxalic acid crystal	PO ₂ ,PO ₄ ,PO ₈	PSO ₈ , PSO ₉
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File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

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

Response: 95.08

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

Response: 1506

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.87

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 Institution has always believed in creating a conducive atmosphere to enable the teaching fraternity to take up research.

In this connection, a Research Ethics and Advisory Committee (REAC) has been constituted with the following composition.

- 1.Principal - Chairperson
- 2.Dean of Sciences
- 3.Dean of Arts / Humanities.
- 4.Dean of Research

The objectives of the REAC are the following.

1. To frame the guidelines for Code of Ethics for Part Time / Full Time research scholars.
2. Encourage the faculty to apply for sponsored research projects by giving seed money.
3. Encourage the teaching faculty to establish dedicated research centres of excellence.
4. Motivate the teachers to enter into collaboration / tie-ups.
5. Encourage the teachers to enter into MoUs with other Institutions / Universities.
6. Motivate the teachers to organize workshops / symposia / conference by obtaining financial support from DST / UGC/ TANSICHE / TNSCST etc.
7. Encourage the teaching fraternity to establish Academia – Industry linkage through Internship.
8. Every Department has been encouraged to publish a newsletter with the enrolment of PG students containing specific information about possible awareness on higher studies / research / innovations etc.
9. Financial assistance has been provided to the Departments who publish / release magazine on commemorative days.
10. Disseminate information about summer / winter internships programmes offered by INSA, IAS, National Academy of Sciences, IGCAR, JNCASR etc. to PG students and newly recruited teachers.
11. Encourage the Departments to bring prominent academicians/experts/ notable alumni to deliver invited lecture series.
12. To Motivate the teachers to organize several extension activities under the auspices of 'Institution's' Innovation Council (IIC).

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2**The institution provides seed money to its teachers for research****Response:** 0.33**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
0.33	0	0	0	0

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

3.1.3**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years****Response:** 0.68**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: 1

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

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government 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: 75.79090

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

3.2.2

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

Response: 0.05

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

Response: 7

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

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

Response: 20.25

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

Response: 32

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

3.3 Innovation Ecosystem**3.3.1**

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

Response:

The Institution has recently joined the illustrious “Institution’s Innovation Council(IIC)” last year. IIC

has taken up several initiatives for the transfer of knowledge / technology in its neighbourhood. Department of Physics reached out to the school students in the town under “Science at your Doorstep” to create curiosity on the basic concepts of Science. This programme has ignited tremendous amount of interest among them to the extent that they started demonstrating basic / simple, science experiments the very next day. Department of Commerce conducted a month long workshop on “Entrepreneurship skills in Aari work” during 16.02.2023 to 16.03.2023 to impart entrepreneurial skills(to create designer sarees) to the students. Department of Physics in Collaboration with Department of Computer Science organized a workshop entitled “Corporate Connect Through Python (CCTP – 23)” on 3rd January, 2023.

Recently, the Institution bagged the coveted DST-CURIE project for setting up a sophisticated Instrumentation facility entitled “DST – CURIE Instrumentation Facility”(D-CIF). D-CIF has got the potential to be an incubation centre sharing its resources/ expertise to nearby higher educational institutions. In addition, D-CIF has got all the ingredients of a start up to provide consultancy / collaboration with Industries. The establishment of D-CIF will have wider ramifications in the coming years in creating an ecosystem for innovation in sharing of knowledge with the nearby higher educational institutions. Centre for Animal Studies (CAS) has set up a reasonably good instrumentation facility to focus mainly on the areas of Fish immunology, Aquaculture, Apiculture, Ecotoxicology etc.,

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

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

3.4.2

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

Response: 0.84

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

Response: 27

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

3.4.3

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

Response: 1.78**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 261

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
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Links to the paper published in journals listed in UGC CARE list	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.12**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 18

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**Response:** 17.22

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

3.4.6***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 24.5

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

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 2.61**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
2.42742	.09315	0	.08782	0

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

3.6 Extension Activities

3.6.1

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

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

Response:

NSS Team bagged the “Best Performing Unit Award in BARD in 2023”

There are 3 units in NSS with an enrolment 100 students in each unit during the period 2019-2022. They adopted the village called “Korkai” in the vicinity of the college and have been conducting camps with a duration of one week every year since 2019. Besides helping the students to understand the socio-economic background of the villagers, this scheme has enabled the students to interact with them to understand their life style and their daily suffering for their lively hood. This camp has also facilitated the students to create an awareness among the villagers on health ,hygiene and literacy . The highlight of the NSS team work is that even during the pandemic period, they conducted / celebrated several programmes / commemorative days or events. For instance, on June 21 which is being celebrated as the International Yoga Day, they were able to impart yoga training through Gmeet reaching out to thousands of students. Blood donation (50 units) , Swatch Bharat Campaign, Jal Shakthi Abhiyan, Fit India Movement, Covid Vaccination Camp, temple cleaning are some of the activities taken up by the NSS team.

Silver Jubilee Association of Leo Club

Government College for Women (Autonomous), Kumbakonam has a long history of being associated with Leo Club for the last 25 years. In fact, Silver Jubilee Celebrations were held in the premises on 28 th February, 2023. This tie up with Leo Club has enabled the institution to upgrade basic infrastructural facilities like toilets in Botany block, a gallery which can accommodate around 50 students near Commerce Block and purified drinking water facility in the campus .

Leo Club had been organizing eye camp since 1998 preferably on a Sunday, at Saraswathi Patasala for the benefit of BPL people. Students who have been enrolled in Leo Club of the college visit the venue and render yeomen service for the conduct of eye camp. This practice has been sustained for the last 25 years.

Humanitarian Assistance to Gaja Victims

A super cyclonic storm named “Gaja” with a speed of around 110 Km in the Bay of Bengal hit the coastal areas in the districts of Nagapattinam ,Thiruvarur and Thanjavur in 2018. Gaja wreaked a havoc in the above districts and caused severe damage to the livelihood of poor people. The teaching faculty came forward to render humanitarian assistance to the victims of Gaja cyclone. Flood relief materials worth Rs 90,000 in the form of Tarpaulin sheets/ temporary shelter, Biscuits, Bed sheets, Candle etc., were transported to the village called Palayakottai near Mannargudi and relief materials were distributed to the affected people.

Seed Ball Preparation / Plantation

To preserve green environment, seeds of various trees were mixed with mud soil and these seed balls were then sprayed all around Kumbakonam.The north east monsoon which followed this event helped in the germination increasing the vegetation cover in and around Kumbakonam. This activity had a huge impact on the green environment of the town.

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

3.6.2

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

Response: 189

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
69	40	27	28	25

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

3.7 Collaboration

3.7.1

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

Response: 491

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

- The college has a sprawling campus spread over an area of 14.55 Acres on the banks of river “Arasalar”, a tributary of river Cauvery. There are around 88 classrooms with good ventilation with adequate furniture and other facilities for reading and learning to accommodate students of Shift I and Shift II. There are three Computer Laboratories and a Computer Literacy Programme Lab comprising of sophisticated PCs with i5 configuration and peripheral devices like printer, scanner etc., CLP lab caters to the requirements of the students hailing from non-computer science departments. There are 21 Laboratories with several advanced sophisticated equipments to enhance the experimental learning of students.
- The main block has been made wifi enabled with suitable Firewall thereby, blocking the access to social networking sites. A Language lab with 10 personal computers networked through LAN facilitates the students to enhance their communication skills. A dedicated skill development centre with IT infrastructural facilities enhances the employability of the students. In addition, an E-Service centre with sophisticated IT infrastructure comes to the rescue of the public at the time of admission.
- There are two fully air conditioned seminar halls with LCD projectors, white boards, internet connectivity and audio facilities, accommodating around 300 students to supplement the teaching learning process.
- Except Botany, all Departments have been upgraded as Research Departments. Centre for Non Linear Science (CeNSc), a dedicated research centre with world class computational and state of the art facilities comparable to the Institute of Mathematical Sciences (IMSc), Chennai has enhanced the international reputation of the institution. CeNSc has so far completed ten major research projects funded by UGC, DST, DAE-NBHM and CSIR worth to the tune of 2 crores and has entered into tie ups with several Institutions in India and Abroad. The recent inauguration of DST-CURIE Instrumentation Facility (D-CIF), has added a new dimension to the Research Culture of the college helping the students to get an access to advanced sophisticated equipments
- The library subscribes to UGC-INFLIBNET which will enable the students and staff to get an access to Journals from different publishers like Cambridge University Press, Oxford University press, American Institute of Physics, Springer e-books, Taylor Francis e-books, McGraw Hill etc.,
- In addition, e-books related to Arts, Science and Humanities have also been added to the online repository which enables the students to download the study materials.

- A Physical Education block with facilities for indoor games /gymnasium and playground measuring an area of 11,993 Sq.m enhances the physical activities and fitness of the students. A day care centre with toys and recreational facilities helps the married students who have got children to continue their studies uninterrupted while allowing the staff to concentrate on the routine work.
- A College cafeteria which can provide quality food at subsidized prices comes to the rescue of the rural students who had to travel around 40 kms daily from their residence.
- A separate Administrative Block with a separate wing for Controller of Examinations and a Central Valuation hall has also been established recently.

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

4.1.2

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

Response: 22.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
33.14000	80.92620	3.25000	170.95395	4.92246

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Our General Library turns out to be the huge repository of the college with a the collection of over 49651 books, magazines, journals, 6000 e books. Except during summer vacation, the library is kept open from 9 Am to 5.P.M . The library has been recently fully automated with the ILMS software entitled “IMPRES-ERP” . By virtue of this initiative, an OPAC (Online Public Access Catalogue) has been provided to the staff and students. This catalogue will enable the stake holders to view the details of textbooks and journals. This facilitates the users to check the current status of the resources like reference books, circulation, due date of return of book and enables them to reserve a book in advance. Other features of library automation include users and book usage, e - gate Entry monitoring system, checking of circulation , status of books, book- issue return transaction, report serial control system, acquisition control system and circulation control system . A Digital Library has been established with an allocation of Rs 10 lakhs. In this connection, ten Pcs (with i5 Configuration), furnitures and two online UPS's have been purchased and installed. Every Department prepares the list of textbooks to be purchased every academic year based on the suggestion of the subject experts of the Board of Studies.

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

4.2.2

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

Response: 0.59

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
2.05900	1.05900	.30900	1.55900	2.75711

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Realizing that Information Technology is going to determine the growth of the institution, the institution has formulated a well defined IT policy which tries to incorporate the safety mechanism employing cyber security through Firewall. The IT policy continues to be revised every year based on the number of students and staff and also based on the addition of new blocks/buildings in the premises. There are 293 Personal Computers which include PCs with i3, i5, & i7 configurations and associated peripheral devices. Besides, there are four high performance computing machines like Z600, Z620, Z640 and i9 workstations at Centre for Nonlinear Science. Main block provides internet access to all the Departments through LAN with a speed of 100 Mbps purchased from Rail Wire. A Firewall has been configured / installed in the main computer which distributes the internet connectivity to different Departments and is being exploited to block the access to social media networks. The new isolated blocks were being provided with BSNL broadband with Optical Fiber Cables at a speed of 70Mbps. In addition, Reliance Jio hotspots have also been installed at all Departments and also at several locations giving 1GB data free of cost. The IT upgradation of the institute is met out of the funds allocated by the State Government of Tamil Nadu and also out of the computer stationeries collected from the students every year.

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

4.3.2**Student - Computer ratio (Data for the latest completed academic year)****Response:** 15.53**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:**

Response: 293

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

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

The institution has a dedicated Media Centre which provides a perfect platform for the teachers to develop their lectures / e-contents and deploy them in public domain. A high precision camera worth Rs 1 .80 lakhs has been purchased out of the funds allocated under "RUSA" grant and is mounted in a Wi-Fi enabled enclosure with a Personal Computer and other peripheral devices. The focus of the Media Centre is to record the videos/lectures of eminent experts/academicians/celebrities when they visit the campus and deploy them in the college website so that it can be viewed at any point of time. The Media centre has also been exploited for remedial coaching in English to improve the spoken English skills of the students. It has also been utilized for placement activities like interview skills, body language and soft skills. A competition on how a product can be advertised has also been conducted by Media Centre and best performing students have been awarded prizes. Teachers have also been encouraged to prepare the contents of a course to be recommended for NPTEL platforms.

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

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: 34.26

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
23.60000	338.95000	25.35000	21.93000	37.87943

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

4.4.2

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

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

Response:

The institute which is on the verge of celebrating its Diamond Jubilee Celebration has established systems and procedure / protocols for maintaining and utilizing its physical, academic and support facilities which includes Laboratory, Library, Computers, Class rooms, etc,. Physical facilities of the College are maintained by Public Works Department (PWD). A separate block housing PWD exists inside the campus supported by technical personnel and engineers. Funds allocated for civil and electrical works by the Government of Tamil Nadu are utilized for the upkeep of Classrooms, Playground, Hostel, Drainage and other electrical works. All the laboratories in the institute are monitored by the respective Heads of the Departments with the support of teaching staff and trained lab technicians. Various registers and log books are maintained while issuing the equipments to the students for doing lab experiment. A Stock Register is maintained in all the laboratories and a committee constituted by the Principal conducts annual stock verification. The annual stock verification also gives the suggestion to the Department either to refurbish the equipments or dispose off the condemned articles. Based on the requirements of the laboratories, the respective Heads of the Departments prepare the indents and submit it to the Principal. Based on the indent received from the Departments and resources allocated from the Government of Tamil Nadu, funds are distributed to the Departments either for purchase or maintenance of equipments. The general library of the college which is under the custody of the librarian is supported by the technical staff to take care of the maintenance of the library. All the books, journals, magazines and news papers are accessed, stamped and shelved based on discipline specific classification. Teaching staff are entrusted with the responsibility of carrying out annual verification of the stocks in the Library. At the end of annual verification, damaged / condemned books are segregated and sent either for rebinding / refurbishment or disposal. The maintenance of IT infrastructure which includes Computers, Printers, UPS's, Scanners etc., of the institution has been made possible by the funds in the Personal Deposit I account (PD-I). In addition, the State Government of Tamil Nadu also steps in every year releasing funds for the upkeep of IT infrastructure. There are three separate hostels ,namely Main Hostel, BC hostel and SC hostel. A teaching staff takes up the role of warden and is being assisted by two Residential Tutors who stay in the hostel to monitor the activities of the students as well its maintenance. Funds from Parent Teacher Association (PTA) and Alumni Association have been utilized for the appointment of scavengers to clean the laboratories and general maintenance of the campus. Resources accumulated in Alumni Association fund has been exploited for the maintenance of air conditioners, air coolers, RO water purifiers, and audio visual systems.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 94.81

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
4147	4506	4336	4079	4180

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:

It is the policy of the college to make sure that when the students get admitted for undergraduate and postgraduate programmes, they not only obtain the academic expertise to get the degrees, but are also offered career counselling and guidance for competitive examinations. The curriculum for various

programmes has also been framed keeping the above policy in mind. A course on competitive aptitude examination which is being offered to undergraduate students is the first step in this direction. In addition, Tami Nadu State Council for Higher Education (TANSCH) has also stepped into our shoes by allocating a sum of Rs.1.5 Lakhs & Rs 2.5 Lakhs during the last couple of years to provide professional soft skills Training Programme to final year Undergraduate students. Moreover, coaching for 200 SC/ ST students appearing for Tamil Nadu Public Service Examination (TNPSC) was also imparted from the accumulated funds of COE office.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual

harassment and ragging cases

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

Response: A. All of the above

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

5.2 Student Progression**5.2.1**

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

Response: 26.33

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
591	419	351	295	342

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: 2.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	47	16	29	23

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

5.3 Student Participation and Activities**5.3.1**

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

Response: 74

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
22	21	0	16	15

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

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

Response:

The college students council is an elected body which is empowered to promote and facilitate co-curricular and extra-curricular activities of the college, thereby helping the students to become good citizens. It instills the value of democracy on the minds of the students. The President of the council spearheads its activities in consultation with the Principal and the Heads of the Departments. The council represents the views of the students on matters of general concern besides convincing the students body on administrative decisions. The council of class representatives is constituted every year and this council elects the college union every year. The college union comprises of President, Vice President , General Secretary, Sports Secretary, Fine Arts Secretary, PG Secretary and other office bearers. The council of class representatives either meets the Principal or the President of the students council to share their views and problems.

Some of the important events which are being coordinated by the Students Council are the following.

1. Union Inauguration day
2. Teachers day
3. Sports Day

4. College Day

5. Intercollegiate Cultural Festival

6. Independence Day

7. Republic Day

8. Muthamizh Vizha

9. Celebration of commemorative days like National Science Day, International Yoga Day, Martyr's Day, etc. Apart from the above, literary association and Department association meetings are also organized by the office bearers elected by the council.

Students Representations in Academic & Administrative committee's of the institution like Academic Council, Internal Quality Assurance Cell, Anti-Ragging Cell, Fine Arts Committee, Sports Committee, Hostel Management Committee ensures that their voice and participation is incorporated in the activities of the college.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 80.66

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
19.44312	40.97683	3.09500	15.32452	1.81675

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

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

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

Response:

The Yardstick for measuring the brand value of the institute hinges on the success stories of the old students. Alumni Association or Old Student Association of the institution continues to be a vibrant, active, lively and co-operative network playing a crucial role to the growth of the institution besides attempting to promote the bond between the college and the alumnae in a number of ways. OSA is a legally registered alumni association. The college is committed to developing the uniqueness of the students and thereby contribute to the nation building . Some of the contributions of the Alumni association are the following.

1. Alumni Association is sponsoring inter-collegiate cultural competition in memory of the Founder Principal of the college.
2. Day care Centre which takes care of the children of the married students and staff is patronized by OSA
3. Recently, Alumni association has embarked on a new initiative to help poor students pay semester examination fees.
4. OSA funds are also utilized for the maintenance of air-conditioners, air-coolers and other electrical appliances.
5. OSA comes to the rescue of the institution in sponsoring the salary of Ad-hoc faculty.
6. E-Service Centre which reaches out to the public at the time of admission facilitates the submission of online application to various UG and PG programmes across various colleges in the state and is maintained by Alumni Association.
7. It also encourages meritorious students by awarding them “Silver Medal” during graduation day.
8. OSA pays the salary of basic servants and security personnel.

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

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:

VISION

Women Empowerment through Higher Education.

Governance

The college operates with the principle of Governance which includes participation, inclusiveness, transparency, consensus, accountability and compliance. The college council ensures complete transparency of the administration by ensuring that the decisions percolate to the grass root level besides helping their colleagues reach consensus on several key issues. The Dean of Arts and Sciences ensure the regulatory compliances of all academic matters. The Dean of Research frames the guidelines for students and teachers to promote research culture. By virtue of the role played by the teachers in various committees / decision making bodies, students are shaped to be skilful, dynamic and ethical by ensuring that curricular, co-curricular, extra-curricular activities are implemented in letter and spirit thus achieving the vision of the college. The recent successful completion of the academic activities in the year 2022-23 while the main block of the campus was being renovated stands as a testimony to the Governance of the Institution.

Perspective Plans

IQAC ensures that all the activities are planned well in advance with a clear road map and a follow up is made for its successful implementation. The College prepares perspective plans based on the necessity and priority on infrastructure, development of learning resources, integration of research into the curriculum, outreach activities, skill development for placement and entrepreneurship for the betterment of society.

NEP Implementation

Multidisciplinary Perspective

The concept of Non Major Elective courses adds multidisciplinary flavour to the programmes by facilitating the students studying Arts & Humanities choose a course offered from Science Departments or Vice-Versa enabling them to switch their loyalties to widen their skills/knowledge.

Academic Bank of Credits (ABC):

The unified curriculum, a recent initiative of TANSICHE promises the students the benefits of NEP 2020 offering them mobility from one University to another preserving their credits. This first major step towards the implementation of ABC could prove to be a game changer to the students of Tamil Nadu helping them in seamless integration of skills, knowledge and experiences.

Skill development:

The skill enhancement courses offering core specific skills is an integral part of the curriculum enabling the students to get either placements or pursue higher education. Recently, skill based courses for interested outgoing students are conducted under Naan Mudhalvan Scheme, a pilot scheme of the Government of Tamil Nadu.

Appropriate integration of Indian Knowledge system

The Government of Tamil Nadu encourages the students to study in the regional language by giving scholarships (Tamil Medium Fund). In an attempt to preserve Indian Arts and culture, students are also encouraged to participate in cultural competitions across the state to bring laurels to the institution.

Focus on Outcome Based Education (OBE):

The curriculum of all Undergraduate and Postgraduate programmes has been designed meticulously to meet the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). Every component of the course offered is mapped onto the POs and PSOs.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institution has a well defined strategic plan or a road map. Visualizing its growth in the coming decade is done through deliberations and engagements with its stakeholders, academicians and experts and also based on the SWOC analysis. The vision document 2023-2033 encompasses four thrust areas to realize its vision and they are Institutional Growth as a College with Potential for Excellence (CPE), Enhanced Infrastructure, Research & Development and a Proactive Academic System.

Administrative Hierarchy

The Governing body which is the apex body authorized to enforce the policies and strategies comprises of UGC nominee, Regional Joint Director of Collegiate Education, Principal, Controller of Examinations, Dean of Art and Sciences and external experts.

The Governing body meeting is convened to approve both the academic transactions and financial transactions carried out in an academic year. The finance committee comprises of Regional Joint Director (RJD) of collegiate Education, Principal, Controller of Examinations, Finance Officer and Dean of Sciences / Arts and the meeting is convened to approve the financial transactions carried out every year.

The Academic Council approves the curriculum of the existing programmes or new programmes framed by the Board of Studies and suggest methodologies of teaching and evaluation. The College Council headed by the Principal meets regularly and monitors the implementation of various academic programmes and suggests corrective measures whenever necessary. The administrative wing of the college headed by the Finance Officer and Superintendent takes care of the administrative activities of the institution in consultation with the Principal. The Internal Quality Assurance Cell which lays down the roadmaps of every academic year meets once in a year to supervise the activities on various parameters and sets the benchmarks for Quality Teaching.

Appointment & Service Rules

The appointment of Permanent Teachers is carried out by the Teachers Recruitment Board(TRB), Government of Tamil Nadu following the guidelines of University Grants Commission. There also exists a selection committee to select the temporary teachers again in conformity with the guidelines of UGC.

Policies

The college has formulated well defined policies on quality, student support & welfare measures, infrastructure, code of conduct either published on the college website or in the academic calendar. The feedback collected from the stakeholders are analysed helping us to review the policies/ strategies, thereby ensuring quality of the education.

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

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

There exists a mechanism to monitor the performance of teaching and nonteaching staff. The Career Advancement Scheme (CAS) for teachers evaluates the performance of the teachers on various parameters like their contribution to curricular and co-curricular activities, participation in the administration, their dedication in evaluating the progress of the students, mentoring record etc. A comprehensive proposal is prepared by each teaching staff and is evaluated by an expert committee comprising of the Principal, Head of the Department and Two External Experts belonging to the same discipline and a confidential report sent to the Director of Collegiate Education, Chennai. Non-teaching staff can be promoted to the next grade after completing specified statutory requirements such as training and account tests.

Welfare Measures:

The College administration promotes the welfare of the staff members by taking various measures. The staff members are provided with 100% statutory welfare which is ensured by the administrative wing. The College also offers varied non-statutory welfare measures to create a sense of

social care and help them meet their requirements. The Staff club of the College also promotes welfare of the teaching/non-teaching community by initiating and implementing various Welfare measures.

a) **Statutory Welfare Measures:**

Statutory Welfare Measures	
General Provident Fund	Casual leave
Contributory Pension Scheme	Annual increment
New Health Insurance Scheme	Earned leave
Family Benefit Fund	Medical leave
Special Provident Fund	Leave on private affairs
Postal Life Insurance	Festival Advance
Maternity Leave	Sabbatical Leave

b) **Non-statutory Welfare Measures:**

Non-Statutory Welfare Measures	
Financial Welfare Measures	Other Welfare Measures
Diwali advance to temporary staff	Annual Medical camp
	Sports for Staff
Loan facilities through Co-operative thrift society	Free Covid Vaccine drive
	Gymnasium
Seed Money for research	Day Care Centre
	Health Centre

Staff Club measures
Welcoming new staff members, Principal
Providing ID card for staff members
Sponsoring Best Teacher / Non Teaching Award
Conducting a send off party to outgoing Principal
Honouring retiring teaching and non teaching staff
Providing Diwali bonus to basic servants
Conduct of get-together for teaching staff
Issuing application forms to avail Casual leave, Earned leave, etc., to staff.
Workshop / hands on training to teachers to conduct online classes during the Pandemic
Providing relief during natural disasters.

Career Development Measures
Teaching staff have been granted permission to attend Orientation / Refreshers Courses / Symposia / Seminars and their absence from Head Quarters treated as 'ÓN DUTY'
Financial assistance to conduct "Workshop / Symposia / Conference" from UGC Autonomous Grant.
Workshop / hands on training to teachers to conduct online classes during the Pandemic.
FDPs organized by the College.
Free Wi-Fi and email address in the institutional domain name with (G-suit account)
Network Resource Centre

Access to e-journals through N-LIST Financial support to attend workshops, etc.
--

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

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: 1.38

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
7	2	0	2	0

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**Response:** 16.46**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
32	25	24	16	34

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

6.4 Financial Management and Resource Mobilization**6.4.1****Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources****Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words****Response:**

The College has formulated a well-defined policy designed in such a way that it is aligned to its vision and mission with an objective of offering quality higher education to the marginalized sections of the society.

Mobilization and optimal utilization of Resources

1. Computer Stationeries;

- A sum of Rs.200 from PG students of Arts /Science and Humanities and Rs.100 from the Undergraduate students of Computer Science is being collected at the time of admission. This accumulated fund is being distributed to all the Departments every year for the maintenance of IT infrastructure and peripheral devices in the institution.

2. Staff Club

- An annual subscription of Rs.1600 is being collected from all permanent teachers of the college to contribute to the "Staff Club fund". This resource is being exploited to honour retiring teaching/ non-teaching staff, welcome the new Principal, send off the outgoing Principal. Best performing teaching and non-teaching fraternity are also being honoured with this resource.

3. UGC Network Centre

- 17 personal computers are networked through Local Area Network (LAN) to provide easy and affordable access to internet to the students of the college. In addition, reprographic facilities with nominal charges are also being made available to the students to take photocopies of rare text books and Journals.

The funds which get accumulated by virtue of the above facility is exploited to recruit secretarial assistant in the library and also for the maintenance of IT infrastructure.

4. Examination Fund :

- The smooth conduct of examination and evaluation of student performance is ensured with this fund. Finance Committee ensures the optimal utilization of this fund. The Receipts & Payments A/c of this fund is also audited by a Chartered Accountant every year.

5. Alumni/OSA Fund :

- Every student contributes towards "Alumni fund" of the College. The College has remarkable number of alumni working as teaching faculty of the College who also contribute to the welfare of the students. The resources are used for the conduct of intercollegiate cultural competitions in memory of the first Principal and for appointment of teaching staff, lab assistants and supporting staff and the statement of expenditure is audited by a Chartered Accountant.

In addition, Resources are also mobilized from MLAs and MPs (under MPLAD scheme) towards construction of classrooms which are executed through Public Works Department.

Year	Funds Mobilized	Amount

		Rs.
2018 - 2019	Computer Stationeries	1,20,000
	Staff club	29200
	UGC Network Centre	40091
	Examination Fund	7170082
	OSA Fund	489950.77
2019 – 2020	Computer Stationeries	75000
	Staff club	29200
	UGC Network Centre	40758
	Examination Fund	8187363
	OSA Fund	2758708.50
2020 – 2021	Computer Stationeries	---
	Staff club	28500
	UGC Network Centre	---
	Examination Fund	7556244
	OSA Fund	1467162.00
2021 - 2022	Computer Stationeries	85000
	Staff club	27000
	UGC Network Centre	30210
	Examination Fund	8665470
	OSA Fund	4504266.50
2022 – 2023	Computer Stationeries	85000
	Staff club	56500
	UGC Network Centre	33657
	Examination Fund	10811486
	OSA Fund	4622891.50

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

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: 856.6

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
31.49	541.44	91	135.84	56.83

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

A mechanism has been put in place to ensure that funds / resources are spent for the purpose for which they are allocated. The external audits completely bring out the accuracy and complete disclosure of the financial audit and help the institution to relate them to a better performance / optimal productivity against allocation.

As a State Government sponsored institution, all the financial transactions of the College are subjected to a three-tier structured audit.

1. External Audit by DCE, Government of Tamil Nadu
2. External Audit by Accountant General (AG)
3. Audit by the Chartered Accountant

External Financial Audit

1. External Audit by the Directorate of Collegiate Education (DCE), Government of Tamil Nadu :

A team from DCE, Chennai conducts the audit every year. The team visits the college and inspects the stock registers maintained by all the Departments and accounts of the college. Objections if any arising out of the financial audits reported are thoroughly analyzed and a report with satisfactory explanation is submitted to the DCE, Chennai.

2. External Audit by Accountant General (AG) TN.

Accountant General Office (AG), Government of Tamil Nadu verifies the utilization of funds, received

from the Central and State Government agencies like UGC (Autonomy Grant), RUSA, etc. to check if the accounts are in compliance with Auditing Standards issued by CAG of India.

3. Audit by the Chartered Accountants :

The Examination funds continue to be audited by Chartered Accountant every academic year ensuring transparency and accountability. In addition, resources collected under Old Students Association which is a registered body also get monitored by professional Chartered Accountants.

Internal Audit

- At the end of every financial year, internal checking of physical verification is carried out for all Departments and other activities.
- A team of staff members from other Departments nominated by the Principal on a rotational basis every year performs the duty of internal audit of all Departments.
- Physical verification of the laboratory equipments, computers, library books and other related items is made to check in conformity with the Stock registers.
- Entries related to purchases made out of various funds allotted for the Departments during the financial year are cross examined with the Stock registers.
- Stock discrepancies if any are brought to the notice in the report.
- Condemnation of articles if any is to be recommended by the team of inspection.
- Any other comments, if any regarding maintenance of registers shall be given in the report.
- A detailed checking report is submitted by the Committee to the Principal.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

Practice 1:

Mobilization of Resources Through DST - CURIE

Based on the recommendations of IQAC , a proposal for DST – FIST (Level 0) was submitted in May 2019. In this connection, an invitation was extended to the Principal / Principal Investigator of the project to give a presentation at Banaras Hindu University(BHU) on 17th September , 2019. The screening committee at BHU felt that the research culture of the institution was confined to a few Departments alone and hence could not recommend the college for financial support under DST-FIST (Level 0).

Based on this feedback, it was resolved to encourage the teachers pursuing FT/PT research either by allowing them to visit research institutions/universities nearby for attending conferences or to interact with the experts. This freedom imparted to the teachers to pursue research by treating their absence from headquarters as “ON DUTY” has led to a rejuvenation of research culture. After the lockdown was completely lifted towards the end of 2020, the institute encouraged the teachers to look for similar opportunities to mobilize resources from DST. At this juncture, a proposal was invited from PG Women’s colleges across the country under “DST – CURIE”. A proposal was submitted by the College and an online presentation was made by Dean of Sciences via Team platform on 22nd January, 2022. Subsequently, the college was awarded DST-CURIE project worth Rs.40.95360 Lakhs to create basic infrastructural facilities to carry out advanced research and a DST – Curie Instrumentation Facility (D-CIF) was set up in the premises. Government College for Women (Autonomous), Kumbakonam was one among 24 Colleges to have been awarded this coveted project. In this connection, sophisticated equipments like UV Visible Spectrophotometer (Shimadzu), Photo Luminescence Spectrometer(Marutek Model) and Photocatalytic Reactor(Classic Model) were purchased and D-CIF was declared open to students pursuing research.

Practice 2:

Bar-coded Sheets for Semester Exam:

The introduction of bar-coded sheets in the semester examinations has not only reduced the burden of the non-teaching staff to affix dummy number on the answer scripts, but also turned out to be a major initiative of the institution in its efforts to maintain confidentiality and neutrality of the evaluation process. This initiative has ensured unbiased evaluation by the examiners as secrecy / confidentiality of the identity of the students is maintained.

The quick identification and automatic record generation simplifies the evaluation process. As on the spot mark entry is made in the software, verification of marks is jointly done by the examiners and chief examiners.

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

6.5.2

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

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:

Practice I:

Feedback from stakeholders

IQAC has initiated a feedback mechanism to elicit the responses from the stakeholders. These feedbacks are collected, analysed and remedial measures taken accordingly.

Feedback on teachers:

A questionnaire on obtaining feedback on teachers from the students is prepared every semester and a feedback collected from the students. Parent Teachers Association Meetings held once in a year also comes in handy to assess the teaching – learning process. This initiative has also helped IQAC to understand the competency and teaching methodology of the teachers and suggest remedial measures accordingly.

Feedback on Curriculum

Feedback on curriculum is collected from stakeholders like students, alumni, teachers and employers/ industrial nominees. The Board of Studies thoroughly analyses the feedback obtained and the curriculum is revised to cater to their requirements keeping in mind local, regional, national, and global needs.

Exit Survey

This is being conducted while the students come on their Graduation Day. This survey is conducted among students who have either gone on to pursue higher education or employment. This has enabled IQAC to assess the standard of the curriculum and initiate suitable measures accordingly.

Result Analysis meeting

A Meeting is being convened every semester at the time of declaration of results involving Principal, all Heads of Departments and two External Experts. Based on the results, the evaluation

system is thoroughly analysed at the institutional level to bring in changes wherever necessary. Issues regarding malpractices indulged in by the students are also discussed and suitable punishments levied on the students.

Practice –II

Academic and Administrative Audit (AAA)

To monitor the performance of the institution on various parameters indicated by NAAC, IQAC has carried out Academic and Administrative Audit. The main objective of the Academic Audit is to monitor the performance of the Departments based on curriculum, teaching-learning, research, student-support and progression. The team comprises of two external academicians drawn from nearby institutions. Heads of the Departments either make a presentation on the performance of the departments on an integrated platform or the expert committee visits the Departments. The expert committee then prepares a report with suggestions for improvement and is then presented to the IQAC for initiating suitable corrective measures. Administrative Audit is conducted every year from both Directorate Collegiate Education (DCE) and also from Accountant General (AG) office to check against any financial misappropriations.

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

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Introduction

The Vision of the College is Women Empowerment Through Higher Education. Hence, gender equality is the nucleus of all academic and non - academic activities undertaken in the College. The College operates with the motto of creating gender awareness among the young girls so that the prevailing inequity will not try to sprout up in the minds of the posterity. The College has 100% girl students and 160 female faculty members, which form the majority of the total teaching faculty. Many gender based courses are offered. Gender Based dissertations and research projects are carried out by students. Chief administrative positions such as the posts of the Principal, Controller of Examinations, IQAC Co-ordinator are adorned by women faculty.

1. CURRICULAR INCLUSIONS

As the Vision of the college is Women Empowerment Through Higher Education, courses on Gender Sensitization and Gender Equity are incorporated into the curriculum. For the promotion of gender equity, a skill based course titled "Gender Studies" is offered to the final year undergraduate students of all programmes. Six gender based courses are offered in the curriculum by the Departments of English, Tamil and History that address gender related issues. Most of the PG projects of the Departments of Tamil, English, History and a few in Geography are centered around gender issues.

II. CO- CURRICULAR INITIATIVES

- Gender Sensitization Programs are organized by Departments, Clubs and Committees regularly. Women's Cell, Anti-Ragging Cell, Students Grievance Redressal and Counselling Cell address gender related issues.
- Sessions on gender awareness, safety and security measures, anti-ragging, and anti-sexual harassment are included in the agenda of Freshers Induction Programme.
- Women wings of NSS units exist and they function effectively to promote gender equity both inside and outside the campus.
- Seminars, invited talks and workshops are organised on human rights, legal rights, cyber security, physical safety and medical awareness to help raise gender consciousness.

III. FACILITIES FOR WOMEN ON CAMPUS

Safety Measures:

- Surveillance cameras are installed at different places in the campus.
- Entry at gate is closely monitored by the security personnel.
- Identity cards are compulsory for staff and students.
- Students' Grievance and Counseling Cell is doing a great job. The issues pertaining to the emotional and psychological well-being of the students are addressed by this cell.
- Special care has been given to students and staff by providing facilities such as, common room, gym, health centre, ambulance on call and restrooms.
- Day Care Centre for young children has been established which is used by both teachers and students.

IV. OTHER INITIATIVES

Celebration of important days such as

- National Girl Child Day,
- International Women's Day,
- Breastfeeding Week,
- Women Entrepreneurship Development Programmes

is a regular feature in the College.

To empower women, Confidence Building measures and Skill Development programs are organized every academic year.

OTHER ACTIVITIES:

Students have been asked to download Kavalan (meaning Police in Tamil), an SOS app developed by the Tamil Nadu Police, to protect them during emergency. Students' Counselling and Grievance Redressal Cell provides an ambient environment for students to nurture their mental well-being.

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

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: B. Any 3 of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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:

Hazardous chemicals and radioactive waste management

In accordance with the College's commitment for a sustainable environment, the College maintains a very stringent and eco-friendly waste management mechanism. All the stakeholders, mainly the students, are directed to take the ethical responsibility in reducing individual waste generation.

Waste Management Policy is strictly followed in the campus right from the generation of waste to disposal of waste. The main steps in the waste management include:

§ Generation of waste

§ Segregation of waste

§ Handling of waste

§ Disposal of waste

The Policy includes six principles – Prevent, Reduce, Reuse, Recycle, Recovery and Disposal.

Use of Single-use Plastic is banned in the campus. Flex displays, to a maximum extent, have been replaced by Cloth Banners.

Solid Waste Management

Color-coded waste bins have been kept at different locations in the campus for the segregation of waste at the source itself. Solid waste is collected and segregated in two separate bins for bio-waste and plastic waste.

Management of Bio-degradable Waste

Organic waste from Hostel mess and Canteen are processed for preparing fertilizers for plants. Vermi composting is done in the campus and this has been taken up by the Department of Zoology and a vermi composting unit is established near the Department of Zoology and the compost is used as organic nutrients for the garden and plantations.

Management of Non-bio degradable waste

At the institutional level, Styrofoam glasses and plates are banned. Students use only re-usable lunch boxes (stainless steel) instead of disposable lunch boxes. Paper waste is sold to vendors for recycling at regular intervals. Valued answer scripts are given to TNPL for recycling. Used plastic containers and glass waste generated in the laboratory are properly collected and disposed for recycling.

Liquid waste management

The liquid waste generated in the campus includes Sewage, waste from the Laboratory, Hostel and Canteen. The laboratories have a scientifically designed liquid waste disposal system to ensure Zero-injury and Zero-contamination.

E-waste management

- All Electronic waste/electronic scrap is collected and kept in the E-waste bay. Students are trained in computer hardware by allowing them to dismantle the computers and later on this is sent to approved agencies for disposal.
- Refilling of laser toners instead of replacement, whenever possible, is practiced.
- The monitors have been upgraded from CRT ones to power efficient LCD monitor.
- Old tubular batteries in Online UPS are replaced by New Tubular batteries on buy back offer. The institution's electronic trash, broken and non-usable hardware, is disposed off through e-waste vendors periodically.

Hazardous Chemical Waste Management

The Department of Chemistry follows green chemistry policy where use of chemicals is minimized. No bio-medical or radioactive waste is produced in any laboratory. No hazardous chemicals are utilized, except for a few that are disposed off properly after adequate dilution, and no radioactive waste is generated on the College campus. The construction of effluent treatment plant which is in progress is another new initiative in this direction to ensure that ground water tables in the campus are not polluted.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

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

7.1.5

Green campus initiatives include

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

Response:

The campus of the College is known for its flora and fauna. Its clean and green ambience facilitates easy learning. Both the students and the staff in the campus work with environmental consciousness to achieve sustainability. The college is bent on conserving energy in the campus. By means of using electricity in an efficient manner and minimizing the wastage of energy consumption by optimizing the lighting system through alternate energy sources and by installing solar powered street lights in the campus and LED lamps, the college has done its best to conserve natural energy source. With the motto of 'reduce, recycle and reuse' the College has always focused on conserving the ecosystem by performing tasks like solid waste management, waste water management etc., To protect water resources and to meet current and future demands, water conservation and management strategies are employed in the college by adapting waste water management and rain water harvesting methods. Commitment to sustainability of green environment is expressed in the college campus through paper less digital mode of communication. To reduce the negative impact of environment, the College has taken steps like conducting Green Audit and energy audit. This helps in keeping the Eco –friendly atmosphere in the campus. The parking facility of two wheelers excluding bicycles within the College premises is restricted. Use of bicycles is allowed inside the campus whereas the motor bikes are parked at the entrance. The green cover of the campus spans over most of the area. The campus is known for housing some age old trees. Landscaping is done for all the trees of the College. Plastic free zone placards are kept in many places where students gather in large numbers. Hence, the usage of plastics is strictly prohibited in the campus. The College has been awarded with Clean and Green Campus certificates by NGOs. The food in the canteen is both packed and served used plantain leaves.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**

4. Beyond the campus environmental promotion and sustainability activities**Response:** A. All of the above

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

7.1.7*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment**Write description covering the various components of barrier free environment in your institution in 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:

Government College for Women (Autonomous) Kumbakonam aspires to offer higher education to all women students which also includes girls with disabilities. In accordance with its policy, the College endeavors to make education and other services available to all the students without any discrimination. It also provides special care and support to make the differently-abled self-reliant and independent. The College aims to provide a barrier –free learning experience to all students including the disabled by bearing in mind the current challenges they face in the higher education sector. The College maintains all crucial measures to make the infrastructure and facilities coherent to all without discrepancy providing

special measures for those who fall under this category. The College takes every measure to make the pathway to higher education easy for the differently abled.

Here are a few:

- Admission to UG and PG courses are done as per the rule of the law. Three percent of seats are allotted to the differently-abled.
- Provision in the infrastructure facility like ramp, wheelchairs, washrooms, tactile path, etc to support for their easy access to campus facilities and College is made with meticulous care.
 - Laying of Tactile path in the newly inaugurated Thiruvallur Block- is in progress.
- Ground floor classrooms are allotted to classes which have differently abled students.
- Scribe facility is made available for the students.
- Extra time for writing CIA examinations is given to those students.
- The College office facilitates judicious availability of scholarships provided by the state government.
- Motivational talks to motivate them are arranged by the College.

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

7.1.8

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

Response:

Government College for Women (Autonomous), Kumbakonam has incorporated an inclusive environment into its institutional culture, by transcending differences and fostering harmony towards cultural, regional, linguistic, communal and socio-economic diversities. The institution is determined to shun sectarianism of all kinds and is committed to nurture the spirit of oneness and inclusiveness by educating students from diverse backgrounds in a spirit of universal brotherhood. Equal opportunity for all students in yearlong activities instills a feeling of unity and togetherness.

The College provides access to education for all by strictly following the prevailing policies and rules of State Government of Tamil Nadu. In order to ensure that no injustice is meted out to students from any particular community in the admission process, the admission committee is framed in such a way that staff representative from BC, MBC and SC communities are included in the committee.

A five-day Freshers Induction Programme for freshers helps to overcome regional, social and cultural differences among students. Students are given awareness on the existing scholarship facilities at the time of their induction itself. State government scholarship, Tamil Medium scholarship and minority scholarship are obtained and given to all BC, MBC, SC, ST and minority students. BC, MBC, SC, and minority hostels exist inside the college premises in order to ensure unity among the inmates of the hostels.

The institution's well-articulated Code of Conduct and Policies on the Divyangjan, Gender Equity, Grievance Redressal and Community Extension Activities are formal efforts to foster inclusiveness.

The committees constituted by the College like Grievance Redressal Cell, Anti ragging committee and Student Welfare Committee ensure justice, equality and inclusiveness of all in the campus.

RUSA sponsored language courses on German, Japanese, and French languages are taught creating wider opportunities for employment and cultural exchange. The linguistic Departments of the College jointly organise events for a healthy exchange of ideas across languages creating linguistic tolerance. World Mother Tongue day is celebrated by the Department of Tamil. World Poetry day is celebrated by the Department of English and poetry competitions in various languages are conducted to mark the occasion. Webinars on Translation Studies are conducted by the Linguistics Departments regularly.

To promote national integrity and patriotism, the College celebrates national festivals with great fervor. Every year, Independence Day, Republic Day, Gandhi Jayanti, Constitution Day, Flag Day, Martyrs Day and Voters Day are observed. Various Part V units of the College organize activities befitting the occasion to instill the spirit of nationalism and unity: parade, flag hoisting, musical and floral tributes, oaths and pledges, special lectures, competitions, and cultural events mark these events. To foster inclusivity and diversity, the institution celebrates special days observed globally to promote equality. International Women's Day, Environment Day, Yoga Day and Human Rights Day are celebrated in the College.

File Description	Document
Any other relevant information	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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:

Introduction:

Government College for Women (Autonomous), Kumbakonam believes in creating holistic citizens and organizes various programmes to sensitize students and employees to the constitutional obligations: values, rights, duties and responsibilities of the citizens.

Freshers Induction Program (FIP) conducted every year emphasizes the significance of constitutional obligations and the responsibilities of all citizens, as well as their responsible roles as nation builders.

Reflection on Preamble of Indian Constitution:

To spread the constitutional principles and fundamental obligations, the College makes use of all major platforms including the College website and College calendar. Preamble and other elements of Indian constitution constitute the curriculum in History Undergraduate Program.

The curriculum has been incorporated with the fundamental rights and duties articulated in the Indian Constitution.

The Value Education provided in the College sensitize students on ethical and responsible citizenship to live ethically and positively by considering the Self, Society, Nation and Entire Nature.

Independence Day, Republic Day and Constitution Day are celebrated to foster patriotic zeal and civic responsibility among the employees and students.

Commemoration of Gandhi Jayanthi:

Mahatma Gandhi's birthday is solemnly commemorated in the campus to pay homage to the father of nation and to motivate the staff and students to inculcate and imbibe the principles and values upheld by Gandhiji. 150th Birthday of Gandhiji was celebrated with various programs.

Gandhi Global Solar Yatra

Students participated in Swachh Bharat Abhiyan cleaning drive and took Swachhta Pledge on his 150th birthday.

Social sensitivity and Gender activities are conducted, which enhance youth to identify, perceive and understand cues and contexts in social interactions along with being socially respectable to others.

Participation in Democratic Process:

Employees of the College passionately participate in election duties; Students conducted Voter's ID Registration survey in villages and participate in Voters' day Rally.

Engagement with the local community:

Students and staff are sensitized towards constitutional and civic responsibility through social extension activities like village exposure programmes, palliative care services, blood donation, rescue-relief operations during floods and covid; and visits to old-age homes, orphanages etc.

Anti-drug day and Anti-Corruption Day are observed and students are asked to take oath on such occasions.

Observance of World Anti Child Labour Day, Girl Child Day, International Day against Drug Abuse and Illicit Trafficking and Human Rights Day are observed to sensitize stakeholders on human dignity.

POCSO Awareness campaigns, Childline training programmes, Sexual Harassment Prevention and Awareness programmes and Gender Equity programmes are organized to sensitize students and employees on justice, liberty, equality and fraternity.

The effectiveness of the awareness programmes and sensitization on duties, values, obligations and responsible citizenship is evident from the committed engagement of the students and staff of the College in community development and civic consciousness expressed in action.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE - I

1. Title of the Practice

Knowledge Building through Expert Interventions

In this digital era, epistemology building is an important component that provides for a holistic formation of a student, both internally and externally. The College enjoys the privilege of expertise in renowned experts from both within the country and abroad paying a visit to it. Having heard of the College's distinctiveness as a unit run by women, for women & of women', they get attracted to visiting the College. The College has created a platform for these visiting skilled minds to interact with the staff, researchers and students through formal and informal structures that enable learning on a sound basis.

In addition to this, the College motivates students and staff to participate in invited lectures, seminars and

conferences conducted in other Colleges at home and abroad. As our famous Tamil poet Bharathi sang "Sendriduveer ettuthikkum , kalaichelvangal yavum konarnthingu serpeer" (English Translation: Go in all the eight directions and bring home all the knowledge available in all other parts of the world) Hence, the institution has acknowledged "Knowledge Building through Expert Interventions" as one of its best practices.

2. Objectives of the Practice

- Exposing students and scholars to lectures/talks of subject experts
- Emulating experts as modular role models
- Garnishing knowledge through face-to-face interaction
- Upgrading and updating knowledge through acquisition of latest information
- Providing a cross section of knowledge from Regional, National/ International perspectives
- Paving way for more collaborative work, MOUs, Internships and Joint publications

3.The Context

A pack of knowledge building exercises, mainly through Seminars/ Conferences/ Invited Lectures/ Workshops, National and International is taking place periodically in the campus, where the students are provided with a plethora of opportunities to interact with and hold dialogues with the experts, as an extended and enriched platform to learn and re-learn.

As a holistic learning process, cultural exchanges, knowledge transfer, skill impartation, exposure to novel ideas and ideologies, and the like are enabled for the students and faculty making them live within reach of a paradigm of ever-evolving frontiers of knowledge. An extended outcome of the learning process is the launch of many joint research projects, scores of collaborations on academic and extension phases, joint publications, and MoUs.

4.The Practice

Under this practice, the Departments are successfully organizing and conducting Regional/ National/ International Seminars, Conferences, Workshops, and Invited Lectures on various themes and topics from their respective disciplines, enhancing cross/ multi/interdisciplinary research culture. This practice has paved the way for signing MOUs enabling academic exchange of staff and students and joint publications.

5.Evidence of Success:

- Engaged the scholars and students actively in keeping abreast of knowledge development.
- The faculty members have actively participated in programs in national level and international level
- Research collaborations, Joint publications, Academic Projects, Internships and industrial Linkages have been initiated

6.Problems Encountered and Resources Required.

Inadequate travelling and daily allowances are given to resource persons. Other resources required also need a prop-up or up-scaling.

<https://www.gcwk.ac.in/newsite/SSR/Criteria/7.%20Institutional%20Values%20and%20Best%20Practices/7.2%20Best%20Practices/7.2.1-BEST%20PRACTICES-I.pdf>

BEST PRACTICE – II

1.Title of the Practice

Staff sponsored Welfare Noon-Meal Scheme to support poor and underprivileged women students to pursue higher education

2.Objectives of the Practice

Though the nation is striving hard to provide its citizens with all basic requirements like food, shelter and clothing, the fact still remains that in some of the regions of the country, self-sufficiency has not yet been reached. When the basic structure is in a trembling state, the luxury of higher education becomes a dream to many young women students in our country. Girls are seen as dowry debts by their parents and giving education to them is considered not even secondary or tertiary but something unimportant and unnecessary. In spite of this limitation, aspiring young women are coming to our College to pursue higher education. For them, education becomes primary and other basic needs only secondary. With a view to help, encourage and motivate such thirsty young learners, the former professors of our College launched the Welfare Noon Meal Scheme in our college, in the footsteps of our visionary leaders who tried to promote primary and secondary education by attracting the students to school by means of mid-day meals system.

3.The Context

Majority of our students are from socio-economically challenged segments of the society and cannot afford two square meals a day. They attend classes on an empty stomach and report to their part time jobs directly from College. Personal interactions with students by their tutors and analysis of the dropout statistics has revealed that familial and financial constraints prevent them from completing higher education and lead them to drop-out midway through the course. To meet the needs of the students, a mid-day meal scheme was started way back in the 1990s. It has worked out well and more than fifty students every year have got the chance to continue their higher education unmindful of the worries about their lunch which is taken care of by the College.

4.The Practice

Five poor but well performing students from each department are selected on the recommendation of the tutor and the HoD of the Dept. concerned to benefit from this staff_funded scheme and they are provided with a working lunch on all working days. It is discovered that these students are regular to College and are also doing well in their academics as a result.

5.Evidence of Success

There is a significant improvement in their academic performance.

Absenteeism is reduced to a great extent.

Their attitude got changed for better.

6.Problems Encountered and Resources Required

The students are hesitant to enroll themselves under this scheme as they are afraid that their social and financial backgrounds may become explicitly displayed.

Due to lack of man power, the College canteen food is bought and served to the students.

STAFF CONTRIBUTION

Sl.No.	Year	Staff Contribution	Beneficiaries
1	2022-2023	58,600	47
2	2021-2022	83,600	98
3	2020-2021	Pandemic	Pandemic
4	2019-2020	97,600	45
5	2018-2019	1,00.400	47

<https://www.gcwk.ac.in/newsite/SSR/Criteria/7.%20Institutional%20Values%20and%20Best%20Practices/7.2%20Best%20Practices/7.2.2-BEST%20PRACTICES-II.pdf>

7.3 Institutional Distinctiveness

7.3.1

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

Response:

7.3 INSTITUTIONAL DISTINCTIVENESS

PRIMARY

Centre for Nonlinear Science (CeNSc) – Two Decades of Excellence in Research

Centre for Nonlinear Science (CeNSc) was established in the year 2005 under the auspices of Department of Science and Technology with a seed grant of Rs.8 Lakhs. The focus of the CeNSc is to investigate the impact of nonlinearity in different branches of physics like hydrodynamics, optics, condensed matter physics etc. Situated in a semi urban area which stands isolated from hardcore research activities, CeNSc has grown into a full fledged premier research institute with special emphasis on “Theoretical Physics/ Nonlinear Dynamics” on the lines of Institute of Mathematical Sciences , (IMSc), Chennai in a span of two decades. CeNSc has so far completed ten major sponsored research projects funded by DST, UGC, DAE-NBHM and CSIR worth to the tune of around 2 crores and has entered into thriving collaboration with leading institutes in India and abroad.

ABOUT D-CIF

DST-CURIE Instrumentation Facility (D-CIF) at Government College for Women(Autonomous), Kumbakonam was established in the year 2022 under the auspices of Department of Science and Technology(DST), Government of India. The focus of D-CIF is to facilitate students hailing from rural areas to get an access to sophisticated equipments with nominal charges in their pursuit of higher education. D-CIF which is equidistant from Annamalai University, Chidambaram and Bharathidasan University, Tiruchirappalli has become a boon to the students hailing from the neighbourhood of the college without having to travel around 100 kms from their residence.

SECONDARY – DAY CARE CENTRE

The college has a well-equipped day-care centre . It was started in the year 2008-09 under the UGC merged schemes . It was started with the objective to prevent students from discontinuing their studies under the pretext of babysitting and also to enhance effective contribution of teaching and non-teaching faculty in the academic activities of the college. By providing the students and the staff with a place with homely ambience and a motherly caretaker to take care of their children even when they are on duty, the college exhibits how much of care and concern it shows towards its students and staff. In the case of many girl students, marriage and childbirth become an impediment to their academic and professional growth and achievements. Getting married while still in the teens is a common phenomena in the rural delta districts. The over-ambitious parents want their daughter to get graduated and married at the same time. Hence, they arrange for an early marriage for their daughters. But, pregnancy could not be avoided. As a result, some students discontinue their studies soon after they get pregnant or give birth to a child. In order to avoid the incidence of drop outs in the name of marriage or childbirth, the college has come out with the idea of starting a day care centre for the students and the staff as well. Joint family system of the bygone days is replaced with nuclear family. Wives do not have the privilege of enjoying the duties of a home maker .Financial position of the family demands that both men and women work and earn money for running the family and giving good education to their children. As a result, the children of employed women have been left uncared for before they start attending school as their mother leave for work.. The town Kumbakonam being situated in a semi urban area surrounded by agricultural villages, uneducated women opt for agricultural labour rather than a maidservant's job, hence the unavailability of baby sitters. Moreover, it is not advisable to leave the children in the custody of unknown maid servants. Since the college has decided to help the staff and students by starting a creche within the college premises, it has enabled the staff and the students to execute their business with a relaxed mind. A meagre amount is collected from the beneficiaries to meet out the expenses. The Day Care Centre is accommodated in a spacious room with all the basic amenities like a refrigerator, bureau, Cot, Mixer, Stove, Cradle, Toys, Mats, Wet Grinder and many attractive playing instruments for the children to play like Swings, See-saw and Toy Car

etc.,. The Windows of the room are fitted with Mosquito net. Separate Lavatory is provided to the Day Care Centre. Chart bearing the letters of the alphabets, fruits and vegetables, daily habits are displayed on the walls of the day care centre. There is a care taker who takes care of the children. It is very moving to see that the children , who got reared up in the Daycare centre, visit the place with so much nostalgia and converse with the caretaker as with their granny. At present, the Department of Commerce is in charge of the day care centre. The evidence of success could be seen when the incidence of drop outs is reduced and staff get involved in their work unmindful of the anxieties of having to take care of their children.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Action Taken Report on NAAC Peer Team Visit - III Cycle

Augmentation of Library :

The General Library has been automated with the software “IMPRESS-ERP” providing Online Public Access Catalogue (OPAC) to the stakeholders. . E-learning portal has been initiated with rich resources of study / learning materials. Local Repository of learning resources has also been created in the website.

To Enhance ICT Learning:

Addition of 116 Personal computers have enhanced ICT learning, Spoken English and Computer Literacy of the students.

College Website Upgradation:

College Website has been improved aesthetically by adding several features like Governance, Curriculum, Teaching and Learning, Research and Extension Activities, Infrastructure, etc. In addition, several policy documents on Research Ethics, Green Energy, Code of Conduct, etc. have also been uploaded.

Examination Reforms:

Information Technology has been integrated into the Examination System and Evaluation to ensure transparency. Some of the Examination reforms include online payment of Examination fees, Introduction of Bar-coded sheets, IT Integrated Mark Statement, Online Question Paper setting in password protected format, etc.

To motivate faculty to undertake Research:

The number of Doctorate holders has now increased to 100 while the number of Research Supervisors has also gone up to 32. The College was recently awarded DST-CURIE project worth Rs. 40.9 lakhs and is one among 24 Women’s Colleges in India to have bagged this coveted honour. Rs.5.48 lakhs have been mobilized from TANSCH and TNSCST.

To Organize more National level Workshops, Seminars and Conferences:

61 National and International workshops have been conducted / organized in the campus in the last 5 years by roping in speakers/experts across the country.

Industry – Institute linkages

6 Departments have signed MoUs with industries and other Institutions enhancing the employable / entrepreneurial skills of the students.

Consultancy and Collaboration

E-Service Centre which enables the students and general public to submit online application or other related documents has generated resources to the tune of Rs. 57,479. DST-CURIE Lab with sophisticated equipments established at a cost of 40.9 Lakhs promises to be an Incubation Centre and has the potential of generating consultancy for the institution.

Concluding Remarks :

Government College for Women (A), Kumbakonam has been rendering yeomen service to Women belonging to socially backward strata of the society for over six decades. It has played a pivotal role in grooming younger generation through quality higher education.

Decentralization of administration has been practiced to ensure, sustain and enhance the quality of the Institution. Inclusive development of the students is accomplished by instilling the values of tolerance and harmony. Students have become the change agents by involving in Community service thereby, creating a positive impact on society thus, paving a way for an empowered nation. The College has combated the challenges of the Pandemic and conducted online classes using multiple platforms such as Google Meet, Zoom and Moodle. Online examinations have been successfully conducted. It is envisaged that the future learning will continue to be hybrid, partly online and partly in person.

In the fourth cycle of NAAC accreditation, it feels that it has come closer to realizing its Vision in empowering Women. All the Recommendations of the NAAC Peer Team of the Third Cycle of NAAC Accreditation in the year 2016 have been addressed meticulously. The fact that the College was accommodated in 150-200th band in NIRF Rankings last year is an Indication of the growth of the College.

Outcome Based Education, 61 Value Added Courses, ICT Based Contents, Media Centre, Repository of e-learning contents offer excellent learning ambience in the institution.

275 publications in Peer Reviewed International journals, h-index of 23 in Web of Science / 26 in Scopus and a DST-CURIE Project are indicative of the growing stature of the Institution. With an eye on obtaining the status of “College with Potential for Excellence (CPE)”, Government College for Women (A), Kumbakonam is galloping ahead.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.4.2	<p>Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.Sc. / D.Litt./ L.L.D</i> during the last five years Answer before DVV Verification : 96 Answer after DVV Verification: 94</p> <p>Remark : DVV has made the changes as per the report shared by HEI.</p>
2.4.3	<p>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</p> <p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year Answer before DVV Verification : 1894 Answer after DVV Verification: 1877</p> <p>Remark : DVV has made the changes as per the report shared by HEI.</p>
3.1.3	<p>Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years</p> <p>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 Answer before DVV Verification : 3 Answer after DVV Verification: 1</p> <p>Remark : DVV has made the changes as per the report shared by HEI.</p>
3.4.3	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification : 275 Answer after DVV Verification: 261</p> <p>Remark : DVV has made the changes as per the report shared by HEI.</p>
3.6.2	<p>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</p> <p>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.</p>

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
78	64	37	37	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
69	40	27	28	25

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

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**

Answer before DVV Verification :

Answer After DVV Verification :491

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
641	419	351	295	342

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
591	419	351	295	342

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

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	36	0	16	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	0	16	15

Remark : DVV has made the 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
22	25	20	16	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	25	24	16	34

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year wise during the last five years</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>160</td> <td>160</td> <td>163</td> <td>165</td> <td>158</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>158</td> <td>158</td> <td>161</td> <td>163</td> <td>156</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	160	160	163	165	158	2022-23	2021-22	2020-21	2019-20	2018-19	158	158	161	163	156
2022-23	2021-22	2020-21	2019-20	2018-19																	
160	160	163	165	158																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
158	158	161	163	156																	
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 149</p> <p>Answer after DVV Verification : 147</p>																				