SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

THEIVANAI AMMAL COLLEGE FOR WOMEN

CHENNAI-TRICHY TRUNK ROAD

605403

www.tacw.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Theivanai Ammal College for Women (Autonomous) is one of the premier institution located in Villupuram offering need-based quality education to uplift the status of the women with the vision "Women Empowerment". It was established in 1989 by the founder chairman Thiru E.Swamikkannu, esteemed Industrialist, Philanthropist, and former Senate member of Annamalai University in the vision to impart higher education to girls and to make them self-reliant. To fulfill the dreams of Chairman, the Secretary of the College Mr.S. Senthilkumar is actively involved in the administration of the Institution. He has nominated as the member of Academic Council of Thiruvalluvar University by the Government of Tamil Nadu (2013-15). Under his dynamic leadership the college is resolved to face the interim and global challenges encountered by the students in the field of Education. The college is affiliated to Annamalai University, Chidambaram and offers 17 UG, 9 PG, 8 M.Phil & 8 Ph.D. Programmes encompassing arts, literature, management, basic science, computer science & home science.

The growth and success of the institution has gained recognition by UGC under section 2(f) and 12 (B) status, Conferment of fresh autonomous status in 2009 & Extension of autonomy in 2015 & 2021, and also by NAAC Accreditation with 'A' grade in all three consecutive cycles (2003, 2012 & 2019) with CGPA 3.2 in the third cycle. The college has 1532 students, served by a team of administrative officers, faculty Members and non-teaching staff. The institution also collaborates closely with government-led national development initiatives such as AICTE-IIC, Unnat Bharat Abhiyan (UBA), Swachh Bharat, and the National Academic Depository (NAD). The college integrates ICT technology with education and curricular reforms to provide updated knowledge to its students. Through the appropriate integration of a multidisciplinary/interdisciplinary approach, skill development, and the Indian Knowledge System, the NEP 2020-based curriculum is being introduced in the college. With these achievements and unique features, the college aims to offer a global education to all.

Vision

To empower rural women through quality education for the purpose of serving the humanity with social responsibility and leadership commitment.

Our vision of empowering rural women through quality education is deeply ingrained in every aspect of our institution's mission. We are dedicated to equipping our students with the knowledge, skills, and values necessary to serve humanity with social responsibility and leadership commitment. Through our rigorous academic programs and holistic approach to education, we aim to empower women from rural backgrounds to become agents of positive change in their communities and beyond.

Through various outreach programs, community service initiatives, and partnerships with government-led national development initiatives, we actively engage with local communities to make a meaningful impact and contribute to social upliftment.

Through these concerted efforts, we strive to fulfill our vision and continue to serve as a beacon of excellence

in education and social responsibility.

Mission

To empower young women from rural areas with emphasis on academic excellence and holistic development to face the challenges of life with courage and commitment, to be builders of a humane and just society with value orientation and to contribute to the process of nation building.

The college strategically achieves its mission by prioritizing academic excellence, holistic development, and global exposure. Through a robust program of international and national seminars, workshops, and value-added courses, complemented by international MoUs and study visits abroad, the college enhances students' educational horizons. These initiatives instill values, promote cross-cultural understanding, and cultivate essential skills for global citizenship. By integrating these efforts, the institution empowers young women from rural areas to confidently navigate life's challenges, contribute meaningfully to society, and actively participate in nation-building initiatives.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The Prominent first women's private institution in this region.

2. Easily accessible by the women's student.

3. Conferred autonomous status during 2009 and valid till 2026.

4. Being an Autonomous Institution, help us to introduce job oriented new programme through which the women education ratio is improved.

5. The Institution runs by philanthropist and visionary leaders.

6. Nodal centre for well-known industry bodies – MOOCS - NPTEL, Swayam & FOSS Courses - Spoken Tutorial & NASSCOM.

7. Academic Programme in curriculum in aligned with Regional, National and Global needs.

8. CBCS and OBE implemented in all the programme.

9. Value added and skill-oriented courses are in aligned with NSQF in all the programme.

10. Modern teaching and Pedagogy implemented using ICT Tools.

11. Recognized as support centre for offering CMA course by ICAI, Kolkata.

13. Collaboration with International Universities for curriculum enhancement and global immersion programme.

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14. Well defined Research policy for the promotion of Women in research.

15. To prioritize Women's safety transport is provided to the benefits of the rural women's community.

16. Women students' welfare measure inclusive of Free-ship, Scholarship, Subsided fee and food for under privileged society.

17. e-government implemented across Academic, Admission, Examination, Administration.

18. State of Art infrastructure facilities.

19. Well defined quality policy for Academic and Administrative Audit, Green Audit, Energy Audit and Environment Audit.

20. Qualified and committed teachers with the ratio of 1:15.

21. Effective career progression development training programs like communication, soft skills, life skills and awareness on higher education, entrepreneurship, competitive and professional examination.

22. Entrepreneurship awareness programme.

Institutional Weakness

1. Inspite of having good infrastructure facilities creating educational awareness among rural under privileged Society.

2. Institution is located in low socio-economic region.

3. Mobilizing funds from government agencies.

4. Sand waged between metro's city like Pondicherry and Chennai.

Institutional Opportunity

1. Attracting students from other states /countries.
2. Establishing an incubation Centre
3. Industry-Academia Collaboration for introducing new job-oriented programme.
4. To offer CA course in collaboration with ICAI, Chennai.
5. Leveraging technology for online education or blended learning.
6. International student and faculty exchange programme.
7. Enhancing Quality Publications.
8. Grants and funds from government agencies-DST Curie, DBT - Star College, TNSCST, etc.
9. Enhancing alumni engagement for networking and support.
10. Preparedness for NEP2020.
11. Deemed University status.

Institutional Challenge

1. Mushrooming of Government Institutions around the college.
2. Revisions in Admissions Policy by the Government.
3. Faculty Attrition ratio among Women faculty.
4. Inspite of Providing Free ship / Scholarship Economic instability of parents affecting student's enrollment.
5. Low Higher education ratio in Villupuram district.
6. Community and Socio culture prevents Women's Education /Higher Education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Theivanai Ammal College for Women, an autonomous institution dedicated to quality education, has crafted a curriculum rooted in Outcome-Based Education and the Choice Based Credit System, with a special focus on empowering rural women. Offering a diverse array of 26 programs covering 17 undergraduate, 9 postgraduate including classical Tamil and interdisciplinary Programmes under CBCS, the college ensures academic flexibility and holistic learning through language, core elective, and non-major elective courses.

The curriculum is designed to instill human values, ethics, environmental awareness, and scientific temper, reflecting updates triennially to meet local, regional, national and global needs. The curriculum structure covers Discipline Specific Courses, Skill Enhancement Courses, Generic Elective, and Ability Enhancement Courses, ensuring comprehensive development compared to previous structure. Aligned with Learning Outcomes, Program Outcomes, Program Specific Outcomes and Course Outcomes are systematically developed to cultivate graduate attributes.

The syllabus is framed in board of studies meetings under the regulations of UGC, TANSCHE, Affiliating University approved by statutory bodies. Regular Curriculum revision is carried out based on the feedback given by the stakeholders inclusive of Academic peers, students, faculty, experts, Parents, Alumnae and industrialists. Curriculum incorporates mandatory research projects in UG & PG and also integrates experiential learning opportunities such as internships, field visit, and industrial visits, while requiring discipline-based and interdisciplinary projects across all undergraduate programs.

In the past five years, 495 new courses have been introduced across all programs. These include 326 courses focused on Professional Ethics, 29 on Gender, 105 on Human Values, and 147 on Environmental Sustainability. The Internal Quality Assurance Cell is responsible for collecting feedback from various stakeholders, including students, alumni, teachers, and employers. The feedback is analyzed, and the resulting action taken report is documented in meeting minutes.

There are 425 courses focusing on Employability, 313 on Entrepreneurship, and 484 on Skill Development. 11 new programs have been introduced over the past five years. Collaborative activities have been organized with international universities, research institutes, and corporations. The undergraduate and postgraduate syllabi for all programs have been validated in collaboration with international universities.

Every program offers internships, field trips, and projects for both undergraduate and postgraduate students. The science departments conduct projects under the DST-FIST. 162 value-added courses are offered by various

departments, involving all students. Additionally, all classes participate in industrial or institutional visits and educational tours.

Teaching-learning and Evaluation

The admission process at our institution is facilitated through a centralized admission committee, adhering strictly to Annamalai University's guidelines, available both online and offline. The commitment to academic excellence is evident in the increasing student enrollment, supported by specialized programs designed to benefit both advanced and slower learners alike.

Prior to each academic year, the institution meticulously prepare an academic calendar to ensure smooth functioning and enable the faculty to prepare semester plan effectively. The institution, adopt a student-centric approach to education, integrating Outcome-Based Education and the Choice Based Credit System. These frameworks are complemented by a variety of experiential learning opportunities, including field visits, internships, language labs, smart classrooms, laboratory experiments, and hands-on training.

The average seats filled against reserved categories adhere to government norms. The student-to-full-time teacher ratio is 15:1, with 1,532 students and 109 full-time faculty members this year. Student-centric methods include experiential learning, participative learning, and problem-solving.

The teaching pedagogy is enriched with ICT-enabled classroom teaching, webinars, video conferences, virtual labs, simulations, and workshops. The college emphasize blended teaching-learning methods that combine ICT with traditional classroom practices to enhance the effectiveness of learning. The ICT tools available in the institution include Wi-Fi, LCD projectors, smart boards, and intelligent interactive panels. E-resources encompass INFLIBNET – N-LIST, NDLi, NPTEL, e-books, and e-journals. Faculty members access free and open-source software. Over 80 e-contents prepared by faculty have been uploaded to the college's registered YouTube channel and portal.

Additionally, the college utilizes acclaimed Learning Management Systems such as Moodle and Google Classroom as e-learning tools such as Khan Academy, Mentimeter, Kahoot, Amirta Virtual labs and e-PG pathshala to facilitate teaching and learning processes. The flipped classroom model has successfully transformed our learning environment by reversing the traditional lecture-based format.

During the COVID-19 pandemic, we swiftly adapted our pedagogical approach to ensure continuous learning from home. Online teaching was effectively conducted using platforms such as Microsoft Teams, incorporating tools like smart whiteboards, online tests, quizzes, assignments, and PowerPoint presentations to enrich the online learning experience. Assessment scores and grades are conveniently accessible through student apps or CIMS IDs.

On average, 10 days are taken from the last exam day to the declaration of results. The pass percentage of students for the current year is 98.7%. IT integration in the examination system is implemented through ERP, Visual Basic software, and barcode scanners. CO and PO attainment has been achieved for one batch of students. The Student Satisfaction Survey (SSS) is conducted annually for the AQAR.

Research, Innovations and Extension

The college has clear policy documents outlining Research, Extension, and Collaboration. The following are the glimpses of Research and Development.

1. Enhanced laboratories and established Central Instrumentation Facility sponsored by DST – FIST for an amount of Rs. 45 lakhs letter dated on 13-08-2018.The management provides seed money to faculty for basic research every year, during the assessment period amounting to 26.9 Lakhs was sanctioned. The institution had received Rs.4043500 through research grants from Government such as DST-FIST, TNSCST, ICMR, NCW, UBA, ICSSR and Non Govt agencies.

2. The institution offers doctoral programs and admitted 24 research scholars guided by 06 research guides. Currently, 13 faculty members are recognized as research guides.

3. In the last five years, 45 teachers received national / international fellowships or financial support for advanced studies/research.Faculty members were attended more than 600 seminars and conferences, published 469 journal articles and 155 books / book chapters during the assessment period and they have been recognized with cash reward by the management.

4. Faculty members shared their expertise with industries and generated revenue of Rs.35.7 Lakhs during the assessment period through consultancy services / corporate training.

5. DrillBit Plagiarism detection software is purchased for checking plagiarism in research publications and dissertations and having collaboration with affiliating university for research projects.

6. The institution had an active IPR Cell and the institution have 07 patents in Indian and one patent granted by the UK. The college has registered with the Institution Innovation Cell (IIC) and implemented the National Innovation Startup policy (NISP) of MoE for the entrepreneurship and conducted events on research methodology, awarded **3-star rating by IIC** during 2021-2022 and received Band performer award on **ARIIA ranking 2021**.

7. The adopted 9 villages and organized 213 extension activities for the benefit of the community and students. In 2021, it donated Rs 50 lakhs to the Tamil Nadu CM's Public Relief Fund, demonstrating its commitment to community welfare. Additionally, the college contributed Rs 1,00,000 to the Villupuram Book Fair on 17.03.23 and allocated another Rs 1,00,000 for creating awareness through illustrative wall paintings (mural) on 08.02.2023. These initiatives highlight the college's dedication to fostering civic engagement and making a positive impact on society. Awards and Recognition won for extension activity is 12.

8. Collaborative activities carried out for global immersion programme, short-term courses, industrial visit, internship, student faculty research exchange and experiential learning. Nearly 33 functional MoU's have been signed and 13 collaborative linkages.

Infrastructure and Learning Resources

- The institution spread across 9.76 acres and features a built-up area of 135,089 square feet. The infrastructure includes two academic blocks: the Main Building, New Building, hostel and Staff quarters.
- The campus boasts a dedicated sports ground equipped with a gym, various courts, and a Yoga center, all designed to promote and support athletic activities.
- A subsidized Cafeteria, Parking facilities, LED display board, Public Address System and Surveillance cameras are available.
- Installed technologically advanced stainless steel Johnson elevator with a capacity of 16 persons (1088 kgs) in the main block to provide easy access for the Divyangjan students and staff to go to the class rooms.
- Most classrooms are equipped with ICT facilities, and several are fitted with smart boards. The college

also offers fully-equipped, air-conditioned international seminar halls, conference halls, an audio-visual center, and an auditorium that seats up to 650 members.

- Institution has 12 state-of-the-art of laboratories, inclusive of 5 newly introduced labs for Clinical Nutrition Lab (CND), Psychology, AI lab, Apparel Innovation Lab (CDF), and media studio (JMC), all furnished with advanced equipment.
- A fully automated library inclusive of Text books, magazines and articles Remote access to e-books and e-journals is facilitated through N-List and INFLIBNET facilities. Additionally, the college, as part of the e-ShodhSindhu consortium, Easy access to a vast array of academic resources, including over 6,000 journals and 150,000 e-books through N-LIST, and 500,000 e-books via NDL.
- The institution has an IT policy which covers 24x7 Wi-Fi and cyber security. GAJSHIELD Firewall is installed for security. The bandwidth of internet connection is 200 Mbps. The college embraces a paperless office supported by the deployment of ERP, LMS, and other digital applications.
- Maintenance of academic and physical infrastructure facilities and it has well-defined policy ensuring appropriate allocation of resources, optimal utilization, and a safe environment.
- The institution has a Media Studio Centre for e-content development, equipped with lecture capturing systems, mixing equipment, and editing software. The faculty has created over 80+ e-contents, which have been uploaded to the registered TACW Elearn & YouTube channel.

Student Support and Progression

The institution has a well defined student welfare policies focus on student development and providing comprehensive education. Institution facilitates, Students get government, other scholarships in addition to scholarships provided by Institution funds ,totally1574 students received Rs.95,78,080 in government scholarships and 6877 students received Rs.22,889,540 in institution.

The college has organized a number of capacity development and skill enhancement activities for improving students' capabilities in soft skills, language and communication skills, life skills, and trends in technology.

The placement cell offers training in career counseling, placement readiness, and competitive exam coaching, leading 326 students to cleared central and state exams. Out of 4232 graduates, 1356 pursued higher education and 2364 secured placements, highlighting the institution's commitment to career and academic advancement.

A Grievance and Redressal Cell has been constituted to monitor and address issues raised by students. The committee conducts meetings frequently and resolves the grievances immediately.

The college prioritizes extracurricular activities, encouraging students to excel in national and international competitions, earning awards and enhancing the college's reputation. A student council election is conducted fairly and democratically. The active student council organizes over 344 events to promote holistic student development and nurture leadership abilities.

It establishes UGC-guided cells for anti-ragging, grievance redressal, internal compliance, and counselling.Encouraging societal contribution, students annually donate essential items to nearby support homes. Recent donations include CCTV cameras to AdiDravidar Welfare School, washing machines and fans to Kirubalaya AnbuIllam, whiteboards to St. John's Special School for Disabled Children in Villupuram, and dining tables and chairs to AnbuJothi Ashram, Villupuram, fostering an environment that supports both academic excellence and personal growth.

The registered alumnae association contributes significantly to the development of the students and the institution. Alumnae are represented in the BOS and IQAC. The strong support of alumni is a cornerstone of the college's strength, with contributions totaling Rs 54,04,879 during the period. Alumni also play a crucial role as mentors, guest lecturers, and career guides, offering expertise in relevant domains to current students, further enriching their educational journey.

Governance, Leadership and Management

The vision of the college is strived to achieve empowerment of rural women through quality education and sustainable initiatives. The management, comprising the Chairman Secretary and Joint secretary of the College, together with the Principal, Vice-Principal, Deans, IQAC Director and Coordinator, Controller of Examinations, Placement Officer, Heads of Departments, and faculty, work towards achieving the vision. This is carried out under the guidance of statutory bodies comprising the Governing Body, Academic Council, Board of Studies, and Finance Committee.

The IQAC plays a main role in strategic planning, institutional long and short-term plans, ensuring quality initiatives, conducting quality-based seminars and conferences, gathering feedback, and conducting academic, administrative, and financial audits. These efforts lead to the continuous improvement of quality and the achievement of academic excellence. The IQAC evolves SOPs with the approval of the Principal. Frequently meetings were conducted by the institutional functional units such as department, student council, transport committee, and resident council enabling smooth functioning of the institution.

The institution keeps effective welfare measures, provides avenues for career development, and gives recognition for outstanding faculty by checking performance appraisals. Welfare measures for teaching and non-teaching staff in the form of maternity benefits, leave as per government norms, contribution to PF and Health insurance schemes are provided. Day care centre facility, canteen at subsidized rate and stationery with reprographic facility is available.

The annual plan and budget are submitted for approval by management by Heads of Departments and officers of the respective units. The income and expenditure of the institution are subjected to regular financial audits by qualified chartered accountants. The finance committee of the college plays a crucial role in financial decision-making, overseeing the disbursement and utilization of grants received from various sources.

The college has made significant investments in e-governance with ERP for academic and administrative excellence with the cost of Rs.72.57 Lakhs. All the faculty members were attended FDP every year. The management also provides financial support for academic enrichment. From 2018-19 to 2022-23, 354 faculty members received financial support totaling Rs. 12.35 lakhs. Additionally, the institution has generated funds Rs. 23.95 lakhs from government and non-government agencies for the development of infrastructure and the conduct of events.

Institutional Values and Best Practices

The institution has successfully demonstrated its values and unique character by fostering social responsibility, promoting environmental awareness, and encouraging holistic empowerment.

- Various programmes on gender equity and gender sensitization are organised regularly, and gender

sensitization is also integrated into the curriculum.

- The institution maintains an efficient waste segregation and disposal system. Solid waste collection is managed by the municipality, while the college collaborates with Rajasree Sugar Mills for additional waste management solutions.
- Electronic machinery is acquired under a buy-back agreement to ensure effective e-waste management.
- In adherence to the Government of Tamil Nadu's plastic ban policy, the use of single-use plastic is prohibited on campus.
- The campus features a pedestrian-friendly pathway that restricts vehicle entry.
- Policies and protocols are implemented for the safe handling and disposal of hazardous chemicals.
- The Institution is equipped with facilities for alternative energy sources and implements measures for energy conservation.
- The Institution boasts ample facilities dedicated to water conservation efforts.
- The green campus is adorned with a variety of timber trees, hundreds of shrubs, medicinal plants, and herbs, creating a picturesque landscape.
- Besides the campus' green landscape, there is also a designated butterfly garden and herbal garden that are maintained.
- Regular audits assess the quality of environmental and energy practices at the institution.
- The institution's dedication to environmental and energy initiatives is demonstrated through Green audits, Environmental audits, Energy audits, efforts towards a clean and green campus, and the reception of recognitions and awards.
- The 50KW solar power plant supplies 73,000 units to the TNEB grid annually.
- The installation of 170 CCTV cameras ensures a secure campus environment.
- Divyangjan-friendly environment at the institution includes ramps, handrails, elevators, wide corridors, and dedicated washrooms, ensuring accessibility and comfort.
- The institution observes national days of importance and hosts programs focusing on constitutional duties.
- The institution adopts a holistic approach to women empowerment, integrating multi-faculty academic programs, co-curricular and extracurricular activities, and community outreach services.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	THEIVANAI AMMAL COLLEGE FOR WOMEN
Address	CHENNAI-TRICHY TRUNK ROAD
City	VILLUPURAM
State	Tamil Nadu
Pin	605403
Website	www.tacw.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	S. Akila	04146-259674	9150200522	04146-258425	info@tacw.in
IQAC / CIQA coordinator	J. Kalaimathi	04146-257103	7708776166	-	naacnirf2021@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1989

Date of grant of 'Autonomy' to the College by UGC	02-03-2009

University to which the college is affiliated

State	University name	Document
Tamil Nadu	Annamalai University	View Document
Tamil Nadu	Thiruvalluvar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-02-2007	View Document
12B of UGC	12-05-2016	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?	Yes
If yes, name of the agency	DST FIST
Date of recognition	13-08-2018

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	CHENNAI-TRICHY TRUNK ROAD	Rural	9.76	12550

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,TAMIL	36	Pass in HSC Any Group	Tamil	70	34
UG	BA,English, ENGLISH	36	Pass in HSC Any Group	English	70	18
UG	BBA,Business Administration,Business Administration	36	Pass in HSC Any Group	English	70	12
UG	BCom,Commerce,International Accounting and Taxation	36	Pass in HSC with Accountancy Commerce, Commerce with Computer Science	English	70	0
UG	BCom,Commerce,Commerce	36	Pass in HSC with Accountancy Commerce, Commerce with Computer Science	English	70	69
UG	BCom,Commerce With Computer Applications,Co	36	Pass in HSC with Accountancy Commerce,	English	70	29

	mputer Applications		Commerce with Computer Science			
UG	BSc,Biochemistry,Biochemistry	36	Pass in HSC with Chemistry	English	50	28
UG	BSc,Chemistry,Chemistry	36	Pass in HSC with Chemistry	English	53	52
UG	BSc,Computer Science,Computer Science	36	Pass in HSC with Mathematics or Computer Science	English	100	81
UG	BSc,Mathematics,Mathematics	36	Pass in HSC with Mathematics	English	70	0
UG	BSc,Physics, Physics	36	Pass in HSC with Physics	English	50	0
UG	BCA,Computer Applications,Computer Applications	36	Pass in HSC with Mathematics or Computer Science	English	100	77
UG	BSc,Psychology,Psychology	36	Pass in HSC Any Group	English	50	22
UG	BA,Journalism And Mass Communication,Journalism and Mass Communication	36	Pass in HSC Any Group	English	70	3
UG	BSc,Clincial Nutrition And Dietetics,Clinical Nutrition and Dietetics	36	Pass in HSC Any Group	English	50	12

UG	BSc,Costume Design And Fashion,Costume Design and Fashion	36	Pass in HSC Any Group	English	50	20
UG	BSc,Information Technology,Information Technology	36	Pass in HSC with Mathematics or Computer Science	English	50	14
PG	MA,Tamil,Tamil	24	BA Tamil	English	40	8
PG	MA,English,English	24	BA English or Part II English at UG Level for four Semester	English	40	13
PG	MCom,Commerce,Commerce	24	B.Com B.Com with CA B.Com with CS B.Com with Secretaryship B.Com Corporation BBM BBA BA Economics or BSc Statistics with Accountancy for Costing or Banking allied Subjects	English	30	17
PG	MSc,Biochemistry,Biochemistry	24	Any UG Programme in Life Sciences	English	26	20
PG	MSc,Chemistry,Chemistry	24	BSc Chemistry	English	26	26

PG	MSc,Computer Science,Computer Science	24	B.Sc Computer Science or BCA	English	26	16
PG	MSc,Mathematics,Mathematics	24	B.Sc Mathematics or B.Sc Applied Mathematics	English	40	29
PG	MSc,Physics, Physics	24	B.Sc. Physics	English	26	10
PG	MSc,Psychology,Psychology	24	Any UG Programme	English	40	10
Doctoral (Ph.D)	PhD or DPhil ,Tamil,Tamil	24	PG Completion	Tamil	10	0
Doctoral (Ph.D)	PhD or DPhil ,English,English	24	PG Completion	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	24	PG Completion	English	12	0
Doctoral (Ph.D)	PhD or DPhil ,Biochemistry,Biochemistry	24	PG Completion	English	6	0
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	24	PG Completion	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Computer Science,Computer Science	24	PG Completion	English	6	0
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,Mathematics	24	PG Completion	English	10	0
Doctoral (Ph.D)	PhD or DPhil ,Physics,Physics	24	PG Completion	English	8	0
Pre Doctoral	MPhil,Tamil,	12	PG	Tamil	2	0

(M.Phil)	Tamil		Completion			
Pre Doctoral (M.Phil)	MPhil,English,English	12	PG Completion	English	2	0
Pre Doctoral (M.Phil)	MPhil,Commerce,Commerce	12	PG Completion	English	2	0
Pre Doctoral (M.Phil)	MPhil,Biochemistry,Biochemistry	12	PG Completion	English	2	0
Pre Doctoral (M.Phil)	MPhil,Chemistry,Chemistry	12	PG Completion	English	2	0
Pre Doctoral (M.Phil)	MPhil,Computer Science, Computer Science	12	PG Completion	English	2	0
Pre Doctoral (M.Phil)	MPhil,Mathematics,Mathematics	12	PG Completion	English	2	0
Pre Doctoral (M.Phil)	MPhil,Physics,Physics	12	PG Completion	English	2	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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				7				93			
Recruited	0	1	0	1	4	3	0	7	27	66	0	93
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				91
Recruited	48	43	0	91
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	4	8	0	12
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	4	3	0	14	11	0	33
M.Phil.	0	0	0	0	0	0	7	38	0	45
PG	0	0	0	0	0	0	6	17	0	23
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	0	0	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1249	25	0	4	1278
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	240	14	0	0	254
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	61	60	106	79
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	2	1	6
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	459	450	665	790
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	20	16	25	31
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		541	528	797	906

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry	[View Document](#)
Business Administration	[View Document](#)
Chemistry	[View Document](#)
Clincial Nutrition And Dietetics	[View Document](#)
Commerce	[View Document](#)
Commerce With Computer Applications	[View Document](#)
Computer Applications	[View Document](#)
Computer Science	[View Document](#)
Costume Design And Fashion	[View Document](#)
English	[View Document](#)
Information Technology	[View Document](#)
Journalism And Mass Communication	[View Document](#)
Mathematics	[View Document](#)
Physics	[View Document](#)
Psychology	[View Document](#)
Tamil	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Theivanai Ammal College for Women (Autonomous), renowned for its commitment to education, has consistently embraced change and spearheaded innovation to address evolving educational needs. To achieve the purpose, the curriculum is framed to encompass various facets of each subject under Outcome Based Education followed with Choice Based Credit System curriculum. In the age of Industry 4.0, where collaboration across disciplines drives innovation, the college has mandated that students in all undergraduate and postgraduate programs undertake at least two interdisciplinary or multidisciplinary course. This initiative aims to foster a culture of interdisciplinary collaboration, leading to projects and research that transcend traditional disciplinary

	boundaries, ultimately offering multidisciplinary solutions to societal challenges in local, regional, national and global. It helps them feel more connected to the institution and creates a sense of community among the student body. In addition to the interdisciplinary courses offered, the department of mathematics offers Mathematics subject as allied to the Computer Science and Computer Applications. To enhance the knowledge of the students in multidisciplinary, the institution devises the process of conducting Value added courses, certificate courses, diploma courses and a job oriented courses to the students apart from the curriculum. The students shall choose their choice of the course in any of the department offered.
2. Academic bank of credits (ABC):	As per National Education Policy 2020, the Academic Bank of Credits (ABC) envisions to facilitate the academic mobility of students with an appropriate "credit transfer" mechanism from one programme to another, leading to attain a Degree/ Diploma/PG diploma, etc. In order to implement the NEP 2020, the institution had aligned the curriculum as per the guidelines of UGC with UG – 140 credits and PG- 91 Credits and follows the Learning Outcome based Curriculum framework structure. The institution had registered with the National Academic Depository portal and received the NAD ID and also generated the ABC ID. The institution had taken initiatives by assigning faculty coordinators for creating the ABC ID of each student pursuing their UG / PG. Orientation and awareness session conducted to the students and faculty members for the creation of ABC ID and explained the benefits of ABC ID. In the upcoming academic year, the institution will upload the grade report of the students in the NAD Portal and facilitate the students to enjoy the benefits of Academic Bank of Credits.
3. Skill development:	Institution offers Skill development courses as part of their academic programs. The courses are designed to complement students; academic studies and enhance their practical skills, making them more competitive in the job market. Discipline specific core Courses offered in Semester V & VI of UG and Semester III and IV of PG focuses on skill development in their realm. Additionally, Skill Enhancement courses such as Soft Skill Courses are provided in semester II, III & IV of UG to enhance the knowledge of the

	students. Communication, personality development, career skills, life coping skills and women rights are the few skill development courses towards nurturing the life skills. For every student, an exclusive training in office automation – documentation through Word-processing, calculation through excel and Presentation through PPT & awareness on internet usage and cyber security were conducted in the beginning of their study. The students had participated actively in internship and experiential Training Programmes. Discipline specific Value added courses are also offered as skill enhancement courses to empower the students beyond the domain of study. Sci Lab, MAT Lab, Banking in Finance, Technical writing, Medical coding, DMLT and Payroll management were offered apart from the curriculum. Communication Lab, Commerce workshop and Executive lab are incorporated in the curriculum of English, Commerce, Bachelor of Business Administration and Commerce in the arts discipline to improve their skills and apply the same practically. To go beyond the curriculum, the institution had collaborated with Spoken tutorial, through which students are given training on languages and tools. Hands-on session were conducted by the experts to enhance their skills. Aptitude & Reasoning skills were inculcated to the students to tune their logical and creativity and make them ready for the industry. To improve the communication skills of the students and to increase the confident of the students, study circle is formed and the students will present the recent topic and explain in a frequency of monthly once. To inculcate the research culture among the students, Journal Club is formed to make final year students to go through the Journal Research Articles and present the same.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college offers two Indian languages Tamil, and Hindi under part I for Under Graduate Programmes. The knowledge of Indian Culture has been deepened through the courses Tamizhmozhi, Tamizh Illakiya Varalaru, Nattupuravial, Sanga Illakiam, Samaiya llakiyam, Kalvettiviyal, etc by the department of Tamil. The department also makes the students to perform drama, mime, speech as workshop activity (Payirchipattarai) to transfer the south Indian culture, heritage and civilization. The college has exclusive Fine Arts club where it takes pride to organize

various Indian festivals like Pongal, Diwali and Christmas and Religious Harmony day to impart Indian culture among the students. Students were encouraged to participate in the seminars and webinars organized by Tamil departments of our college and other colleges to promote the Indian culture. The Institution and two faculty members have received Kalai Thai & Seva Rathna Award in recognition of the contribution made by 100 students and faculty members participating in the essay writing competition and showcased their knowledge in the Indian Culture. Certificate courses and diploma courses on Yoga, Beauty Culture, Karate, Band Music, Sillambam and Background Theatre are designed to imbibe the universal values. Students also participated in Silambam competition organized by other institutions and perform classical dance – "Bharathanatiyam". The institution had taken initiatives and motivates the students to take part in the online sessions conducted by Indian Knowledge System. Faculty members are encouraged to do research in Indian Knowledge System.

5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is an educational philosophy and approach that focuses on defining specific learning outcomes or competencies that students should achieve by the end of a course or program. The LOCF was incorporated and the curriculum of Theivanai Ammal College for Women (Autonomous) Villupuram, was revised by defining PO, PSO and CO using Bloom's taxonomy as stated in the TACW OBE manual. The new curriculum included content and activities facilitating in-depth subject knowledge, research skills, entrepreneurship, facilitating research, Job oriented skills, outreach programmes and service learning to foster the holistic development of the students. The skills were promoted through student centric learning like internships, experiential learning, field trips, research projects, workshop and seminars. Each program offered by the College provides a fitting combination of content and activities to ensure maximum attainment of the Course Outcomes (COs), Programme Specific Outcomes (PSOs) and Programme Outcomes (POs). Course attainment training was given to the faculty members and as a followup course attainment threshold was fixed. The Internal Quality Assurance Cell (IQAC) has taken

	effort to conduct workshop on Course Mapping and Course Attainment. For the Batch UG 2020-2023 and PG 2021-2023, the Course attainment and Program Outcome was calculated and analyzed.
6. Distance education/online education:	Online education has become increasingly popular, offering flexibility and accessibility to learners around the world. Theivanai Ammal College for Women (Autonomous) Villupuram is the Nodal centre for NPTEL & Spoken tutorial in collaboration with IIT-Madras and IIT-Mumbai. The students had pursued online courses and received certificates. MOOCs and FOSS courses are made mandatory within the curriculum for the undergraduate students and for the post graduate students. MOOCs courses are mandatory during the first year under extra credit earning provision. Nearly 1104 students had completed the course and treated under extra credit earning provision. E-materials and videos are shared to the students to learn from home to enhance the effective learning process. Online courses includes recorded lectures, live video conferences, discussion forums, and interactive multimedia content. The Institution uses learning management systems (LMS) to organize and deliver course materials. Online programmes had ensured the quality and recognition of the education received. The landscape of online education in the college continued to evolve, with advancements in technology and pedagogy. The college had adopted new tools, teaching methods, and technologies to enhance the online learning experience.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) of Theivanai Ammal College for Women was established in the year June 2022 with the objective of creating a significant impact on campus, fostering a culture of civic responsibility and political engagement among students. Vision: Empowering college students to actively participate in democracy, fostering a society built on equality and civic responsibility. Mission: Equipping students with knowledge and skills for informed democratic engagement, advocating for positive change, and nurturing responsible

	citizenship. Activities of the Electoral Literacy Club Education and Awareness: The club educates its members about the significance of voting, electoral procedures, and the importance of participating in democratic processes through rallies, workshops, seminars, and informational sessions. Outreach and Awareness Campaigns: The club organizes events, campaigns, and initiatives such as rallies and pledges to create awareness about civic responsibility, the electoral process, and the importance of making informed decisions in a democracy. Competitions: The club conducts competitions for both our college and school students to raise awareness about political issues, electoral processes, and democratic principles, fostering engagement and understanding among the youth. Voter Registration Drives: It facilitates voter registration initiatives within the college and the broader community to ensure that eligible individuals are registered and empowered to exercise their right to vote.
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?	In accordance with the Standard Operating Procedure (SOP), the Electoral Literacy Club has been reconstituted with the following members for the academic year 2022-2023. Chairperson Ms. R. Rajeswari, Dean of Student Affairs, TACW. Coordinator Ms.B,Leogreta, Assistant Professor of English Members Ms.M.Rajeswari, Assistant Professor of Mathematics Ms.N.Saranya, Assistant Professor of English S. Iswarya, I B.Sc Chemistry N Nelofer Aaleeyeah I B.Sc Biochemistry M.Shabrin , I B.Com CA S.Sridevi, I.B.A English Yes, ELC was represented in the character of the institution.
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.	The college is deeply committed to fostering electoral awareness among its students and the broader community, including residents of adopted villages. To ensure students have a clear understanding of the electoral process, the college conducts the College Students Council elections using democratic methods. This includes election campaigns for nominees and empowering students to select their leaders through voting rights. In addition to these efforts, the college organizes various competitions such as poster presentations, essay writing, speeches, drawing, and rangoli competitions focused on electoral literacy. These activities provide students with opportunities to engage actively with electoral themes and deepen their understanding of democratic

	principles. Through these initiatives, the college strives to cultivate informed and responsible citizens who are actively engaged in the electoral process. The college also prioritizes assisting students who have reached the age of 18 in applying for and obtaining their voter's ID at the earliest opportunity.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college has demonstrated a multifaceted approach to promoting electoral literacy and democratic values through various outreach initiatives. With 11 outreach cells, including the Electoral Literacy Club, and the adoption of 9 villages in the neighbouring community, the college has a wide-reaching impact. Specifically, the Electoral Literacy Club plays a pivotal role in spreading awareness about the significance of electoral literacy and the importance of democratic methods in selecting leaders. This includes educating students within the college community about their voting rights and responsibilities. The college extends its reach beyond campus boundaries by empowering students to spread the same awareness of electoral literacy among rural communities in the adopted villages. This grassroots approach ensures that the principles of democratic participation and informed decision-making are not only understood but actively promoted among individuals in rural areas especially Mundiyambakkam and Ariyalur villages. The outreach students have actively engaged in promoting electoral awareness by conducting a voters' survey in Mudiyambakkam village. This survey served as a foundation for understanding the electoral landscape and identifying areas for targeted awareness efforts. Building upon the survey findings, our students organized an awareness programme in the village, with Mr. Kandavel, Head and Assistant Professor of Commerce, serving as the resource person on 17.03.2023. This programme aimed to disseminate information about the electoral process, voter rights, and the importance of democratic participation to the local community. Furthermore, recognizing the importance of engaging younger demographics, our students extended their outreach efforts to include higher secondary students at Mundiyambakkam Government School. Here, they conducted orientation programmes to educate students about electoral literacy and civic engagement, fostering a culture of informed citizenship from a young age.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college demonstrates a proactive stance in promoting electoral literacy through its annual awareness programs, spearheaded by the Electoral Literacy Club (ELC). Through these initiatives, the ELC identifies students aged 18 who have yet to enroll as voters and conducts specialized orientation sessions to familiarize them with the voter registration process and the requisite documentation. The ELC encourages students to seek parental assistance in their applications and, in cases where students request support, organizes camps to facilitate the application process. As a result of the continuous efforts of our ELC club, we've achieved a remarkable milestone of ensuring that 100% of eligible students within the campus have obtained their voter ID cards. This achievement significantly contributes to the cultivation of a culture of electoral engagement among the college's youth demographic. By actively assisting students in acquiring their voter IDs, our ELC club is not only promoting civic responsibility but also empowering the youth to participate in shaping their future through voting. This initiative exemplifies the dedication of our club members towards building an informed and participatory society.

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
1677	1987	2394	2503	2555

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
732	847	901	850	911

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
109	111	115	116	111

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: 203

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
659	536.95	417.46	623.21	691

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:

The Theivanai Ammal College for Women (TACW) has initiated programmes and designed curricula to address the needs of various emerging sectors in and around the city of Villupuram. TACW offers a wide range of academic programmes, including **17 undergraduate, 9 postgraduate, 8 M. Phil., and 8 Ph. D.** programmes across diverse disciplines such as Language, Management Studies, Computer Science, Home Science, Commerce, Chemical, Physical, and Life Sciences.

Furthermore, TACW has introduced **new programmes** in fields such as **Costume Design and Fashion Technology, Journalism and Mass Communication, Clinical Nutrition and Dietetics, Psychology, and Information Technology**. These programs are designed to meet both **local and global needs**, ensuring that graduates are well-prepared for the evolving job market.

Curriculum development cell aligns the curriculum of the college with guidelines from **UGC, TANSCHE, UN-SDGs 2030, and NEP 2020**, aiming for integrated and comprehensive education to ensuring inclusive and equitable quality education, promoting lifelong learning opportunities, achieving gender equality and empowering women, as well as fostering productive employment for rural women students. Embracing **Industry 4.0** skills, the curriculum emphasizes Programme Educational Objectives (PEOs), Programme Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) based on Revised Bloom's Taxonomy (RBT). **Implementing Outcome Based Education (OBE) with a Choice Based Credit System (CBCS) during the academic year (2021-2022)** promotes flexibility in teaching methodologies.

The College provides a total number of **920 courses** of which **133 local**, **112 regional**, 2**38 national**, and 437 **global** developmental needs are addressed.

Academic Flexibility:

At the UG level, students can choose **Ability Enhancement Compulsory Course   (AECC-II) Tamil/Hindi/French** for **Part-I** to meet local and national needs, while **(AECC-I) English** is mandatory for **Part-II** to fulfill global needs. The language courses are categorized into Basic (Stream I) and Advanced (Stream II) levels.

For **Part-III**, the **Major Core/Discipline Specific Core, (DSC) allied/Generic Elective, (GE) Major Elective/Discipline Specific Elective, (DSE)** and **Non Major Elective/Skill Enhancement Course,**

(SEC) to develop disciplinary knowledge, technical and analytical skills, and enhance student employability. The focus includes identifying cutting-edge tools in the disciplines and preparing students for academic, professional, or industrial careers that contribute to nation-building. Most core, allied, and non-major elective courses address both **global and national** needs.

Figure 1 & 2: The simplified Curriculum Design and Development flow chart is depicted below

https://www.tacw.in/uploaded_files/1-1-1-IMAGE1.jpg

https://www.tacw.in/uploaded_files/1-1-1-IMAGE2.jpg

These programmes aim to supply skilled human resources for the nation's workforce across various sectors.

- Basic and Applied Sciences: Physics, Chemistry, Mathematics
- Commerce: Cost Accounting, International Taxation, banking & insurance, and management studies are as per modern business requirements.
- Computer Science: Information Technology, Cyber Security, Artificial intelligence, Machine learning, Cloud computing etc., fulfills **global demands** like improved decision-making, cost reduction, safety, and security
- Biochemistry and Clinical Nutrition and Dietetics.

The institution's commitment to effective curriculum help students grow in all areas, making them well-rounded individuals who can see the big picture in life. Internship, Industrial visit and on job Training helps them make important contributions to both their country and the world. Women Students have opportunities to explore promising career paths in both large and small businesses, renowned hospitals, various commercial sectors, and also engage in self-employment. This pragmatic methodology fostered an environment conducive to holistic students growth and learning.

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:

Being an autonomous institution, the programmes offered, constituting about **80% of the course syllabi covers employability, entrepreneurship, and skill development** among rural women students and empowering them. They undergo training in various skills, including **critical thinking, problem-**

solving, communication, leadership, and teamwork. These factors are closely related and crucial in today's world, where there is a growing need for individuals to be self-sufficient and self-reliant. Students are encouraged to think creatively and develop an **entrepreneurial mindset**.

The academic programs are tailored to **meet industry-specific goals** and undergo thorough annual revisions to enhance student's core competencies, employability, entrepreneurial acumen, and research aptitude.

To maintain the curriculum's relevance and effectiveness, the Curriculum Development Cell actively gathers feedback through structured questionnaires from various stakeholders, including students, alumnae, faculty, academic peers, external experts, employers, and parents.

Employability:

The curriculum development at the institution prioritizes employability by focusing on essential skills and competencies highly sought after by employers. To support the 60% students coming from rural background, the institution offer programmes designed to enhance their job prospects and equip them to work in diverse fields such as **Research, Banking, Financial Accounting, Marketing, Computer Science, Dietetics, and Food Service Management**. This prepares them for roles including **Journalist, Psychologist, Food Analyst, Lab Technician, Audit Assistant, Accountant, GST Practitioner,** and **Data Analyst**.

Entrepreneurship:

Entrepreneurship is deeply integrated into all the academic programmes, reflecting our commitment to nurturing innovative thinkers and future business leaders. Through a combination of specialized courses, workshops, webinars, and training programs, the curriculum equips students with the essential knowledge and skills needed to conceive, launch, and manage their own enterprises.

The **Institutes Innovation Council (IIC)** plays an important role in designing courses that emphasize crucial entrepreneurial competencies such as effective communication, adaptability, strategic planning, and product development.

Additionally, students engage in **practical learning experiences** such as **field projects** and **industry visits**, enhancing their abilities in marketing, organization, and leadership.

Courses like, **Food Product Development** and Entrepreneurship offer specialized training in areas such as new product development, empowering students for diverse entrepreneurial ventures.

Skill Development:

Programmes emphasize essential soft skills like communication, teamwork, and problem-solving, recognizing their high value in the job market. All the laboratories give ample opportunities for hands-on experience to develop technical and people skills.

TACW offers diverse courses, from programming languages like **Python, Java or Java Script** and **Numerical problems using in C** to business economics, digital content creation, research methodology, and organizational behavior. These courses equip students with analytical, interpersonal, and technical

skills crucial for today's job market demands.

Students refine their communication abilities through **Part I-Tamil** and **Part II-English**, enabling them to proficiently and assertively articulate their ideas. The holistic approach ensures that students are well-prepared to thrive in their chosen professions in the ever-evolving landscape of industry.

In the past five years, **11,116 students** have benefited from skill enhancement activities and guidance sessions organized by the institution in partnership with organizations like **AIF, TCS, Infosys, National Aviation Academy, Centre of Excellence, MITSC, Quantum Learning, Mahindra Pride,** and others.

The entire curriculum is based on the principle of improving the skills and promoting employability and entrepreneurship opportunities.

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: 53.8

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

Response: 495

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

Response: 920

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:

The institution believes in the holistic development of students by including value-based courses in the curriculum. The curriculum covers important cross cutting issues like **professional ethics, gender, human values, environment, and sustainability** to teach moral values, professional responsibility, and social commitment.

Gender Based (Women Oriented Courses)

The institution prioritizes gender equity and equality, reflected in the Language & foundation course, which features prose, poetry, and short stories that promote gender sensitivity and equal representation.

Part IV of the undergraduate curriculum has essential one-credit courses on values and soft skills. These courses aim to familiarize female students with local and national development priorities.

28 activities were conducted during the assessment period encompassing gender sensitivity sessions, gender audits, and lectures on discrimination and debates on pertinent gender issues. The institution, offers **16 courses** focused on **gender studies**, such as,

Gender Based Courses

- Feminist Writing in English
- Women's rights
- Women and education
- Women and health
- Women Entrepreneurship

- Domestic violence against women
- Women & Child Health
- Community Nutrition

Approved curriculum covers the topics like gender issues, Women entrepreneurship, Women's empowerment, foundation courses, and organizational behavior.

Environment and Sustainability:

The institution seamlessly integrates environmental and sustainability courses throughout its UG and PG programs, ranging from mandatory Foundation Courses to Major and Major electives.

The UG Program offers **26 core courses** and **13 value-added** courses focusing on environmental issues and their management. These courses also contribute to the development of sustainable communities.

- Natural resources and conservation
- Environmental issues and human health
- Sustainable Materials And Technologies
- Mushroom Cultivation
- Environmental science

These courses equip students with a comprehensive understanding of environmental challenges and potential solutions. Along with these curricular initiatives, the college also offers a Reserved Parking Facility and maintains a Continuous Tree Maintenance program, which has rendered the campus green. Additionally, the college conducts an Annual Plantation Drive to enhance open spaces. The curricular and outreach initiatives fosters critical thinking about complex environmental issues, instilling a sense of environmental responsibility in students.

The approved curriculum emphasis on **3R (reduce, reuse, recycle)** through **rainwater harvesting, zero waste promotion organic, non-biodegradable, e-waste management and wastewater treatment** that led to a clean and green campus environment.

Human Values and Professional Ethics:

The institution includes human values, rights, and duties in its curriculum through professional ethics modules in UG and PG programs, addressing ethical aspects in software development. Visits to old-age homes, schools for the hearing impaired, and slum areas encourage social responsibility.The Motivation and Emotion course in Psychology includes psychometric tests for health assessment. PG Service-Learning courses involve students in community engagement for civic awareness.

The institution focusses more on courses in human and professional ethics such as,

- Language and Linguistics
- Business Correspondence
- Modern Lifestyle Associated Diseases
- Psychology for Effective Living
- Personality development
- Film Studies

- Cyber Security

Values Enshrined in Sustainable Development Goals and NEP-2020:

When designing a curriculum, it is essential to consider the Sustainable Development Goals (SDGs). Enhance student learning through **project-based activities** that address real-world problems using technology, industry innovation, and infrastructure. Encourage student projects that involve collaboration with other disciplines, such as healthcare, environmental science, or urban planning. This approach will help develop solutions that address specific SDGs.

The National Education Policy (NEP) - 2020 of India underscores several basic principles aimed at guiding the education system towards overall development and promoting inclusiveness in society.

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: 258

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

1.3.3

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

Response: 100

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

Response: 24

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

Response: 24

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[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: 60.82

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
541	528	797	906	896

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

2022-23	2021-22	2020-21	2019-20	2018-19
1264	1044	1275	1179	1269

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: 84.49

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
319	298	398	362	399

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
441	365	444	409	443

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 implements Outcome-Based Education to address diverse student learning needs. It assesses

student levels through prior achievements and an induction program, using ongoing formative evaluations. The institution supports students in identifying strengths, weaknesses, and areas for improvement. Curricular, co-curricular, and extracurricular activities are tailored under OBE to meet diverse needs. .

Orientation/ Induction Program:

The orientation/induction program at our institution serves as a vital introduction for new students, providing them with essential information and resources to navigate their academic journey successfully.Over 11,116 students participated in the orientation programme and got benefitted.

Bridge Course (Entry Level Test):

A bridge course in English serves as a preparatory program designed to equip students with the necessary language skills and proficiency required for success in their academic pursuits. More than **2455 students** have benefited from the bridge course.

Strategies adopted for slow learners:

Many students from rural, semi-urban areas are first-generation learners and it is a matter of pride that the instituion able to mentor them.

- Extra classes / Remedial Coaching are offered in the required courses.
- Coaching is provided for the slow learners in the relevant subject through remedial classes and special classes are conducted as needed.
- Learning material, E-resources, E-study groups, question banks, practice sheets, video lectures, and books in the simple form are made available.
- Bilingual explanations and discussions. Library usage to improve their reading skills. Engagement in experiential learning activities.
- The teacher's checklist is based on classroom observations of each student's performance. Criteria include academic efficiency, curiosity for updated knowledge, discipline, attentiveness, sincerity, adherence to class instructions, teamwork, responsiveness to classmates, respect for teachers, adherence to the code of conduct and attendance
- Progress is discussed during parent-teacher meetings to ensure effective support and communication.

Strategies for advanced learners:

The Departments identify advanced learners based on academic assessments and teachers' observations using a rating checklist. These students actively engage in various developmental activities, including attending conferences, presenting papers at seminars, publishing research articles, taking MOOCs and SWAYAM courses, and participating in co-curricular activities

Exemplary learners across departments receive comprehensive support and platforms to nurture their talents through various initiatives:

- They are provided with additional learning resources, challenging assignments, and access to virtual labs to enhance their skills.

- During the journal club hour in their timetable, advanced learners present on recent trends from academic journals in their respective disciplines.
- Specialized training is offered to prepare for competitive exams, with aptitude classes integrated into the timetable for all students.
- Participation in inter-institutional competitions, science exhibitions, and competitive exams, etc., is promoted.
- Information on international opportunities and scholarships is disseminated, and students are encouraged to participate in student –Global immersion programs at AIMST university
- Personality development and leadership training are emphasized, along with opportunities for micro-teaching and individual presentations in class.
- Academic recognition is provided for the meritorious student through proficiency prizes in each discipline.
- The E-library facility (INFLIBNET-NLIST) is extended to ensure students have access to resources beyond regular hours.
- A Mentor-Mentee System is implemented to monitor students' academic performance and address any difficulties they may face. This system ensures personalized guidance and support, enabling students to achieve their academic goals and overcome challenges.
- The progression of students from slow to moderate learners and from moderate to advanced learners has been observed

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: 15.39

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 college has adopted a student-centric approach to education through Outcome-Based Education (OBE) and the Choice Based Credit System (CBCS), supported by Innovative Teaching Pedagogies aimed at cultivating 21st-century skills, critical thinking, creativity, and overall skill enhancement in alignment with global standards.

1. **Experiential Learning:** Emphasizing experiential learning, the college offers immersive opportunities such as field visits, internships, language labs, smart classrooms, laboratory experiments, and hands-on training. Over 1,752 students have completed internship programs, enhancing their learning experiences and encouraging participation in technical competitions and industry-related projects.

2. **Virtual Laboratories and Simulations:** Virtual labs and simulations provide realistic, risk-free environments for students to conduct experiments and explore complex concepts, enhancing accessibility and flexibility. During the assessment period, 205 students benefited from virtual labs like Amirtha Virtual Labs ,IIT and Edutech labs.

3. **Learning Management System (LMS):** The college utilizes a robust LMS to centralize educational content delivery, manage course materials, facilitate communication, and monitor student progress. The flipped classroom model enriches the learning experience by reversing the traditional lecture-based format.

4. **Participatory Learning:** Approaches such as brainstorming, debates, case studies, discussions, and role-plays actively engage students in analyzing, evaluating, and synthesizing concepts. They are encouraged to participate in seminars, conferences, workshops, and symposiums, fostering critical thinking, problem-solving, and knowledge application. During the assessment period, 11,115 students participated in conferences and published papers. The college also promotes peer learning and systematic participatory learning.

5. **Online Courses and ICT:** The college hosts NPTEL and Spoken Tutorial courses, offering certifications through its NPTEL local chapter and Nodal Resource Centre. Students benefit from e-library resources such as NLIST-INFLIBNET, Shodhganga, Shodhsindhu, and e-Granthalay, along with MOOCs like **e-PG Pathshala and e-GyanKosh. ICT facilities, including free Wi-Fi and media centers, support student learning across various courses.**

6. **Self-Study Papers:** Offering self-study papers allows students to conduct independent research under mentorship, exploring personal interests and earning additional academic credits. Many students have enrolled in self-study papers to deepen their understanding of specific courses.

7. **Department Associations and Clubs:** These associations organize academic events such as book reviews, paper presentations, and role-playing exercises to enhance higher-order cognitive skills, encourage active participation, and promote critical thinking among students.

8. **Learning through Social Interaction -PG Service Learning:** Integrating academic knowledge with practical experience, PG service learning initiatives involve departments like Biochemistry, Chemistry, Physics, and Commerce in real-world applications such as **mushroom cultivation, vermicomposting, energy audits, and banking practices,** contributing to societal needs and enhancing students' professional skills.

9. **ICT Integration and Infrastructure:** Prioritizing ICT integration in education, the institution fosters student-centric learning environments equipped with high-speed Wi-Fi, ICT facilities in classrooms, laboratories, and seminar halls.

10. **Problem-Solving Methodologies:** Teaching is enhanced through the Socratic method, project-based learning, and case studies, fostering critical thinking, creativity, and collaboration. These strategies engage students actively, promote practical knowledge application, and develop problem-solving skills, adaptability, and a deeper understanding, leading to improved learning outcomes.

By leveraging these comprehensive educational strategies and resources, the college prepares students to thrive in a dynamic global environment, equipped with practical skills, critical thinking abilities, and a commitment to lifelong learning. Most courses are cantered around solving real-world problems, with interactions with industry experts providing insights into industrial challenges and solutions.

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:

Theivanai Ammal College for Women's (A) has adopted a Mentorship programme for the students with a Mentor-Mentee Scheme Policy detailing the program's structure **objectives, mentor responsibilities, and outcome of the mentor-mentee program**

Objectives of the Mentor System:

The mentor system is designed with the following objectives:

- To assist students in comprehending the challenges and opportunities within the college environment.
- To motivate students by showcasing exemplary outgoing students as role models.
- To minimize the dropout ratio among students through personalized support and guidance.
- To enable parents to stay informed about their wards' academic performance and attendance regularity.

The college mentor system operates through the following structured processes:

Allocation of Ward - Tutor hour:

A special hour is allotted twice in the week as ward – tutor hour in the time table where the students were sent to the mentors for the academic and personal guidance. .

Assignment of Mentors:

Each student is assigned a mentor, typically a faculty member, responsible for providing guidance and support throughout their academic journey.The mentor-mentee handbook was provided to mentees to fill details such as personal profile, family profile, academic profile and health issues this was given to the mentors to maintain the proceedings of their meetings with their respective mentees. Dean of academic affairs taken the responsibility of assigning the mentors with mentee. The TACW mentor-mentee ratio was **1:15** in the latest academic year 2022-2023.

Comprehensive Support:

Mentors offer comprehensive support, instilling confidence and motivation in students across academic, co-curricular, and extracurricular activities.

Monitoring of Academic Progression:

After the completion of CIA exams, the academic performance of the students is monitored by the mentors. Progress reports are prepared and distributed to the students, and slow learners are identified and given special training to improve in the ESE examinations through remedial classes.

Guidance and Monitoring:

The Career Counselling and Placement cell organizes motivational lectures and Personality Development courses. It also advises mentees on career opportunities in government sectors like **UPSC, TNPSC, SSC** etc, as well as in the private sector such as banking and industries, and in the entrepreneur/start-up sector, assisting them in choosing the optimal career path.

Workshops on Personality development, counseling sessions on careers in aviation through Microsoft teams ,IBM ,Unnath Abiyan ,NSIC,ICTACT etc,5 Days Training Programme on **Employability, Soft Skills ,Tally, Campus Recruitment Drive, and Job Fairs** were conducted for UG and PG students

Monitoring and Counseling:

Student progression is closely monitored through ward tutor mentoring, academic counseling, and personal counseling. Faculties from the department of Psychology act as counselors to provide additional support and guidance twice a week.Counseling sessions ensure students maintain regularity and punctuality, addressing common issues such as lack of concentration, exam fear, and decision-making skills.A detailed mentor-mentee record is maintained to track students' progress and development over time.

Parent-Teacher Meetings

After completion of every CIA exam, parents of the slow learners are invited for the Parent-Teacher's meeting, and the progress of their daughter is discussed in the meeting.

Issue Resolution

Counseling sessions address various student concerns, including academic challenges, personal dilemmas, and societal issues, to ensure holistic support and development.

Outcomes of the mentor system:

- Improved Student-Teacher relationship
- Improved academic progression
- Enhanced attendance
- Personal issues solved / personal counseling

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

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

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

Response:

The institution guarantees the efficient coordination of teaching and learning activities via the calendar committee, consisting of the Principal, Deans, IQAC Coordinator, and Controller of Examinations. The calendar committee is responsible for formulating the Academic Calendar across all programs, ensuring a well-balanced distribution of academic and non-academic engagements, as well as teaching and examination schedules. To uphold effective planning and adherence to the academic calendar and teaching plan, three tiers of planning and execution are established.

Institutional Level - Academic Calendar:

Before the start of each academic session, the Department of Higher Education, Government of Tamil Nadu, releases its annual academic calendar. As an autonomous institution, synchronize all the activities with the Government Calendar.

The academic calendar, compiled by the calendar committee, is distributed to all students, faculty, and staff members of the institution at the beginning of each academic year. It encompasses the scheduling of

examinations, result announcements, semester breaks, dates for Continuous Internal Assessment (CIA), End Semester Examinations, and other pertinent activities. The activity schedules of the Academic Cell, Research Cell, Placement Cell, Alumnae Cell, Student Cell are integrated according to their respective calendars.

The IQAC aligns its activity calendar with the academic calendar. It oversees and evaluates the implementation and efficacy of the teaching plans, sharing feedback analysis reports with respective departments to make necessary corrections and align with the academic plan when needed.

Department level - Teaching plan:

The department drafts the semester plan and submits the calendar of academic activities to the calendar committee. At the outset of each semester, the departmental timetable is formulated and integrated into the institution's general timetable. Continuous internal assessment components for students, and seminars, are arranged at the departmental level. Additionally, seminars, conferences, workshops, invited talks, industrial visits, etc., are scheduled across all disciplines within the academic calendar.

Teacher level - Course Plan:

At the start of each semester, course allocation is based on faculty preferences and expertise. The semester plan, a comprehensive schedule of the teaching plan, is thoroughly prepared by the respective course teacher following the prescribed format. These plans, customized for each course, include details regarding record of class work. Upon approval, the finalized teaching plan is submitted to the IQAC.

Adherence to the Teaching Plan:

The institution employs a structured teaching plan with a bottom-up approach. Each faculty member maintains a Teacher's Work Done register to document daily classroom lessons, adopted pedagogy, utilization of blended learning and ICT in classroom interactions, as well as experiential, participative, and problem-solving methods, alongside skill-enhancing, research, and administrative activities. Periodic monitoring by the HoD and oversight by the Principal ensure efficient execution of the teaching plan. Internal audits are conducted by the IQAC during annual performance appraisals. Regular faculty meetings led by the Principal, along with department staff meetings chaired by the HoDs every week's last working day, serve to review institutional plans and the progress of the Teaching Plan. Additionally, HoDs submit syllabus completion reports to the exam office prior to each CIA and ESE.

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: 100

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
109	111	115	116	111

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: 41.38

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: 84

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: 8.39

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

Response: 914

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: 52.25

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

Response: 58

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: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	15	19	10	9

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

2.5.2

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

Response: 0.4

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
12	11	5	6	10

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
1656	1986	2378	2503	2550

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:

Examination / Evaluation Reforms initiated by the Institution during the last five years

Academic autonomy provides a space for innovation in curriculum designing, periodical curriculum renewal and assessment. Assessment is an important, predictable component of learning experience and certification. It should align with course objectives and learning inputs provided in the class. It is also a dynamic process and therefore it requires reforms.

Examination Management module is established to take care of overall examination related work of the

college. The college examination software has been developed by the professionals of **Master Soft ERP**. It is a powerful, integrated, and easy-to-use system for computerizing the total examination large volumes of institutional data with a proper back-up disaster recovery system. This module maintains the complete data of examination and hosted on a highly secure cloud; the system is robust and able to handle contains Pre and Post examination work such as exam creation, exam mark pattern, exam time table, exam registration, mark entry by the faculty, result processing, publishing and printing grade cards etc.

Under autonomy, the examination system ensures fair, transparent, accountable, and equitable assessments. Decisions regarding the Exam Reform Policy for Continuous Internal Assessment (CIA) and End Semester Examinations (ESE) are formulated and addressed in IQAC and implemented with the approval of Academic Council.

CONTINUOUS INTERNAL ASSESSMENT (CIA):

- CIA Test I & II along with two components is well planned and conducted every semester after 30 to 35 working days, to assess students' comprehensive abilities and analytical skills effectively.
- The question papers are designed by the respective course teacher which includes objective type, short answer, and detailed answer questions, providing valuable training for competitive exam writing.
- Answer scripts are distributed within 10 days, and the evaluation scheme is openly discussed with students, ensuring transparency in the evaluation process.
- The provision for CIA improvement in first semesters of UG & PG benefits slow learners by providing them with opportunities to enhance their performance.

END SEMESTER EXAMINATION (ESE):

- End semester examinations for theory and practical courses are meticulously planned and conducted promptly after the completion of 90 working days.
- Question papers are collected 30 days before the commencement of ESE, scrutinized by external experts to maintain the standard and quality.
- Examiners, who are experts in their respective subjects and approved by Academic Council from reputed autonomous institutions, NAAC accredited colleges, are invited to oversee the assessments.
- Central valuation is done with external examiners within the campus.
- Results are published within 10-15 working days facilitating students' pursuit of higher studies and placement opportunities.

Fair & Equitable Assessments is ensured by the following

- Valuation is conducted by external examiners to ensure impartiality and equitable assessment.
- Paper valuation adheres strictly to the prescribed scheme of evaluation.

Transparency & Accountability

- CIA results are published through students' app ensuring the transparency.
- Students' signatures are collected on both CIA and ESE marks sheets and galley.

- ESE results are announced through the website, notice board, and automated SMS notifications sent to parents.
- Upon request, photocopies of answer sheets are provided within seven working days after the announcement of results for clarification purposes.

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:

The curriculum for all the programmes of Theivanai Ammal College for Women were framed according to **Outcome Based Education (OBE) and implemented from the academic year 2019-2020 onwards.**

Program Outcomes (POs), Program Specific Outcomes (POs) and Course Outcomes (COs) of all Programs and courses are prepared in alignment with college vision, mission and the learning requirements of the students. Course outcomes are mapped with the Program Outcomes and aligned with Bloom's learning levels. Course outcomes are aligned with the teaching pedagogy adopted for each course delivered in class room and it was finalized through department course teachers. PEO, CO, PO and PSO were displayed in the prominent places like academic calendar, class rooms, departments and college websites.

The following mechanism is adopted for the evaluation of attainment of CO with the help of course teacher.

A. CO Attainment by Direct Assessment Method

1. Assessment from Continuous Internal Assessment (CIA):

Three CIA test was conducted to assess the performance of students in each unit for Continuous Internal Assessment with 30 % and 60 % of weightage in theory and practical courses. CIA components also conducted to assess the student's class performance through Assignments, Seminars, Poster Presentation, Quiz, Term paper or Case study defined for each course.

2. Assessment from End semester Exam (ESE):

End Semester Examinations for 70% and 40 % of weightage in Theory and practical courses

A threshold of 50% was fixed and based on the threshold; the attainment level for the COs of each Course is calculated as per the rubrics given below:

50% of Students scoring above 50% - 1 (Low)

65% of Students scoring above 50% - 2 (Medium)

75% of Students scoring above 50% - 3 (High)

Final CO attainment is calculated by summing up the CO attainment by direct method.

PO attainment is done by direct methodbased on marks andCO-PO correlationmatrix is as follows.

High Correlation   - 3

Medium Correlation - 2

Low Correlation   - 1

B. CO Attainment by Indirect Assessment Method

1. Assessment from Students Feed back

Course outcome feedback is collected from the students at the end of every semester through online questionnaire. The analysis of feedback questionnaire is done on five scales which encompasses excellent, good, average, satisfactory and poor. The feedback was sorted out and feedback having scale more than 8.5 are considered as excellent.

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: 98.77

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution**

during the latest completed academic year:

Response: 723

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: 3.99

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:

Theivanai Ammal College for Women (TACW) cultivates a culture of responsible and high-quality research through its dedicated Dean of Research. The Research Promotion Policy is reviewed and updated regularly by the Research Advisory Committee as per the UGC guidelines from time to time. Research is an integral part of the curriculum at UG, and PG level. The college has well equipped subject specific laboratories with modern tools and equipment, along with computer labs that have the necessary academic software to support high-quality research. Additionally, the institution has a clearly defined Research Promotion Policy, which is available on its website.

Several endeavors were undertaken, yielding the following outcomes:

Image-01 https://www.tacw.in/uploaded_files/SSR4C-3-1-1-Image-05.jpg

1. RESEARCH FACILITIES AND UPGRADATION:

- **Enrolled in the I-STEM portal**: The institution has enrolled in national portal with tailored facilities to enhance the faculties research and development initiatives.
- **Advanced Post Graduate and Research Laboratories:** The institution boasts well-equipped postgraduate and research laboratories, fostering contemporary research initiatives and ensuring high-quality outcomes.
- **State-of-the-art new Computing Laboratories** have been set up to support research in rapidly developing fields of global technology, like machine learning, data science etc.
- **TACW DST-FIST Central Instrumentation Facility:** To promote excellence in research for physics, chemistry, Biochemistry, and other fields, a **Centralized Research Facility** is being established to create an interactive platform for research facilities across the campus. In order to facilitate interdisciplinary research and to provide access to advanced research equipment, the Institution has a DST-FIST Central Instrumentation Facility
- **Research mentors:** The institution benefits from the guidance of **13 esteemed faculty members** who diligently fulfill the role of research supervisors, providing essential mentorship and support to **26** enrolled research scholars.
- **Research Grants from Government and non-Government sectors** totaling **Rs. 61,93,500** were secured, enhancing the scope of research activities conducted by the faculties.
- **Seed money scheme for research:** A sum of approximately **Rs. 26.9 lakh** has been allocated to support several faculty members to initiate their research in their core area.
- **Collaborations:** Through established 46 **MoU's and Collaborative linkages with national and international institutions and industries**, the institution maintains alignment with global trends and standards, ensuring the dissemination of research outputs at par with international benchmarks.

- **Publications of Quality Research Articles:** The institution has demonstrated exceptional dedication to fostering scholarly excellence through its rigorous review and monitoring processes for manuscript submissions. This commitment has yielded remarkable outcomes, with over **469 research papers** being indexed in Scopus, Web of Science, and listed in UGC-Care, contributing significantly to the scholarly community and enhancing its reputation as a center of excellence in research and academia**. DrillBit Plagiarism Detection Software is purchased for checking plagiarism in research publications and dissertations.**
- **Publications of Books and Chapters:** The institution has the publication of approximately **155** books and chapters during the assessment period.
- **Consultancy revenue:** The institution has successfully leveraged its academic expertise to engage with industry partners, resulting in **consultancy revenue** amounting to a sum of **Rs. 35.7 lakhs**..

The institution takes measures in upgrading the research facilities as and when required, the departments submit the requirements to Dean **of** Research and the same was verified by the Research Advisory Committee and the forwarded to the approval of Management.

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: 26.9

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
9	8.55	3.55	4	1.8

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: 22.17

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: 45

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: 40.435

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: 0.72

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

Response: 146

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: 11.01

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

Response: 12

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 College has established a Research Advisory Committee, an Institution Innovation Cell , a National Innovation and Startup Policy ,an Entrepreneurship Development Cell and an Intellectual Property Rights cell to foster and promote an innovative ecosystem. This has created a thriving entrepreneurial environment on campus

Ecosystem for innovations: The institution's Innovation Council (IIC), was established in alignment with the Innovation Cell under the Ministry of Education, Government of India in the academic year 2021 .This cell organizes a range of programs to foster innovation and has **received 3 star in 2021**. Serving as a dynamic platform, the Institutional Innovation & Incubation Cell empowers students to collaborate, innovate, and excel in various competitions, while its registration with ARIIA underscores its unwavering commitment to fostering a culture of innovation and entrepreneurship and **received Band performer award from ARIIA Ranking 2021**

Indian Knowledge System (IKS): The Indian Knowledge Excellence Promotion Forum plays a pivotal role in implementing the National Education Policy (NEP) 2020 by ensuring that courses across various disciplines reflect and integrate the richness of Indian knowledge systems. Each department meticulously designs its curriculum .Through this innovative curriculum, students emerge as well-rounded individuals equipped to contribute meaningfully to society while preserving and advancing India's rich intellectual heritage.Additionally, traditional knowledge is preserved and transmitted to the younger generation through training in the **production of millet-based value-added products, herbal medicines, organic fertilizers, and traditional crafts.** The institution reinforces the significance of traditional knowledge through lectures, exhibitions, and seminars, while its research contributions enrich the Indian knowledge Repository through projects and publications.

IPR Awareness: IPR Cell was established in the institution during **2018** and the **IPR Cell** of the institution is actively functioning to create awareness among the fa**culty members, research scholars and students.** The institution has actively promoted awareness of Intellectual Property Rights (IPR) and provided f**inancial support to facilitate patent** and copyright acquisition, thereby safeguarding innovations. This initiative has resulted in **7 patents**, underscoring the institution's commitment to fostering a culture of innovation and supporting the commercialization of research outcomes.

Preincubation Center : The institution's comprehensive approach to knowledge transfer and innovation is exemplified through its **TACW Innovation hub and various initiatives**. These efforts aim to foster entrepreneurial skills and innovative thinking among students through **pre-incubation activities** across departments such as training programmes in **Mushroom Cultivation, Vermicomposting, organic farming ,cake making, candle making, mosquito repellent scents** and specialized instrumentation, as well as the organization of **entrepreneurship fairs**. The research Expertise of the teachers is shared via Consultancy Services to small-scale industries and corporate Houses.

Knowledge transfer is facilitated through collaborations with industries, government and non-government organizations, and educational institutions. These linkages enhance the sharing of knowledge and infrastructure via internships, fieldwork, and joint research venture

The college received funds from Government funding agencies like **TNSCST, DST, ICMR,NCW and ICSSR etc for executing research and community Projects.**The institute has forged partnerships for research and training initiatives through Global partnership has been made for raising young women graduates to compete at global level through student exchange programmes- **Aimst university ,Malaysia , ACCA ,London and National collaboration with ISDC, Bangalore, IBM,coimbatore, Saveetha Institute of Medical and Technical Science, Chennai and ES Hospital, Villupuram**, etc for **student exchange program, certificate Courses, Industrial visit, and experiential learning** are the salient features of the college

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: 2.17

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

Response: 26

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

3.4.3

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

Response: 0.34

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

Response: 69

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: 0.05

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

Response: 10

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: 5.04

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: 8.5

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

3.5 Consultancy

3.5.1

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

Response: 35.7

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
12.55	7.90	3.95	6.6	4.70

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:

TACW cultivates a vibrant environment where social awareness and ethical responsibility flourish. TACW had adopted 9 villages in the Villupuram district for the extension activities and sensitizing the students to social issues and holistic development. Students are actively engaged in community issues through a tapestry of initiatives woven together with NSS, NCC, and other social service programs. This comprehensive framework, aligned with the **Unnat Bharat Abhiyan** initiative, empowers them to

become not just academically qualified, but also compassionate and socially responsible leaders who will make a positive impact on the world. Unnat Bharat Abhiyan had sanctioned an amount of Rs.50000/- for the baseline survey in the adopted villages.

Resilient Community Mobilization during COVID-19: Upholding its commitment to community well-being, TACW emerged as a beacon of support during the unprecedented challenges of COVID-19. The institution not only donated a significant sum of Rs. 50 lakh to the Chief Minister's Relief Fund but also championed responsible behaviour by launching multifaceted initiatives. Furthermore, TACW prioritized the health of its extended community by ensuring 100% vaccination coverage for its staff, teaching and non-teaching alike, and even their families.

Strengthening Community Bonds: The students' visit to the nearby village Thumbur, on Farmer's Day, with a spirited rally advocating the importance of farming and agriculture, fosters mutual respect, understanding, and a sense of belonging within the community through solidarity and engagement.

Educational Support: TACW prioritizes educational upliftment in rural areas. Student volunteers reach out to children in adopted villages like Janagipuram. They conduct dramas emphasizing the value of education, organize competitions to motivate students, and even orient school dropouts, promoting the pursuit of knowledge and personal growth.

Mitigating Food Waste & Adulteration: Recognizing the importance of a balanced diet, student volunteers organized a rally in Janakipuram village to raise awareness about proper nutrition and its impact on overall health. Engaging demonstrations, informative sessions, and interactive activities empowered residents to make informed dietary choices. Also in collaboration with Rotaract club, TACW conducts a Lifelines and Healing Hands: An Integrated Approach to Community Health camps in the adopted village Kolathur and conducted regular Health & hygiene camp.

TACW Fosters Community Wellness through Health Education: TACW's unwavering commitment to public health is evident in its collaboration with various government agencies. Student volunteers travel to schools like Janakipuram Higher Secondary School to educate students on essential health and hygiene practices. TACW also supports women's health initiatives, cancer screening camps, general health check-up camps, eye check-up camps, and pulse polio awareness drives. These initiatives not only empower the community but also provide valuable learning experiences for TACW students, who gain first-hand insights during visits to healthcare facilities like the Government Hospital at Kathamangalam.

Community Impact: Students significantly impacted Ariyalur village by raising awareness about critical issues such as children's nutrition, women's health and rights.

In conclusion, the institution's extension activities stand as a beacon of its unwavering commitment to community upliftment and the cultivation of socially responsible individuals. Through a diverse array of initiatives, the institution has left an indelible mark on its neighbourhood, fostering a culture of empathy, awareness, and meaningful service.

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: 78

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
21	15	13	15	14

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: 45

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 campus spans over 9.76 acres, offering a favorable and motivating atmosphere along with essential amenities. The institution possesses sufficient infrastructure and physical resources for effective teaching and learning, including well-equipped classrooms, laboratories, and computing equipment. TACW commitment to providing knowledge in a conducive environment establishes it as a distinguished educational hub in the region.

1. Teaching – learning, viz., classrooms, laboratories, computing equipment etc

Classroom:

The academic buildings cover a total area of 1,35,089 sq.ft. There are 13 Departments with designated spaces for staff rooms, laboratories, office storage, Departmental Library, and PG classrooms. All 73 classrooms are furnished and equipped with interactive smart boards (ICT Facilities)/LCD projectors.

Laboratories:

There are 19 domain-specific laboratories across 13 departments, equipped with state-of-the-art equipment to enhance learning, experimentation, and research activities.

Computing Equipment:

The computing equipment and facilities at TACW facilitate the learning process with a computer-student ratio of 1:5. All computing systems are equipped with Microsoft Campus License. The College possesses software packages including Tally, Vm work station, java, Oracle, Eclipse, Coreldraw, Turbo c++, Visual studio, Photoshop, Flas, Weka tool, Asp.net, Matlab, Illustrator, Python. The network firewall is open-sourced. In terms of technology, the college is equipped with LMS (MOODLE), Linways AMS (STAMS), and has four powerful computer servers. Regular maintenance and upgrades ensure the efficiency of both hardware and software. The campus provides Wi-Fi internet access, and teaching and learning are supported by licensed and open software.

2. ICT – enabled facilities such as smart class, LMS etc.

ICT-enabled facilities, such as smart classes and LMS, are available throughout the campus. TACW boasts 73 ICT-enabled classrooms, a conference hall, and two seminar halls equipped with smart boards/LCD projectors. With 365 computers, academic activities are facilitated, and some departments provide dedicated tablets for competitive exam preparation. Microsoft Teams, and the indigenous TACW Learning Management System ensures efficient teaching-learning management, continuously upgraded for a seamless academic experience.

3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.

The campus also offers facilities for cultural and sports activities, including a yoga center, indoor and outdoor games, a gymnasium, and an auditorium. Yoga for all sports students as a warm-up exercise before their practice sessions. The grounds are spacious and thoughtfully laid out, providing playfields for basketball, volleyball, tennis, and badminton, among other activities. The indoor games includes Chess, Caroms, Table Tennis and Badminton. Additionally, facilities for yoga and band music are available. Extra-curricular activities provide a fantastic opportunity for women students to continue their learning outside the classrooms and contribute to their overall development. TACW also provides life skill training, self-defense, and martial arts programs for students.

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: 25.91

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
68.0838758	132.9773630	46.1967500	153.5171800	357.8445900

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library has embraced modernization by implementing integrated Library Management Software (ILMS) known as Libman software and e-PG Pathshala, thereby optimizing various operations such as acquisition, cataloging, and circulation. This automation has significantly boosted staff efficiency and facilitated skill development, while also providing users with a seamless experience through features like Wi-Fi connectivity, barcoding systems, and remote access via platforms such as NLIST, INFLIBNET, and NDL.

To ensure security, constant surveillance is maintained through the use of cameras. Moreover, the library boasts a repository of rare books, manuscripts, technical manuals, and Ph.D. reports, serving as invaluable archives for its readers. To promote library usage and nurture reading habits, the library periodically organizes rare book fairs.

All library books are barcoded, and various administrative tasks, such as data entry, issuing, and returning, are efficiently managed through the software. Classification follows the Dewey Decimal Classification (DDC) system, while cataloging is facilitated by the Online Public Access Catalog (OPAC) of the Libman software.

Library automation commenced in 2014 with the introduction of the Libman Software, and since 2024, the library has been fully automated using ILMS software, operating on a Cloud Server. Annual maintenance is contracted with Informatics Publishing Limited, New Delhi, covering services such as accession, data entry, circulation, cataloging, reporting, and web OPAC. The institution renews its ILMS annually.

The central library houses an extensive collection of over 27,000+ books and provides access to an e-

Library equipped with 10+ LAN-connected computers. Remote access to e-books and e-journals is facilitated through N-List and INFLIBNET facilities. Additionally, as part of the e-ShodhSindhu consortium, the college grants access to a vast array of academic resources, including 6,000+ journals and 1,50,000+ e-books under N-LIST, and 500,000 e-books through NDL.

Academic content is also made accessible through dedicated remote access centers for MHRD telecasts, Swayam Prabha channel, and e-PG Pathshala, enriching the learning experience for students.

The reading area can accommodate 200 users at any point of time. The new books are displayed for two weeks on the display stand. User orientation provided at the beginning of the year regarding the various facilities, service and resources available in the library. The library provides reprographic service and internet service.

Library is maintaining a Club called Readers Association Club which regularly conducts various activities to promote reading habits between students and faculties. Library has established awards annual best user award for students and faculty to encourage the use of library.

Provided access to E-question banks and E-projects through Microsoft ERP. Updated the digital services subscribing to E-books and two databases such an N-list and INFLIBNET.

Department libraries are also available in the following departments: Mathematics, physics, chemistry, biochemistry, computer science, commerce, psychology journalism mass communication, costume design fashion, clinical nutrition and dietetics, business administration and English to enhance the reading skills of the students. In the Tamil department, a collection of rare books are available.

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: 0.23

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
0.22	0.61	0.72	0.41	4.65

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Quality policy of TACW is on the social empowerment of women through quality education, which enables the **transformation of aspiring young girls into confident women**. For that quality education, IT plays a dominant role in the entire academics, TACW contributes a predominant role for the women's education through IT Policy. TACW focuses on IT policy through various heads, such as

1. To Empower Women's Education
2. To Bridge the Gender Digital Divide
3. To Facilitate Innovation focusing young Women
4. To Ensure Security and Privacy
5. To Promote Sustainability and Equality.

IT Infrastructure

The Information Technology (IT) infrastructure at TACW College is designed to support, enhance, and optimize the delivery of information to all students, faculty, and staff. This policy outlines the principles governing IT usage, security, and resource allocation. TACW ensures that its IT infrastructure is periodically augmented to meet evolving needs. This includes upgrading hardware, software, and network facilities.

Hardware's and software's:

TACW having 365 computers for academic purposes which was controlled by the Cloud servers. There are more than **50 software (open source/ licensed)** are there in our campus and those are the list to be annextured.

Network Facilities:

- TACW benefits from a robust **200 Mbps Internet leased line connection through BSNL** (200MBPS). This high-speed link enables seamless local networking and Wi-Fi connectivity across campus.
- Wi-Fi Access Points are strategically placed throughout the campus, ensuring internet availability for both educational and administrative purposes.
- **Firewalls** (GAJShield GS 240 dc) installed for security of data and networks.

Surveillance:

TACW is having **170 CCTV cameras** and those cameras are purely controlled by a specific team in control rooms.

Cyber Defense and Security:

TACW serves as the National Cyber Defense Resource Centre under National Cyber Safety and Security Standards. Vigilance, regular audits, and proactive measures safeguard against cyber threats.

Laboratory Access:

1. **All departmental laboratories are equipped with Internet access** via LAN switches. This facilitates research, project work, and online learning.
2. The internet facility extends to the library, hostel, and administrative offices.

IT Facilities Upgradation:

1. **Backup is in the form of UPS** for all terminals.
2. **Internet bandwidth** has been enhanced.
3. **Licensed software as well as open-source software** are available.
4. **Visualizer, B/W and coloured printers, photocopiers** are procured
5. **LED TVs & LED display board** are available for Live Streaming of programmes.
6. Campus security & surveillance is strengthened with **CCTVs Cameras**.
7. **Biometric / Face recognition system for attendance** for faculties & students.
8. For prohibition and authentic use of the internet, we have a **security system Firewall.**
9. A language lab with **WORDSWORTH software** has been installed.
10. The **Examination fees payment, end-semester results are all digital.**

Maintenance of IT facilities:

A substantial amount is allocated for the maintenance of the IT Facilities.

Budget allocation:

IT facilities are maintained by the general budget of the Institute as per its requirement.

Impact:

All academic and administrative functionalities are seamlessly executed with the support of IT facilities and its upgraded as and when required.

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: 4.59

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

Response: 365

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:

In the ever-changing realm of education, the incorporation of technology has become essential to offer a dynamic and immersive learning experience. Taking the lead in this educational revolution the college

had established in year 2018 **Audio-Visual Centre** which boasts state-of-the-art infrastructure including advanced video mixing equipment, editing facilities, and cutting-edge hardware and software tailored for the development of e-content.

The essence of this center lies in its unwavering commitment to nurturing innovative teaching methodologies and generating digital content. The backbone of this initiative is the video mixing equipment, which empowers educators to seamlessly integrate visuals and audio, captivating learners in ways that traditional methods cannot match. Through the utilization of high-quality cinematic cameras, professional lighting techniques, and sound recording systems, the center ensures that the content produced not only exemplifies excellence in creation but also facilitates impactful learning experiences.

Audio-Visual Centre

At the heart of the Audio-Visual Centre lies the lecture capturing system, an essential feature in contemporary education that ensures no educational experience is missed. Through the recording and archiving of more than **80 lectures, seminars, and presentations**, this system enables asynchronous learning and offers a valuable resource for future reference. Students can revisit lectures at their own speed in the YouTube channel in which the **e-content are uploading**, enhancing their comprehension of intricate topics and cultivating a culture of continual learning.

Mixing Equipment:

At the center, we have a range of professional-grade mixing equipment that is meticulously chosen to facilitate the production of top-notch audio content. Our collection includes top-of-the-line audio mixer, premium microphones, advanced soundboards, and all the necessary equipment's. This carefully selected mixing equipment ensures that we can deliver optimal sound recording and editing capabilities for diverse projects, such as podcasts, interviews, and lectures.

Editing Facility:

The editing facility at the center functions as the creative nucleus where unprocessed footage is converted into high-quality content for an exceptional visual learning experience. State-of-the-art editing software such as Adobe Premeire Pro, Adobe Photoshop, Adobe Audition, Adobe Illustrator, Adobe InDesign, etc that enables the content creators to incorporate graphics and animated elements that elevate the learning journey to unprecedented levels. The faculty can unleash their creativity, generating content that surpasses the limitations of conventional teaching materials.

Media studies

This innovative setting is the perfect fit for media studies, providing opportunities for hands-on experience in content creation, curation, and distribution. The center acts as a hub for exploring the subtleties of media, giving individuals a chance to improve their skills and recognize the significance of visual communication in education.

Related Hardware and Software:

To facilitate the editing and mixing of video and sound tracks, the Audio Video Center employs a combination of standard **mixing hardware and open source software**. The hardware equipment's such

as **Microphones, DSLR cameras, Light settings and Green mat** for a smooth background settings. The software uses for the e-content creation are Adobe Creative clouds.

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: 32.25

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
224.79	183.52	125.93	168.88	240.91

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

4.4.2

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

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

Response:

The institution had a standard operation procedure for maintenance which reflects its steadfast commitment to implementing structured policies and procedures governing the maintenance and utilization of its physical, academic, and support facilities. Oversight by the Management Committee, comprising esteemed stakeholders such as the Chairman, Advisors, Administrative Officer, and Student Secretary, ensures a **systematic approach** to managing campus resources.

Physical Facilities:

1. Stringent cleaning schedules are meticulously upheld for classrooms and laboratories, guaranteeing a conducive learning environment through **daily maintenance activities**.
2. Sanitation standards remain uncompromised, with dedicated personnel ensuring restroom cleanliness to the highest degree. Compliance with building stability, fire safety, and sanitation regulations is rigorously enforced through the systematic procurement of required licenses.
3. The institution's transport fleet undergoes diligent maintenance, ensuring timely renewals of fitness certificates.
4. Environmental consciousness is demonstrated through initiatives like 'No Vehicle Day', aimed at reducing carbon emissions, while commitments to rainwater harvesting and greenery conservation underscore sustainability efforts.
5. Routine maintenance tasks encompass various areas including infrastructure, electrical systems, plumbing, and pest control, promptly addressing any student-reported issues identified during regular mentor-mentee meetings.

Academic Facilities:

1. The institution's library employs proper preservation techniques, safeguarding resources with methods like storing books alongside neem leaves and naphthalene balls to ensure longevity.
2. Annual stock verifications, meticulous calibration of laboratory equipment, and strict adherence to SOPs guarantee the safety and functionality of academic resources.
3. The institution maintains a proactive stance towards equipment management, promptly replacing damaged or outdated assets to sustain the quality of academic provisions.
4. Robust record-keeping practices are in place to ensure accountability and facilitate efficient inventory management.

Support Facilities:

1. Comprehensive maintenance contracts for essential support systems such as computers and air conditioners ensure their continuous upkeep.
2. Periodic overhauls of equipment like LCD projectors, printers, and ACs sustain optimal functionality, with a focus on integrating energy-efficient upgrades to contribute to sustainability initiatives.
3. The college features a standard ground that includes volleyball and basketball courts for outdoor

sports activities. Additionally, there is an indoor stadium for table tennis, carom, chess and similar events. The sports committee manages the sports complex and its equipment, overseeing the groundsmen and lineman staff responsible for maintenance and repairs. The upkeep of the sports items is efficiently managed through regular monitoring by the required workforce.

Maintenance and Utilization Procedures:

1. Transparent procedures govern the maintenance and utilization of facilities, with repair requests following official channels and subject to scrutiny by administrative authorities before execution.
2. Detailed documentation tracks items taken off-campus for servicing, ensuring transparency and accountability in resource management.
3. The procurement process involves meticulous evaluation of quotations, with newly acquired assets systematically logged for inventory tracking purposes.
4. Facility bookings are managed fairly on a 'First Come First Serve' basis, accommodating both routine academic activities and external events such as elections and examinations.
5. The institution extends its resources beyond its immediate community, facilitating outreach programs and hosting sporting events at various levels to foster engagement and community involvement.

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: 76.03

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
1510	1614	1711	1959	1658

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:

Empowering Rural Women through Comprehensive Career Counselling

Theivanai Ammal College for Women in Villupuram is dedicated to empowering rural women through

comprehensive career counselling and guidance for competitive examinations. The institution's placement cell plays a **pivotal role in students' career development, offering a range of training to enhance employability and entrepreneurial skills.**

Categorizing Students and Tailored Training Programs In the first year of admission, **students are categorized based on their interests**, whether it's Placement, Higher Education, Entrepreneurship, or competitive exams. Tailored orientations and training programs are provided, with a particular focus on final-year UG and PG students.

Skill Development and Competitive Exam Coaching The College has established various skill development, entrepreneurship, career guidance, and competitive exam coaching programs in collaboration with several agencies. Personality development programs cover time management, leadership, goal setting, and student well-being, while skill-based training includes aptitude sessions and hands-on training for computer science and life science students. Competitive examination coaching covers **TNPSC** exams, workshops for **NET/SET** examinations, and coaching for **SSC** exams. Weekly aptitude tests are administered to monitor and support students' development.

Extensive Career Counseling and Placement Programs Extensive career counselling programs include workshops on resume writing, guidance on career opportunities, and preparation sessions for securing placements in multinational corporations. One-to-one interactions and company-specific training sessions are also conducted.

Initiatives for Employability and Entrepreneurship Initiatives to enhance employability among women address unique challenges faced by women in the job market and trains the students to overcome the challenges. The college promotes entrepreneurship awareness among students through workshops, seminars and hands on trainings by Placement Cell, Entrepreneurship Development Cell and Institution Innovation Council.

Workshops, Webinars, and Soft Skill Courses Regular **workshops and webinars cover interview etiquette, self-confidence development, time management, and SWOT analysis, with special inputs for competitive exams, CV and resume writing, and job application procedures**. Collaboration with HR professionals and practical guidance on entrepreneurship is also provided. Value-added and soft skill courses, along with domain-based courses for undergraduate students, aim to develop leadership, communication, and team-building skills.

Collaborations for Career Avenues Collaborating with reputable agencies such as the **District Employment Office in Villupuram, Syasans Career Analytics, Chennai and Hack Wit Techology, Chennai, Akash IAS Academy, Hindustan Unilever Limited, Chennai and Veranda Race Academy** the college ensures the effective delivery of these programs. These partnerships bring in expertise and resources that significantly enhance the quality and reach of the college's initiatives.

Impressive Outcomes In the past five years, the institution's commitment to career guidance and competitive examination coaching has yielded impressive outcomes, with **2364 students securing placement opportunities and 326 students passing various competitive examinations administered by state and central government bodies.**

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: 54.73

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
352	501	517	367	584

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: 7.69

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
84	32	22	150	38

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: 318

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
91	49	30	67	81

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 Student Council

The College Student Council at Theivanai Ammal College for Women (Autonomous), Villupuram, **comprises elected chairpersons, vice-chairpersons, and departmental office bearers.** It plays a pivotal role in academic and administrative affairs, promoting knowledge acquisition and student representation. As the voice of the student body, the council advocates for student needs, influencing policy and campus life positively.

The activities of the College Student Council are diverse and impactful. They include the inauguration of the Student Council, organizing fine arts programs, sports meets, outreach activities, charity contributions, and the celebration of national events and festivals. Through these endeavours, students are actively involved in shaping the campus culture and contributing to the broader community.

Student representatives also play a **crucial role in academic and administrative bodies** within the institution. They participate in curriculum development processes, providing valuable perspectives to the **Board of Studies, Academic Council and IQAC**. In addition to the statuary bodies students are also members in **Antiragging cell, internal compliance committee and student's grievance cell.**

The student council members are also responsible for maintaining discipline on campus. They monitor student punctuality, manage latecomers, and enforce rules regarding the use of mobile phones. Moreover, they collaborate with the college administration to ensure a conducive learning environment for all students.

In the realm of celebrations and fine arts, the council **takes a lead role in organizing various programs and cultural events**. They encourage student participation in performing arts and facilitate cultural

exchanges through inter-departmental and inter-collegiate events.

Beyond campus borders, the College Student Council is deeply engaged in **community service and outreach activities.** They contribute to various social causes, including **donations to old age homes, orphanages, and schools for the differently-abled.** Furthermore, they organize awareness programs on environmental issues, women empowerment, health, and safety, demonstrating a commitment to social responsibility. Additionally, through department associations it conducts various academic events and activities, such as report writing, paper presentations, quizzes, dramas, and skill-building exercises like database and blog creation.

The college also boasts an active band troop, consisting of student musicians, which performs during special events and offers vocational courses in band music. Additionally, forums like the **Students Open Forum, Study Circle, and Students Corner provide platforms for discussions, presentations, and skill development opportunities.** The Department of **Physical Education promotes sports and fitness on campus.** The sports secretary and her team organize events like the annual sports day, where students showcase talents and bring honour to the institution.

The college promotes **civic responsibility by allowing students to elect their leaders democratically**. Each year, departments nominate candidates for the College Student Council chairperson and vice-chairperson. After rigorous scrutiny by senior teachers, three final candidates are presented to the students for campaigning. On the day of election students cast their votes to select the leaders for the upcoming academic year.

The College Student Council fosters holistic development, student representation, and community engagement, making a significant impact on and off campus.

https://www.tacw.in/uploaded_files/SSR4C-5-3-2-STUDENT-COUNCIL-IMAGE.pdf

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: 50.05

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
8.3025	5.665	6.645	8.6067	20.82959

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:

Alumnae Engagement in Institutional Development

The institution has a **registered alumnae association in the name of alumnae association of Theivanai Ammal College for Women with the Registration No. 2/2022** and it is committed to empowering its members and fostering a supportive community conducive to networking, professional growth, and lifelong learning.

Activities of Alumnae Associations:

1. **Networking Events:** Organizing career fairs and industry-specific meetups to facilitate connections among alumnae.
2. **Mentorship Programs:** Pairing alumnae with current students or recent graduates for mentorship in various aspects of personal and professional development.
3. **Educational Workshops:** Hosting workshops, webinars, and seminars on topics such as leadership development, financial planning, and entrepreneurship.
4. **Recognition of Achievements:** Acknowledging outstanding contributions of alumnae through awards and honours ceremonies.
5. **Social Gatherings:** Arranging reunions, alumni weekends, and cultural events to foster a sense of belonging and camaraderie.
6. **Resource Provision:** Offering job boards, career counseling, and skill-building sessions to support alumnae in their career advancement.
7. **Fundraising Initiatives:** Organizing campaigns and events to support scholarships, grants, and other student-centered initiatives.

Annual Alumnae Meet: The annual alumnae reunion reconnects former students with their alma mater, enhancing relationships and providing opportunities for professional networking. **Each year, around 400 alumnae return to campus for this event**. Additionally, alumnae **frequently visit the college on other occasions to share their successes, achievements, and experiences, seeking guidance and contributing to the college community.**

As per the government guideline the college regularly organizes Alumnae General Body Meetings to discuss new ideas and upcoming agendas of the association.

Alumni Engagement for Academic and Career Advancement

Alumni actively engage in one-on-one sessions, group discussions, and specialized workshops to guide present students in various aspects of career development.

- **Contribution to Curriculum Development**: Alumni, as members of the Board of Studies, provide invaluable insights from their industry experience. Their input ensures syllabi align with societal and industry standards, enhancing graduate readiness for the evolving professional landscape. They also contribute to the welfare of the college and its new initiative by being the member of IQAC Cell.
- **Career Counseling:** Drawing from their experiences, alumni provide insights into industry trends, skill development, and career progression strategies.
- **Entrepreneurship Enhancement:** Alumni share entrepreneurial journeys, offer mentorship, and provide practical advice on starting and managing businesses through workshops and networking events.
- **Competitive Examinations Coaching:** Alumni conduct specialized coaching sessions, offering tips, study materials, and strategies for competitive exams.
- **Placement Opportunities:** Leveraging their networks, alumni bring job opportunities to campus through recruitment drives, facilitating internships, job placements, and industry exposure.
- **Recruitment Insights:** Alumni in HR or recruitment positions educate students on resume writing, interview preparation, and soft skills development to enhance their employability

Promotion of Institutional Events: The alumnae association promotes institutional events through diverse channels, encouraging participation and sharing success stories to inspire current students. Panels and workshops featuring alumnae insights enhance engagement.

Institutional Social Responsibility (ISR) Initiatives: Alumnae contribute as mentors, offering guidance, support, and scholarships. They also aid infrastructural development, improving educational facilities

`https://www.tacw.in/uploaded_files/SSR4C-5-4-2-Alumnae-Image.pdf`

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:

The governance structure and leadership practices of the college are intricately aligned with its vision and mission. Strategic decisions and operational frameworks uphold and advance these principles. The institution demonstrates **proactive implementation of national educational policies, integrating mandates and guidelines seamlessly into its academic and administrative frameworks.**

Vision

To empower rural women through quality education for the purpose of serving the humanity with social responsibility and leadership commitment.

Mission

To empower young women from rural areas with emphasis on academic excellence and holistic development to face the challenges of life with courage and commitment, to be builders of a humane and just society with value orientation and to contribute to the process of nation building.

All strategic decisions and operational frameworks are designed to uphold and advance the institution's core values and objectives as outlined in its vision and mission statement.

NEP Implementation: The college proactively implements the National Education Policy (NEP), with the principal attending a national workshop and faculty receiving orientation. Initiatives include **multidisciplinary courses, blended learning, Outcome-Based Education (OBE), student registrations in MOOCs, and industry-institute linkages**. The institution created 748 ABC IDs, signed 33 MoUs with industries, and calculated course attainment for final year students.

Sustained Institutional Growth: Prudent resource management, innovative program development, and strategic partnerships drive sustained growth. Academic offerings, infrastructural capabilities, and research endeavors continually expand, enhancing the institution's impact. **New leadership position** has been created for the growth of the institution such as exclusive Placement officer, IIC co-ordinator, IPR co-ordinator, standard club co-ordinator was established.

Decentralization: The organizational hierarchy is decentralized across different levels, includes the Principal, Vice Principal, Controller of Examinations, Dean of Academics, Dean of Research, and Dean of Students, to facilitate effective planning, implementation, and outcomes. Various units conduct meetings to discuss the implementation of new practices, adhering to schedules or as needed. **Decision-**

making authority is delegated across departments and faculties, fostering collaboration, accountability, and agility. This decentralized approach enables swift responses to challenges and opportunities, promoting inclusivity and ownership among stakeholders.

Participative Management: Active participation in governance fosters inclusivity and ownership among stakeholders. Forums like governing bodies and academic councils ensure diverse perspectives in decision-making processes, promoting transparency and inclusivity. Preparation of an academic calendar, budget and introduction of new programmes ensure inclusivity, transparency and ownership.

Integration of Indian Knowledge System: The institution has created a **balanced and enriched learning environment** by integrating Indian language and culture courses into the curriculum like Tamil Mozhi Varalaru, Tamil Ilakkiya Varalaru, Kappiyangal, Tamilaga Varalarum Panpadum, Sanga Ilakkiyam, Nattupuraviyal and Yoga, Karate under value added courses.

The institutional strategic plan has been restructured in consultation with the expertise of the Board of Studies (BoS) and Academic Council, incorporating the National Education Policy (NEP). Aligned with NEP 2020, the college **vision and mission aim to provide holistic, multidisciplinary education, foster research and innovation, ensure social inclusion, promote collaboration, and emphasize ethical values and character development.** The goal is to transform the education system and produce graduates equipped to address 21st-century challenges. In the future, the institution plans to introduce a four-year honors program in accordance with government norms. Through these initiatives, the institution upholds its commitment to excellence, innovation, and inclusivity, positioning itself as a leader in the educational landscape.

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:

Theivanai Ammal College for Women is structured around a network of institutional bodies that work together to ensure cohesive governance and effective decision-making. Central to its organization are various committees, each playing a vital role in driving the college forward.

1. Policies

Organizational Framework and Policies: The College operates within a well-defined organizational framework, meticulously structured to guide future strategies and **comprehensive policy formulation with 48 policies fulfilling seven key areas**, ensuring efficient, outcome-driven operations and overall development of the institution. The policies are regularly reviewed and updated to align with the evolving educational landscape and regulatory requirements. The **policies are made visible by displaying them on the college website.**

2. Administrative Setup

Governance Structure: Comprising both statutory and non-statutory bodies, the structure operates in strict compliance with **governmental, UGC, affiliating university, and internal regulations.** Notable components include the **Board of Management, Governing Body, Academic Council, Board of Studies, College Development Council, Principal, IQAC, and Deans** overseeing various domains such as Academic, Research, and Student Affairs, along with an Exclusive Placement Coordinator.

Strategic Planning: A meticulously crafted **five-year strategic plan, encompassing short and long-term objectives,** serves as a roadmap for institutional growth and development. Through collaborative efforts and dedicated implementation, the college aspires to achieve its vision of empowering women through quality education and holistic development.

E-Governance Practices: Since 2016, the institution has **embraced e-governance practices with Master soft ERP,** facilitating online admissions, faculty recruitment processes, and examinations. Communication regarding important circulars and announcements is streamlined through official e-mail, Microsoft Teams, and WhatsApp groups, ensuring timely dissemination of information.

Transparency and Decentralization: Emphasizing transparency, **the college prominently displays its organizational structure and organogram on its portal**. Decentralization of institutional governance fosters effective decision-making processes, allowing for swift adaptation to changing circumstances.

3. Appointment, Service Rules and Procedures

Faculty Appointment: Faculty appointments adhere strictly to **UGC regulations, university, and Governing Body norms.** A systematic procedure is followed for the appointment of its employees involving the steps like advertisement in newspaper, application process, and interview by the experts and the final selection.

Orientation and Training: Faculty and staff undergo comprehensive orientation sessions at the beginning of each academic year, acquainting them with institutional rules and regulations. Regular training sessions, conducted through various platforms including **Learning Management Systems (LMS) and Faculty Development Programs (FDPs),** ensure continuous professional development. Workshops focusing on Outcome-Based Education (OBE), quality improvement in teaching, learning, and administration are conducted regularly.

Specialized Training: Administrative staff receives specialized training in academic administration and information technology usage, enhancing their efficiency and effectiveness.

The institution remains committed to **environmental sustainability**, maintaining an eco-friendly and green campus conducive to learning and well-being. Through these structured initiatives, the college

ensures efficient operations, fosters continuous improvement, and upholds its commitment to excellence.

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:

A. Performance Appraisal System

The college maintains a **well-defined performance-appraisal system** and well-defined criteria for promotion and professional development. Based on the performance appraisal score, the teachers' promotion is stipulated as per the college regulations. The Principal collects the appraisal form at the end of every month along with the supporting documents, which is verified and consolidated in a year by the IQAC. Based on the recommendations of the **Principal, the faculty recommended for incentive / increment / promotion**.

B. Effective welfare measures for teaching and non-teaching staff

Along with the professional competency skill development, the college provides welfare measures and providing avenues for career development and progression, organizations can create a supportive and nurturing environment where both **teaching and non-teaching staff** can thrive and contribute effectively to the institution's success.

Statutory Measures for Teaching and Non-Teaching staff

I. Teaching Faculty

- Provident Fund
- Group Insurance Scheme
- State Life Insurance Scheme
- Future General Health Insurance Policy
- 12 CL in a year
- Earned Leave (EL)
- Maternity Leave for three months with salary
- National Pension Scheme
- Medical Leave (ML)
- CCL on extra working days
- OD for attending conference / seminar/

2. Financial Assistance

- Festival advance/allowance
- Financial support for attending Conferences/Workshops.
- Seed money for presenting papers in conferences.
- Financial support for research publications
- Financial support for receiving awards and memberships
- Salary on maternity leave
- Paid vacation
- Financial support for attending global immersion programme
- COVID/Pandemic Relief fund to the affected individuals.
- Incentives on extra working days
- Gold coin for successful completion of Ph.D

3. Other facilities

- Free access to ICT facilities and library facilities of the college
- Free access to e-Studio for making quality e-content
- Free transportation
- Free hostel accommodation
- Day-Care Centre
- Divyangan-friendly Campus
- Officers Quarters
- Guest House
- Subsidized Canteen/Cafeteria
- Fully Wi-fi covered Campus
- Sports and recreational facilities
- Security Wing

II. Non-Teaching Staff

- Provident Fund
- Group Insurance Scheme
- State Life Insurance Scheme
- Future General Health Insurance Policy
- 15 CL in a year
- Earned Leave (EL)
- CCL on extra working days
- Free Medical Camps/Check-ups/ Vaccination
- Food at free of cost for Security, Gardeners, Electricians and attenders

C: Avenues for Career Development / Progression

The college supports the faculty for career development and progression which includes **participation in Workshops, Seminars and Conferences** and submission of research grant proposals to various government and non-government funding agencies. They also motivated to apply for awards on research and academic, encourages to take part as Guest

They also encouraged for incentive / increment for qualification improvement, promotion and additional responsibility and provide OD to attend FDP/PDP.

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: 57.83

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
69	69	60	68	59

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: 100

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
109	111	115	116	111

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:

TACW is a private institution tuition fees are a primary source of income; other than tuition fee the following are various ways of generation fund. . Apart from that fund for research, development and maintenance of infrastructure is obtained through **various projects supported by the Government and Non-Government organizations.** The college follows the **stringent procedure for mobilization of funds and utilization of resources through finance committee** with proper planning and budgetary in the beginning of the financial year for prospective growth of the institution, welfare of the student and staff. During the month of February every year, the departments, cells, clubs are asked to submit their department budget to Principal. Principal in turn consolidate the budget and presents to the management. **Financial audit is conducted every year by chartered accountant to verify the compliance.** After the completion of the programme the audited statement will be submitted to the funding agency within the stipulated time.

Generation of Funds:

1. The government agencies like **TNSCST, DST** provides fund for research projects and purchase of equipment..

2. The government agencies like **TNSCST, NAAC, ICMR, ICSSR and NCW** provide fundings for organising seminars, workshops, training programmes, faculty development programmes,   etc

3. **Non Government funds** provided by Well Wishers for creation of Endowment prize.

4. Government funds for the conduct of Competitive Examinations.

5. The college raises funds through **value added course fee.**

6. The college also receives fundings in forms of various kinds of sponsorships provided by **non-government bodies,like alumni, philanthropist and other well- wishers..**

7. **Faculty members contribute** amount for study of needy and economicaaly deprived students through faculty development cell.

8. **Industrial grants** for faculty research projects

Utilization of Funds:

The funds will be **allocated for the expenses, conduct of events, purchase of chemicals & equipments, conduct of examination**. The Principal will be the sole responsible person in approving the specific budget of events, purchase. The funds will be utilized only for the allotted purpose. Also the bills are verified and scrutinized at three levels (Principal, Finance Section and Finance Officers). **All the funds are maintained in a nationalized bank with the secretary as the signing authority.** The financial assistance from government and non government agencies and other funds related to the college are maintained in the name of the institution in a nationalized bank.

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: 23.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.96	5.62	4.45	4.58	4.24

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The College operates with a healthy system of **Internal and External Audits, ensuring accuracy and efficiency in financial transactions**.

1.Internal Financial Audit

The internal audit system assesses and monitors the **financial governance and utilization of financial resources at institutional level** according to the college audit policy.

The internal audit is conducted for Laboratory maintenance, Library Stock, Budgetary Allocation, Utilization, Purchase and Transport.

- The Internal Auditing Team, comprising the **Principal, Finance Manager and IQAC Co-coordinator,** meticulously assesses the records/ documents maintained in the department, fostering financial transparency and accountability within departments, and finding the areas for enhancement.
- **Two internal audits** are conducted every six month once.
- **Annual budget is prepared by the college** and allocates the budget for each and every activity according to the need.
- The Audit Team conducts Internal Audits of Science departments, Library Stock verification and purchase of stationeries e**nsuring accuracy and transparency** in financial records related to laboratory expenditures, optimizing fund utilization.
- All purchases are monitored by the Internal Purchase Committee, following laid-out norms, overseen by the Finance Manager, e**nsuring integrity and value for money without malpractice.**

- The team also ensures the **effective utilization of resources generated externally**.
- The Transport Manager ensures efficient maintenance of vehicles, monitors fuel costs, and oversees daily operations, ensuring safe and reliable transportation for students and staff.

2. External Financial Audit

- College management / Governing Body had appointed a **statutory auditor to conduct external audit**.
- A dedicated team, including a **Finance Manager meticulously maintains accounts**, adhering to required standards.
- Each financial year, all financial records undergo scrutiny by a statutory auditor.
- In adherence to **income tax rules and regulations** auditing is done.
- **Quarterly TDS compliance** is also done.
- Based on the report provided by the auditor, finance officer prepares and **submit the IT returns** of the institution.

Transparency and accountability are paramount in all financial transactions, purchases, and transport facilities, fostering stakeholder trust and enabling seamless institutional functioning.

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:

The institution supported by effective IQAC for quality assurance strategies and process by **constantly reviewing the teaching – learning process, structures and methodologies of operations and learning – outcomes at periodic intervals.**

IQAC conducts regular review meetings and recommends standard operating procedure for the improvement of the quality of the institution. IQAC also reviews the teaching and learning methodologies and conducts FDP sessions to improve the quality in teaching and learning.

1: **Academic and Administrative Audit (AAA)**
To maintain high standards of academic and administrative excellence, the college conducts **regular academic and administrative audits led by internal members and external experts.** The academic audit involves a thorough review of programs, curriculum design, teaching pedagogy, and assessment practices. It systematically analyzes curriculum effectiveness, student learning outcomes, faculty qualifications, and student feedback to identify strengths and areas for improvement.

Simultaneously, the **administrative audit assesses the efficiency and effectiveness of the administrative processes**, systems, and support services followed in the institution. The following areas are examined such as admissions, student services, financial management, facilities management, and human resources to ensure optimal functioning and resource utilization. By identifying the areas of improvement, streamlining workflows, and implementing best practices.The findings and recommendations from both the **academic and administrative audits helps to re-define the strategic planning and decision-making processes.** The institution prioritizes continuous improvement initiatives aimed at enhancing the quality of education, optimizing resource allocation, and fostering a culture of innovation and excellence.

 2: **Enhancing Faculty Quality through Participatory Learning** TACW recognizes participatory learning is not only a means of professional development but also a mindset that cultivates a community of lifelong learners. By empowering faculty to participate in their learning journeys, the institution ensures they remain motivated and equipped to deliver high-quality education that meets the evolving needs of students and society. The institution provides a conducive research environment with well-equipped laboratories, a digital lab, a comprehensive collection of research books and journals, and state-of-the-art ICT tools.

Funding from organizations such as **DST, ICSSR, TNSCST**, and various non-governmental agencies has enabled the establishment of facilities like the **DST-FIST Instrumentation Center** and advanced computer labs with high-end software. The library offers an extensive collection of research-focused books, journals, and periodicals to enhance faculty research knowledge, along with electronic resources like **N-LIST, INFLIBNET, NPTEL, and e-Sodhganga**.

Collaborative research efforts are promoted through **thirty MoUs signed with governmental and non-governmental organizations.** The Institution has been registered with the Institution Innovation Council and Entrepreneurship Development Institute of India to enhance knowledge transfer opportunities for faculty members.

In addition, the institution provides opportunities for **faculty to engage in interdisciplinary collaboration and professional development activities.** Through cross-departmental projects, joint research endeavors, and interdisciplinary workshops, FDP, online courses etc., faculties gain exposure to diverse perspectives and innovative approaches, enriching their

teaching practices and expanding their professional networks.

In the realm of research, numerous workshops, seminars, and conferences on topics such as **IPR, start-ups, and entrepreneurship** have been organized over the last five years, empowering teachers with knowledge on innovation and creativity.

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:

The **IQAC ensures thorough review of curriculum, teaching learning methods, and academic/non-academic activities throughout the year.** Feedback from stakeholders is collected and analyzed. Findings and suggestions are forwarded for action.These evaluations are facilitated through the IQAC, established in accordance to the college guidelines and standard operating procedure, and functions, aiming for continuous improvement.

Review 1.
Blended Learning/Flipped Classes
Initially, the college embraced conventional teaching methodologies, such as lecture-based instruction, group discussions, laboratory experiments, and projects, which laid the foundation for students; knowledge acquisition and critical thinking skills. However, acknowledging the evolving educational landscape, the institution transitioned towards **participatory learning** approaches. This shift involved **actively engaging students in experiential learning activities like internships, case studies, field visits, simulations, and industry/community research projects.** Integration with industry and service learning initiatives further enriched students; practical skills and real-world applicability, aligning with program-specific outcomes.

Currently, the college is pioneering the exploration of emerging teaching methodologies mandated by regulatory bodies like UGC. A blended learning approach has been adopted, encompassing blended face-to-face and **online classes, blended MOOCs Courses, and flipped classrooms.**

The institution actively fosters innovative **ICT pedagogies, prioritizing student-centric methods** to facilitate enhanced interactive learning experiences conducive to the development of higher-order thinking skills. The **ITLE platform** serves as a cornerstone for blended learning, offering dynamic and

interactive features.

In the flipped classroom model, IQAC had procedure to review the teaching learning and conduct FDP to orient and improve the performance of the faculty member. **IQAC reviews the lesson plan format as per the flipped / blended learning and the process of delivery.**

The colleges transition from conventional to emerging teaching methodologies signifies a commitment to adaptability, innovation, and student-centred learning. By embracing blended
learning approaches and leveraging ICT tools effectively, the institution endeavours to cultivate a dynamic educational ecosystem conducive to academic excellence and holistic development.

Review 2.
Outcome-Based Education (OBE)
The college has implemented OBE to encourage graduates; employability by revamping the curriculum according to a learning outcomes-based framework and enhancing academic resources and learning environments. **Faculty received training on LOCF and OBE from external experts, supplemented by awareness programs for students prior to assessment inclusion.**

Curriculum development aligns with these outcomes, integrating suitable instructional strategies and assessments. Continuous assessment tracks student progress, with feedback informing curriculum adjustments for ongoing enhancement.

Regular assessments, both CIA and ESE, determine student achievement against these objectives. OBE was implemented for the 2020-2023 batch, with **attainment calculated for final year undergraduate and postgraduate students in April 2023.** Target adjustments are made in accordance with attainment analysis to continuously refine program outcomes and ensure graduates; readiness for the evolving job market.

IQAC takes meticulous effort in monitoring the teaching learning process by devising the methodology like **flipped learning, OBE etc.**, through this effort the students' knowledge level is improved and same was reflected during placement process. The student's intellectual level was improved a lot compared to the past which was witnessed by **publications and participation in conference, journal publication, patent publication and placement achievements.**

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:

Theivanai Ammal College for Women consistently pursues its mission to foster gender-inclusive practices, service and a compassionate vision for socially and economically marginalized communities. This commitment is exemplified through excellence and a secure work environment for support staff and students.

Gender Equity Initiatives: The College has Prioritized gender equity through the implementation of targeted initiatives:

Gender Issues Addressed in Curriculum

Curriculum of all programmes are designed to provide weightage to gender sensitization. Twenty courses such as Globalization and Values in Family life,Family Life Education,Human Rights,Consumer Protection,Women and Education,Women's Rights,Domestic Violence Against Women,Women And Health,Introduction to Feminism,Women's Life Writing,Women's Health, Nutrition & Disorders,Human Physiology,Reproductive Biology And Disorders,Nutrition Through Life Cycle,Community Nutrition,Leadership Skills,Women Entrepreneurship and Cyber Security etc

Co-Curricular Gender Initiatives: The College organized more than 100 programs to promote gender equity, including awareness sessions on menstrual health and hygiene, the benefits of yoga, self-defense techniques, wellness camps, and regular health check-ups. The Student Induction Programmes include sessions on gender awareness, safety and security protocols, anti-ragging, and anti-sexual harassment

Facilities for Women in the Campus

- Safety and Security
- 24x7 170 CCTV surveillance cameras are installed and security personnel are placed at the gates.
- Fire extinguishers in every building and laboratory.
- Hostel facilities for girls are provided with security personnel within the campus
- 24x7 Medical facilities
- Police assistance is active through Kavalan SOS mobile application.
- Pandemic protocols are strictly followed by the college. Audio recordings are played through public address system, Safety manuals and instructions are also displayed on LED digital boards.
- Grievance boxes in common areas.
- Exclusive Parking shed for vehicles for both two wheelers and four wheelers.

The following association ensure safety and security within the campus.

- Students Affairs Committee
- Anti Ragging Committee
- Grievance and Redressal Committee
- Internal Compliance committee
- Regular assembly with prayer, hymn, and thought for the day, encourages students to be morally responsible.
- Common Counselling through a Counselling Psychologist, Internal Department Counselling through mentor mentee interaction and Career Counselling.
- Regular contact and interactions with parents through the Parent-Teacher Association to focus on the welfare of the students.
- The campus has a beautiful Temple which gives inner peace to students and faculty
- The college provides assistance for students applying for the Pudumai Pen scholarship
- College provides free food and accommodation for NCC students during the camp period
- An Incinerator for safe disposal of sanitary napkins are available.

Common Rooms

- Sick rooms and restrooms fully furnished with necessary amenities.
- Day-care center for children of working mothers allowing their kids to be in a safe environment

Any other relevant information

- Separate restrooms for women faculty, Students, and Men Faculty.
- Disabled-friendly washrooms, ramps, and pedestrian-friendly pathways are laid within the campus.
- A Gymnasium for exercise and fitness is available for staff and students.
- The College canteen provides healthy food at a subsidized rate.
- A multi-purpose playground is available in the campus
- The college is situated in the prime area of the viillupuram city, making it accessible for transport, health care, banks, and post office.

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: A. Any 4 or more 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:

Theivanai Ammal College for Women (Autonomous), Villupuram has been adopting innovative measures in maintaining a Zero-Waste Campus. Sustainable steps are taken to maximize recycling, minimize waste, reduce consumption and encourage the use of products that can be reused, repaired, or recycled, thereby minimizing environmental pollution

Solid waste management

- **Dustbins are placed** in all the classrooms, Staff rooms and the corridors. Separate bins for collecting and storing biodegradable and non-biodegradable solid waste are placed in the required places. Color- coded, labeled bins are used to segregate dry and wet waste in the labs, cafeteria and lawns**.** For the disposal of solid waste, College has signed MoU with Wow Company, Chennai and Tamizh plastic industry, Villupuram
- **Vermicomposting** unit processes Kitchen waste, wet and garden waste to produce vermicompost, which is then utilized in the College gardens. This practice minimizes the reliance on harmful chemical fertilizers, promoting eco-friendly maintenance of the College's lush, green gardens and

campus.

- Mushroom have been cultivated using agro waste in our college premises and distributed to undernourished individuals and those in need as a conventional protein source. The importance of this initiative is explained to college students and nearby villages in Villupuram district through PG service learning to enhance women's empowerment.
- A sanitary napkin incinerator has been installed in the women's toilets and hostel to ensure hygienic disposal, thereby reducing health risks for female students.

Liquid waste management

- Sewage water from the restroom, canteen, and hostel can be directed to the septic tank. The treated water from the sewage treatment plant (STP) is effectively utilized for watering trees and plants
- Liquid wastes are directed towards collection drains in the rear side of the college building.
- Chemicals are properly diluted with 1-10% solution of bleach and the same are disposal.

Biomedical waste management

- The college has not generated any Bio medical waste. If it is available, it will be disposed as per guidelines.
- All broken laboratory glassware and used filter papers are collected separately and disposed as per regulations
- Microbial cultures and gels are sterilized and decontaminated in an autoclave before being disposed of by burial in the soil.

E-Waste Management

- All E-wastes such as computer, its accessories and all electronic wastes are collected and discard through the authorized vendor to ensure no hazard is made to the environment.
- Lower end personal computers hardware components are used for practical demonstrations

Waste recycling system

- Biodegradable waste on the campus is recycled through vermicomposting.
- The STP treated water is efficiently used to water for gardening the trees and plants.
- Conducting awareness and orientation programs for students on reducing the use of plastic in the campus

Hazardous Chemicals and Radioactive Waste Management

- Diluted acids are used in chemistry laboratories and are discharged. When it is necessary to use a strong acid or base, it is neutralized before discharge. Hazardous waste is not produced in the campus
- Expired chemicals are returned to the suppliers for disposal and Fire extinguishers are placed in or just outside laboratories
- Exhaust fans are used for managing the noxious fumes, vapors and dust in the Chemistry and Biochemistry lab.

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

Theivanai Ammal College for Women has embraced major green initiatives that exemplify a commitment to sustainability and environmental responsibility. The Green Policy offers a broad

framework and a set of guidelines for protecting the campus natural resources and is applicable to all students and staff. Environmental Studies paper is offered as a Part IV course to undergraduate students, educates them on ecology.

Restricted entry of automobiles

- Limiting vehicle access to designated areas helps to reduce carbon emissions, and noise pollution on campus, creating a safer and more pedestrian-friendly environment.
- Controlled parking zones encourage the use of alternative transportation methods such as bicycles and public transport, further reducing the campus's carbon

Use of Bicycles/ Battery powered vehicles,

Dedicated bicycle lanes and convenient access to public transportation options encourage sustainable commuting practices and reduce reliance on private vehicles. A battery powered buggy is used for internal transportation within the campus. The college also conducts Bicycles Day to promote pollution free day.

Pedestrian-Friendly Pathway:

Well-designed pedestrian pathways and walkways enhance safety and convenience for pedestrians and restricts the entry of vehicles**.** The pathways are adorned with lush green shady trees and are meticulously maintained.

Plastic-Free Campus:

- A strict ban on single-use plastics across campus facilities promotes environmental conservation and encourages the use of reusable alternatives, fostering a culture of sustainability among the campus community. Single-use plastics are avoided in classrooms, labs and canteen. Students are encouraged to use metal water bottles and stainless steel lunch boxes to minimize environmental hazards.
- The college organizes awareness programs through its environmental club to maintain a plastic-free campus. Additionally, it encourages innovative green practices such as organic farming, mushroom cultivation, herbal gardens, and vermicomposting.

Landscaping with trees and plants

The campus of Theivanai Ammal college for Women's is full of vibrant and beautiful trees**.**

Herbal Garden:

. The college campus features approximately more than 700 plants, including herbs, shrubs, and large shady trees, creating a pollutant-free environment with lush lawns. The greenery enhances the learning environment for students and provides a pleasant workspace for faculty. The campus actively promotes the cultivation of trees and plants such as Mango, Jamun, Jackfruit, Gulmohar, Neem, Ashoka, Bakul, Sacred Fig, Tulsi, Indian Cork Tree, Custard Apple,lemon, Alexandrian Laurel, Ixora, Breadfruit, Sapodilla, and Silver Oak etc.

The college actively participates in initiatives like Swachh Bharat Abhiyan and plantation drives through its environmental club and NSS. Additionally, there is a dedicated herbal garden on campus that supports interdisciplinary research.

Maintenance of the environment and plantations is ensured by a dedicated team of gardeners. They clean the surroundings daily, trim the lawns every 15 days, and manage water usage efficiently with sprinkler systems and drip irrigation to minimize water wastage and electricity consumption.

Butterfly Garden: The addition of a butterfly garden enhances biodiversity on campus, providing habitat for butterflies and other pollinators. The varieties such as Common Indian Skipper, Indian red admiral, common grass yellow, Lime butterfly, Dingy bush brown, Common crow etc.

Paperless Office:

Initiatives to minimize paper use and promote digital documentation and communication contribute to reducing paper waste and environmental impact. All the student and faculty details are maintained in software, reducing paper usage and the information is communicated within the college through ERP.

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:

The institution is committed to creating a disabled-friendly and barrier-free environment, ensuring accessibility and inclusivity for all students, faculty, and visitors. 50% of Reduced Tuition fees for Divyangjan students to make education more affordable.

The comprehensive efforts to achieve this goal include:

Built Environment with Ramps/Lifts:

All buildings on campus are equipped with ramps and lifts to provide easy access to classrooms and

other facilities for individuals with mobility impairments. These features ensure that everyone can navigate the campus with ease and independence.

Divyangjan-Friendly Washrooms:

Washrooms are specifically designed to be accessible and convenient for Divyangjan (persons with disabilities). These washrooms are equipped with features such as grab bars, wider doors, and lower sinks to cater to the needs of individuals with various disabilities.

Accessible Design*:*

- Wide Doorways: The doorways are designed to be wide enough to accommodate wheelchairs, ensuring easy entry and exit.
- Spacious Interiors: The interiors are spacious to allow for easy maneuverability of wheel chairs and other mobility aids.
- Grab Bars: Strategically placed grab bars provide support and stability, helping users to safely transfer from their wheelchairs to the toilet and vice versa.

Signage and Way finding:

The campus is equipped with comprehensive signage that includes tactile paths, well-lit areas, display boards, and signposts to assist individuals with visual impairments. These features help in easy navigation and ensure that all necessary information is accessible to everyone.

Assistive Technology and Facilities:

The institution provides a range of assistive technologies to support Divyangjan. This includes:

- *Braille Software*: Software that converts text into braille, allowing students to read and study using braille displays or printers.
- *Mechanized Equipment*: Tools and devices designed to aid in learning and communication for students with various disabilities.
- Extra 30 minutes is provided for Divyangjan candidates who write the examination with the assistance of the scribes. Support staff and fellow students willingly help and assist the students with disabilities to reach their destination.
- In particular, the parents of differently-abled students are permitted to drop and pick-up their wards at the proximity of their classrooms, allocated in the ground floor for their ease and convenience.

Provision for Enquiry and Information:

The campus offers various forms of human assistance to ensure that individuals with disabilities have access to all necessary information and support. This includes

- Readers and Scribes: Assistance is provided for students who need help with reading or writing, ensuring they can effectively engage with their coursework.
- Soft Copies of Reading Material: Digital versions of reading materials are made available to support students who use screen-reading software.

- Screen Reading: Advanced screen-reading technologies are used to facilitate the access of digital content for visually impaired students

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

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

Response:

The institution has implemented a comprehensive set of efforts and initiatives aimed at fostering an inclusive environment that promotes tolerance and harmony across cultural, regional, linguistic, communal, socio-economic, and other diversities. These initiatives include:

Tolerance and Harmony towards culture and regional diversities

- The reservation system of the Government of Tamil Nadu is strictly followed in admitting students from all communities and backgrounds.
- Regular assemblies include a prayer, hymn ,news and thought for the day, with readings from the Bible, Bhagavad Gita and Quran on every Tuesday, encouraging students to be morally and spiritually responsible.
- College provides space for students and faculty to follow their own religious / spiritual beliefs such as providing place and time for prayer to Muslims and allowing religion-oriented garments
- College choir sings on all cultural and religious events.
- College student council celebrates Deepavali, Pongal, Christmas Ramjan, Bakridh & New Year celebration, Onam, **Ayudha Pooja** and Holi
- Event organizing committee also conducts various competitions like Webinars, quizzes, and competitions on culture diversity and multilingualism
- Exhibitions on art, food and photography are held at regular basis showcasing the cultural diversity of India.
- Mother Tongue Day Organized by the Department of Tamil honors linguistic diversity
- Elective courses and projects are offered that the Tamil and English department students encourage to do their research and engaged with the various cultural, linguistic, and communal contexts, broadening their perspectives and fostering a deeper understanding of diversity. In addition to add-on certificate course such as Music and Western Dance belonging to various cultures
- Faculty members are encouraged to purchase ethnic khadi sarees, such as Kanchipuram, Chettinad Cotton, Madurai Sungudi, Puducherry Cotton and Dindigul Cotton Sarees from saree weavers through govt co-optex shops. The college provides platforms for these weavers to set up

stalls in the festival occasions, aiding their livelihood

Linguistics

- The Language departments organize programs to enhance language skills in various languages like English. Tamil, Hindi and French
- British English Council (BEC) course, Certificate course in spoken English and Hindi are offered to improve language proficiency for students.

Socio-Economic

- The college assists needy students by covering their fees to help them integrate into society and lead normal lives including bus and hostel fees
- College played a crucial role during the COVID-19 crisis, donating Rs. 50 lakhs to the Chief Minister's Relief Fund and promoting responsible behavior through various initiatives and also contributed Rs. 1 lakh to the municipality for sketching of wall paintings in Villupuram bus stand and book fair.
- The college student council donated essential items like steel almirah, fridges, tables and chairs.
- Under the Unnat Bharat Abhiyan scheme, the college adopted nine villages, providing support, awareness, and essential items such as water tanks, CCTV cameras in schools, notebooks, and stationery to the villagers.
- Outreach and extension activities were conducted in 9 adopted villages, including distributing provisions to those in need during the COVID-19 pandemic
- Various health awareness programs, including blood donation camps, cancer screenings, eye check-ups, general health camps, and diet camps, were organized. International Yoga Day was celebrated to promote awareness of mental and physical well-being among students.

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

The institution is deeply committed to sensitizing students and employees to their constitutional obligations, including the values, rights, duties, and responsibilities of citizens. This commitment is reflected through a comprehensive set of initiatives and programs aimed at fostering a well-rounded understanding and appreciation of these fundamental aspects.

Towards Values and Rights - Curriculum Integration:

- The college offers courses dedicated to Indian Constitution, fundamental rights and duties, and the role of citizens in a democratic society. Additionally, courses in cybersecurity, interpersonal skills, and banking and finance are also offered.
- The Human Rights and Values course educates students on constitutional rights and emphasizes values like justice, equality, liberty, and fraternity.
- Despite diversity in religion, caste, language, culture, and ethnicity, all cultural events uphold individual dignity and foster unity within the student community.

Celebration of National Days:

- National Days such as Independence Day, Republic Day, Teachers Day, National Unity Day, National Youth Day, NSS Day, Constitutional Day, National Voters Day, Religious Harmony Day, National Entrepreneurs Day, National Untouchability Day, National Child Eradication Day, and National Blood Donor's Day are celebrated to promote constitutional values and rights.
- Cultural festivals like Pongal, Deepavali, Ramzan, Bakrid, Christmas, and Rakshabandhan are also celebrated.

Towards Responsibilities:

- The College Student Council conducts elections to raise awareness among students about their rights and responsibilities in choosing leaders through democratic processes. The council also trains students in representing their peers and contributing to organizational harmony.
- The Electoral Literacy Club actively promotes civic engagement and political awareness among students to encourage their participation in elections and community service.
- Department clubs and committees organize workshops, webinars, quizzes, and competitions focusing on civic values, rights, duties, and responsibilities.
- Active student clubs such as NSS, Social Service League, Rotaract Club, Population Club, Youth Red Cross, and EVS Club provide platforms for students to engage with constitutional issues and develop leadership skills.
- Regular orientation programs, awareness campaigns, and health camps including vaccination and eye camps are conducted throughout the year.
- Student support services facilitate obtaining documents like passports, PAN cards, Aadhar cards, and organize free COVID-19 vaccination drives and awareness campaigns.
- Programs on online tax filing, financial literacy, and annual budget discussions are conducted by commerce department to foster social responsibility.
- Outreach and extension activities are carried out in adopted villages and other communities.

Towards Constitutional Duties:

- National Voters Day, Youth Awakening Day, and Gandhi Jayanthi are celebrated to honour great leaders like Dr. A.P.J Abdul Kalam, Mahatma Gandhi and Vivekananda.

- International commemorative days such as International Women's Day, International Human Rights Day, International Day for the Elimination of Violence against Women, International Flag Day, World Ozone Day, World Water Day, World AIDS Day, International Day against Drug Abuse and Illicit Trafficking, World Breastfeeding Day, World Environment Day, World Food Safety Day, World Population Day, World Conservation Day, World Hepatitis Day, and World First Aid Day are observed to promote global values and civic engagement.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

TITLE OF THE PRACTICE : VALUE ADDED COURSES

OBJECTIVE OF THE PRACTICE:

The primary objective of value-added courses at TACW is to enhance the overall educational experience by equipping students with additional skills, knowledge and competencies that complement their main academic programs.

- To improve employability skills of the students
- To empower the students for self-employment
- To meet the expectations of industry.
- To enhance the Technological up-gradation and globalization to the students.
- To bridge the skill gaps and make students industry ready.
- Educating students to be employers rather than job seekers.

- **EVIDENCE OF SUCCESS:**

- The College enhances the success of value-added courses, by ensuring they provide meaningful benefits to the students that align with the industry. The success of value-added courses is increasingly evident highlighting their positive impact on students' employability and overall skill development. After the introduction of employability skills programs, the employability rate among graduates improved from 50 % in 2018 to 90 % in 2023. This improvement is attributed to the integration of industry-relevant skills and training into the curriculum.

  The Value added courses improved immediate employment prospects and also contributed to long-term career growth. By aligning educational content with industry needs, value-added courses ensured that graduates possess the relevant skills required in the job market. This alignment helps bridge the gap between academic learning and practical application, thus making graduates prone to job Placements.

- Increased employability of graduates, evidenced by higher job placement rates
- Students successfully earning industry-recognized certifications.
- Measurable improvements in specific skill sets, both technical and soft skills.
- Successful student projects, startups, or research initiatives stemming from value-added course activities.
- Students Participation and wins in competitions, hackathons, and other industry-related events.
- Students building strong professional networks through interactions with industry professionals, guest lecturers, and alumni.
- Successful internships and live projects that provide real-world experience.
- Regular updates to course content to align with industry trends and technological advancements.
- Collaboration with industry experts to ensure courses are relevant and meet current market needs.

Link 1: https://www.tacw.in/uploaded_files/SSR4C-7-2-1-Best-Practice-1-New-Copy.pdf

TITLE OF THE PRACTICE : WOMEN ENTERPRENEURSHIP

OBJECTIVES OF THE PRACTICE:

- To effectively articulate the problems and constraints faced by women entrepreneurs to get greater exposure to regional and global business environments and opportunities.
- To provide skill-building and training programs that equip women entrepreneurs with the necessary skills and knowledge to succeed in their businesses
- To promote the economic empowerment of women and create shared prosperity by unlocking the full potential of women in entrepreneurship.
- Encouraging women entrepreneurs to engage with industry professionals, and possible investors through mentorship programs and networking opportunities.
- To invite successful women entrepreneurs on continuous basis from different industries to motivate female students.
- Identifying and grouping female students into their interest area of entrepreneurship and professional career across all disciplines.
- Arranging workshops and seminars for women entrepreneurship on continuous basis.
- To Increase access to business education and entrepreneurship training for women.

- **EVIDENCE OF SUCCESS:**

  The success of women entrepreneurship is evident through the achievements of individual entrepreneurs, their contributions to the economy, and create the positive social impact. Women entrepreneurship is crucial for fostering economic growth, innovation, and social progress. Despite the challenges, many women have achieved remarkable success in various industries

  Women-owned businesses contribute significantly to job communication, problem-solving, and technical proficiency indicates program success. Students work very hard at completing their work and are generally proud of their accomplishments for creating a new product. Women entrepreneurs introduce innovative products and services.

- Link 2: https://www.tacw.in/uploaded_files/SSR4C-7-2-1-Best-Practice-2.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:

Enhancing Education through Experiential Learning and Participatory Learning

Introduction:

The institutional distinctiveness of Theivanai Ammal College for Women resonates deeply with its vision and mission centered on academic excellence and women empowerment. By empowering women through experiential learning, participatory learning, leadership opportunities, and inclusive policies, the institution cultivates a community of empowered individuals poised to make significant contributions to the society over its 35 years of service in Villupuram district. This alignment ensures that every student not only achieves academic success but also emerges as a confident and capable leader in their chosen field.

1. Experiential Learning

As an autonomous institution, Theivanai Ammal College integrates experiential learning into its curriculum through projects, internships, field visits, practical's, case studies, and service learning, enriching its reputation for innovative and effective teaching practices. Learning through practical application proves to be the most effective method of education. Therefore, each department actively engages students in experiential learning processes tailored to achieve specific program outcomes. Mandatory research projects, internships and industrial visits enhance motivation and deepen learning

outcomes in their respective disciplines.

Experiential learning bridges the gap between theory and practice, allowing students to apply classroom-acquired theoretical knowledge to real-world contexts. Students develop critical thinking, problem-solving, communication, teamwork, and leadership skills through hands-on experiences and collaborative projects. The college recognizes the importance of preparing students for the workforce.

a. Research Projects

Mandatory final year UG and PG research projects prepare students for future careers or higher academic pursuits. Students are encouraged to undertake discipline-specific, interdisciplinary, and multidisciplinary projects such as "Nutritional and Antiulcer Activity on Fermented Rice Water and Yogurt," "Phytochemical screening, Antioxidant and Antibacterial activity of Osmium Sanctum," "Growth and mechanical characterisation of 2-Mercaptobenzothiozole" and "Lung cancer prediction using machine learning," among others. Upon project completion, assessment is conducted through Power Point presentations and viva by external experts. During the assessment period, 2655 research projects were successfully completed and around 350 research articles were published. This exposure has enhanced PG students, enabling them to submit TNSCST PG student project proposals and receive grants of Rs 1, 87,500 for 14 projects over last five years.

b. Internships

The college bridges theory and practice through mandatory internship and global immersion programs under extra credit earning provisions. Students were encouraged to complete internships irrespective of the semester with industry, institute, banking sectors, hospitals, research institutes or organization collaborations for a minimum of 30 hours nationally and 14 days internationally. After completion, assessment occurs through PowerPoint presentations and viva with external experts. Internship credits are included in transcripts. During the assessment period, 3810 students benefited from internships, and eleven students participated in the global immersion program at AIMST University, Malaysia.

c. Industrial Visits

Industrial/field visits are planned according to core area needs in consultation with board of studies experts. Each academic semester permits students to visit industries, companies, or research institutes such as Pondicherry Institute of Agricultural Science, Aathma Hospital, Tiruchirappalli, Economics Times, Chennai, National Institute of Food Technology, Entrepreneurship and Management, Thanjavur, CLRI, Chennai, ICAR-PKKVK, etc.,. Following visits, students submit field visit reports. During the accreditation period, 5648 students visited nearly 75 industries / companies / research institutes.

d. PG Service Learning

The college integrates academic knowledge with social interaction through PG service learning. Departments such as Biochemistry, Chemistry, Physics, and Commerce adopts village, engage students in real-world applications like mushroom cultivation, vermicomposting, energy audits, and banking practices, contributing to societal needs and enhancing students' professional skills. 667 students were benefitted through this provision.

Evidence of Success:

https://www.tacw.in/uploaded_files/Institutuional-Distinctiveness_Img1.png

Academic Year	Project	Internship	Industrial Visit	PG Service Learning
2018-2019	357	348	1255	114
2019-2020	268	524	993	167
2020-2021	690	202	687	154
2021-2022	729	1198	1405	123
2022-2023	611	1538	1308	109
Total	**2655**	**3810**	**5648**	**667**

2. Participatory Learning

The college encourages participatory learning by providing opportunities for students to analyse, explore, evaluate, synthesize, criticize, and relate various concepts through online courses, self-study courses, oral presentations, and poster preparations. By embracing participatory learning, the college ensures that our graduates are not only academically proficient but also equipped with the skills and confidence to thrive in a rapidly changing world. Some of the key areas where the college has demonstrated the success of participatory learning include....

a. Online Courses

Hosting NPTEL and Spoken Tutorial courses, the college offers certification opportunities through its NPTEL local chapter and as a Nodal Resource Centre for the Spoken Tutorial Project. Each student completes one compulsory online course during their study irrespective of the discipline, earning extra credits. Since most of the students from the rural background, weekly two hours exclusively allotted within the time table. 3906 students were successfully completed during the accreditation period with 214 Elite, 38 Silver and 6 Gold Certificates.

b. Self-Study Courses

Students engaged in independent learning under mentorship through self-study courses like current trend courses, skill enhancement courses exploring personal interests and earning additional academic credits. Students were encouraged to register for self-study paper in the beginning of every semester along with regular courses, Comprehensive test along with the components are considered as assessment. 352 students of Chemistry, Biochemistry, Mathematics, Computer Applications and Computer Science enrolled in self-study courses, successfully completed and earned extra credit during the accreditation period.

c. Student-Centric Components

Participatory learning is further encouraged through continuous internal assessment components. According to the nature of the course, component is given such as case studies, open-book quizzes, problem-solving, model preparation, poster presentations, product preparation, term papers, album making etc. Based on the performance assessment scores is awarded and incorporated within continuous internal assessment. This gives self-confidence and independent learning exposure.

Students also actively participated and presented papers / posters in seminars, conferences, workshops, and symposiums, fostering critical thinking, problem-solving, and the application of knowledge. 3520

students have participated in conferences and published papers during the assessment period.

Evidence of Success:

https://www.tacw.in/uploaded_files/Institutuional-Distinctiveness_Img2.png

Academic Year	Online Courses	Self-Study Courses	Seminar/ Conference Participation	Student Centric Components
2018-2019	333	19	892	2550
2019-2020	689	32	800	2503
2020-2021	1166	130	737	2378
2021-2022	475	171	595	1986
2022-2023	1243	-	496	1656
Total	**3906**	**352**	**3520**	**11073**

Conclusion:

Through the implementation of Experiential and Participatory learning, students gained self-confidence, leadership skills, communication skills, computer literacy, aptitude skills which the young women students to face the society with courage and competent in the current scenario and attain better placement. Over the past five years, 2364 students have been successfully placed, and 1236 have pursued higher education, fulfilling the college's vision, mission, and graduate attributes.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

AWARDS & RECOGNITIONS

- District Green Champion Award, Mahatma Gandhi National Council of Rural Education 2021 by MHRD.
- Dr Sarvepalli Radhakrishnan Outstanding Institution Award 2021.
- The Best College Award-Skill Indian Award 2021.
- The College secured 70th rank among private autonomous colleges in all over India, 21st rank in Tamil Nadu and 1st rank in Villupuram District by Education World in 2023.
- ATAL Ranking of Institutions on Innovation Achievement(ARIIA), Band PERFORMER 2021.
- Academic award for outstanding institution by Universal Group of Institution.
- Blind Empowerment Champion Award for every year contribution by the students..

- Community college by Tamil Nadu Open University in 2013 to offer vocational diploma courses.
- Best Women Achiever Award Presented By Spark Foundation.2023.
- NPTEL - Active Local Chapter under the category Aspirant by IIT, Madras.

SOCIETY CONTRIBUTION

- The college has Inaugurated Saksham Organization centre for disability in Villupuram in the presence of District President Mr. S. Senthilkumar ESSK.
- The college shares the campus for the conduct of various competitive examinations like TNSCST, Police, Judge, NEET etc., and organizing awareness programmes like Vazhigatti Programme, Government Health and Education, Government Employment office Placement Drive.etc.,
- The students have adopted home age centers every year and donate the needed materials.

VISITS OF EMINENT PERSONALITIES DURING LAST TWO DECADES

- **Dr. A.P.J. Abdul Kalam**, Former President, Launching of LEAD Villupuram 2020.
- Honorable Union Minister for Textiles **Smriti Rani** for Women Empowerment.
- **Shri.Amitshah,** Honorable Union Home Minister.
- **Dr. Gnanam,** Former Vice-Chancellor of the Madras, Bharathidasan and Pondicherry Universities and the Former Chairman of NAAC, Bangalore.
- Dr**. Shashi Rai,** UGC Member, New Delhi.
- **Dr. V. Shanta**, Chairman, Adyar Cancer Institute, Chennai.
- **Dr. P. Veeramuthuvel,** Project Director, Chandrayan-3, ISRO, Bangalore
- **Dr. G. Viswanathan**., Founder & Chairman, VIT University, Vellore
- **Dr. Nambi Rangachari**, Director, IRDA, Hyderabad
- **Mr. Natarajan Bala Baskar**, IAS (Retd), Member of Board of Governors & Former Director, BIM, Trichy.,
- **Dr.Mylswamy Annadurai**, Former Director of ISRO Satellite Centre. and
- Active Vice-Chancellors of universities of Tamil Nadu and Pondicherry at the time of Convocation.

Concluding Remarks :

In conclusion, Theivanai Ammal College for Women stands as a beacon of progressive education, dedicated to equipping its students with academic prowess alongside strong ethical values, environmental consciousness, and social responsibility. By integrating diverse learning opportunities and interdisciplinary projects, the college empowers rural women to excel in a rapidly evolving global landscape. The institution's seamless admission process, ensures accessibility to specialized programs designed to cater to a wide range of educational needs.

Embracing Outcome-Based Education and the Choice Based Credit System, TACW fosters a dynamic learning environment enriched by experiential learning and innovative teaching methodologies. This approach not only prepares students comprehensively for future challenges but also instills in them a sense of inclusivity and excellence. The Research and Development Cell plays a pivotal role in fostering innovation and cultivating a vibrant research culture across disciplines. With state-of-the-art facilities and robust academic support, the college nurtures an environment conducive to impactful research, academic excellence, and community engagement, thereby positioning itself for future growth and global recognition.

The sprawling green campus, featuring advanced laboratories, smart classrooms, a fully automated library, and IT infrastructure, underscores TACW's commitment to providing a holistic educational experience. Sustainability and technological integration are prioritized, ensuring a safe, dynamic, and resource-efficient environment for all stakeholders. In nurturing holistic student development, the college supports significant government scholarships, facilitates successful career placements, and encourages vibrant extracurricular engagement. Community welfare, proactive alumni support, and comprehensive student amenities further contribute to an environment that fosters academic excellence, personal growth, and social responsibility.

The proactive, dedicated leadership and supported by statutory bodies, TACW upholds its vision of empowering rural women through quality education. Strategic planning, facilitated by the IQAC, and robust faculty development programs ensure continuous improvement, transparency in governance, and financial prudence, thereby fostering an environment conducive to academic excellence and institutional growth.

Integrating multi-faculty academic programs, co-curricular, value added courses and extensive outreach activity , the institution nurtures an environment where women can thrive academically, socially, and professionally. This approach not only enriches the educational experience but also empowers women to become leaders in their respective fields, contributing meaningfully to society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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.** Answer before DVV Verification : Answer After DVV Verification :258 Remark : DVV has made changes as per prescribed format shared by HEI and values have bene downgraded due to repetitive names
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years** 2.1.2.1. **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years** Answer before DVV Verification:

2.1.2.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
421	409	558	532	564

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
319	298	398	362	399

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
632	522	637	589	635

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
441	365	444	409	443

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category.

Metric ID	Sub Questions and Answers before and after DVV Verification
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)**

2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year
Answer before DVV Verification : 923
Answer after DVV Verification: 914

Remark : DVV has made changes as per supporting document shared by HEI

3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 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 : 469 Answer after DVV Verification: 69 Remark : DVV has made changes as per the prescribed format shared by HEI and values have been downgraded as we have considered publication in the current UGC CARE along with ISSN has been considered and has followed the calendar year (JAN-DEC).
3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years** 3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years** Answer before DVV Verification : 155 Answer after DVV Verification: 10 Remark : DVV has made changes as per the prescribed format shared by HEI and values have been downgraded as we have considered publication with ISBN numbers been counted as one and has followed the calendar year (JAN-DEC).
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** 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.** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	17	13	16	15

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting document shared by HEI and values have

been downgraded as we have excluded days celebration and national festivals like Yoga Day, Kargil Vijay War Diwas celebration, Yoga Day, Plastic Free Day etc.

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** 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)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
5.2783500	7.6013700	4.4080000	0.4306500	3.2360300 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
0.22	0.61	0.72	0.41	4.65 | Remark : DVV has made changes as per audit report shared by HEI
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4.4.1	**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years** 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)* Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
251.1743537	517.9128330	400.0071541	607.6284589	675.9903396 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
224.79	183.52	125.93	168.88	240.91 | Remark : DVV has made changes as per audit 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
642	654	756	783	742

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
352	501	517	367	584

Remark : DVV has made necessary changes as per supporting document shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	69	61	72	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
69	69	60	68	59

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded financial support less than Rs. 2000

2.Extended Profile Deviations

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
728.1064495	673.272856	464.3114641	777.1539289	1052.165332

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
659	536.95	417.46	623.21	691