



# **INSTITUTIONAL ASSESSMENT AND ACCREDITATION** **(Effective from July 2017)**

**Accreditation - (Cycle - 4)**

## **PEER TEAM REPORT ON** **INSTITUTIONAL ACCREDITATION OF** **CAUVERY COLLEGE FOR WOMEN** **C-35783**

**Tiruchirappalli**  
**Tamil Nadu**  
**620018**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**An Autonomous Institution of the University Grants Commission**  
**P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

## Section I: GENERAL INFORMATION

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| 1.Name & Address of the institution:   | CAUVERY COLLEGE FOR WOMEN<br>Tiruchirappalli<br>Tamil Nadu<br>620018   |   |
| 2.Year of Establishment  | 1984   |   |
| 3.Current Academic Activities at the Institution(Numbers):                                 |  |   |
| Faculties/Schools:   | 3  |   |
| Departments/Centres:   | 14   |   |
| Programmes/Course offered:   | 1261   |   |
| Permanent Faculty Members:   | 185  |   |
| Permanent Support Staff:   | 120  |   |
| Students:  | 3330   |   |
| 4.Three major features in the institutional Context (Asperceived by the Peer Team):        | 1. First, unaided women's college in State of Tamil Nadu<br>2. Adequate number of faculty in ratio to students<br>3. Equipped infrastructure with residential facilities |   |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | From : 03-01-2025<br>To : 04-01-2025   |   |
| 6.Composition of Peer Team which undertook the on site visit:                              |  |   |
|  | Name   | Designation & Organisation Name                         |
| Chairperson  | DR. NEERJA A GUPTA   | Vice Chancellor,Gujarat University                      |
| Member Co-ordinator:   | DR. SUSHMA VISHNANI  | Dean,Jaipuria Institute of Management                   |
| Member:  | DR. SAJIMOL AUGUSTINE  | FormerPrincipal,ST TERESAS COLLEGE AUTONOMOUS ERNAKULAM |
| NAAC Co - ordinator:   | Dr. Devender S Kawday  |   |

## Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

| Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1) |   |
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| 1.1  | Curriculum Design and Development   |
| 1.1.1<br>QIM   | <p><b>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</b></p> <p>The institution has recently adopted the Learning Outcome based Curriculum Framework (LOCF) under Choice Based Credit System (CBCS) from 2022-2023. Under National Academic Depository (NAD) the institution has implemented Academic Bank of Credits (ABC) for credit mobility between higher educational institutions (HEI). In order to meet the specific needs of students and the demands of the job market POs, PSOs and COs for all programmes are well-defined and their attainment is measured. 774 new courses are introduced and 643 courses are revised from 2019 till 2024, across various programmes with the aim of integrating employability, entrepreneurship and skill development. A total of 137 Value Added Courses makes the students to learn the skills. Under the Ability Enhancement Compulsory Courses (AECC)- Innovation and Entrepreneurship, Universal Human Values, Gender Studies, Environmental Studies and Professional Skills are offered to all the under graduate students. Under Extra Credit Courses - SWAYAM NPTEL, Wadhvani courses are also opted beyond the curriculum. Based on the inputs and feedback collected from the stakeholders, feedback is analysed, communicated to the relevant bodies and the action taken report is hosted in the institutional website. The ICT enabled classrooms augments digital learning. A total of 27 Memorandum of Understanding (MoUs) is signed with industries to increase students' hands-on experience into the real world. In addition to that the students gain practical knowledge through Field Projects, Research Projects and Internships as part of the Curriculum. 334 courses focus on local, 630 on regional, 1394 on national, and 2001 on global developmental needs.</p> |
| 1.1.2<br>QIM   | <p><b>The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements</b></p> <p>The Institution focuses on 'Education 5.0' which uses cutting edge technologies to empower students, wherein 1743 courses offered in the assessment period focus on employability, 397 courses on entrepreneurship and 1639 courses towards skill development. The mandatory internships and projects lead them for collaborative ventures. The students are trained in a wide range of skills such as communication, leadership, critical thinking, problem-solving, and teamwork to be self-reliant and self-sufficient. For the feasibility of industrial collaboration, 27 MoU's are signed for organising activities on enhancing Employability, fostering Entrepreneurship, providing hands-on training in their chosen fields and acuminating skill development. The Entrepreneurship Development Cell fosters necessary entrepreneurial skills by organizing training sessions and fairs that include schedules on business planning, financial management, marketing, and innovation. 88 value added courses are offered through the academic disciplines whereas 36 value added courses are offered by EDC. Apart from the above 13 Certificate courses are offered. Through Institution Innovation Council (IIC) Courses like Innovation and Entrepreneurship, Essentials of Entrepreneurship are offered to build innovative ecosystem. Generation of ideas via design thinking concept have been accomplished and the ideas are processed into prototypes through 'Technology Transfer Cell' (TTC). The technical idea</p>   |

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|              | ventures are nurtured and mentored by the Centre of Excellence in ‘Innovation and Robotics lab’. The developed prototypes have been evaluated for their feasibility and sustainable attainment to commercial market with proper registration and licensing. The novel ventures have been processed for patent trademark and copyright through ‘Patent Utility Centre’.   |
| 1.3          | Curriculum Enrichment  |
| 1.3.1<br>QIM | <p><b>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</b></p> <p>The institution is steadfast in integrating crosscutting issues into its curricula, ensuring that students not only gain specialized knowledge but also develop a profound understanding of their ethical and social responsibilities. Professional ethics permeates the entire spectrum of core and elective courses within the curriculum. The institution believes that professional success has to be firmly rooted for a strong ethical foundation. A course on Gender Studies is incorporated into the curriculum to articulate the mechanism of privilege, exclusion and marginalization. Courses on Environmental awareness on gender-based theories, tools, policies and programmes articulate to examine and understand the complexities of gender issues in the surroundings. Department of social work plays a pivotal role in organizing gender-related programmes both to students and the public. Under Ability Enhancement Compulsory Course- UGC-Jee, Universal Human Values course is mandatory for the students to instil moral, ethical and cultural values. Sustainability is a paramount concern for the institution, emphasizing ecological principles. Embedding Sustainable Development Goals into educational curricula at all levels can raise awareness and foster a mindset of sustainability from the early stages of learning. Quantum Mechanics, Troubleshooting of Electrical Appliances focuses on SDG-9, Properties of Matter, Acoustics focuses on SDG-11, Physics in Everyday Life focuses on SDG-15, Counselling, Ethical values, Adulterants and Healthcare SDG-12 and Production, Water Treatment Technology, Dye Chemistry Industries focus on SDG-13, Programming C++ and Professional Skills focus on SDG- 17. The collaboration with industry not only enhances learners' entrepreneurial capabilities.</p> |

| Qualitative analysis of Criterion 1   |
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| College provides quality higher education to Women Students from local and rural areas and moulding them to take up crucial roles in the society. The curricula of different programmes are revised and restructured with the aim of integrating employability skills. Catering to the development of the current trends, 774 new courses are introduced and 643 courses are revised out of the total 1261 courses from 2019 till 2024. The curriculum meets the needs of students and the demands of the job market. POs, PSOs and COs for all programmes are well-defined and their attainment is mapped with the Outcomes. A total of 137 Value-added Courses offered enable the students to acquire future life skills. The students undergo SWAYAM- NPTEL courses and Ability Enhancement Compulsory Courses. Professional Skills and Universal Human Values are offered enable students to become viable entrepreneurs/employees and to instil ethical values. 27 curriculum related MoUs are signed. |

| Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2) |  |
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| 2.2  | Catering to Student Diversity  |
| 2.2.1<br>QIM   | <p><b>The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student</b></p> <p>Students undergo an initial assessment at the program's commencement, followed by a comprehensive evaluation and conclusion. The institution has a unique and efficient system to collect, record, analyze and communicate information regarding the academic performance of each student. The academic performance of the students is monitored through the evaluation of student's performance in the Class test, Unit test, Continuous Internal Assessment and end semester examination. The institution evaluates students' learning levels through Entry, Intermediate and implements specialized programs for both slow and advanced learners. Slow learners are supported with Special learning materials, Peer- Assisted learning, Mentor-Mentee interactions and Parent-Teacher meetings. Group instructions through mentoring have proven to be an effective strategy in motivating slow learners. Proficient learners are motivated to take part in Publications, Symposiums, EDC activities, Intercollegiate Competitions, Presentations, Internships and Discussions. Students are encouraged to enrol in online learning platforms like NPTEL and Swayam, thus earning additional credits as part of their academic program. The top-ranking students take on leadership roles within student clubs, coordinate special events and career guidance programs, and serve as valuable resources for their peers. Students are urged to enrol in Professional courses, Competitive exams like JEE, NEET, exams, Wadhvani Foundation Courses and various Talent Development Programs. To inspire students to enrol in online courses, the management offers reimbursement of NPTEL exam fees, amounting to Rs. 1000/- per student to achieve high grades.</p>   |
| 2.3  | Teaching- Learning Process   |
| 2.3.1<br>QIM   | <p><b>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</b></p> <p>Institution prioritizes the needs, interests and learning styles of students. Experiential learning prioritizes active engagement, hands-on involvement through Value Added Courses, Smart Classroom, Language Lab, Aural Oral Lab, Computer Labs, Internet Lab and Learning Resource Centre. Industrial Frontiers Field Visits enhance practical understanding providing students into industry practices and environmental contexts. Pixels to Presentations, Symbiosis of Sports and Cultural, Book Review, Role Play aims to strengthen creativity, physical fitness and intellectual curiosity among students. Participative Learning engages students through Activity-based learning such as Brainstorming, Discussions, and Debates are employed to solve real-world problems, fostering Creativity and Critical thinking. Entrepreneurial Ventures aims at developing skills that goes beyond academics, encompassing a cross-curricular approach refining their professional skills. Students Earn while Learn through market day exhibiting their products. Students participate in Team Projects, Seminars, Conferences and Workshops. Students teach concepts to their peers and are assigned with pre-class materials for discussions. Learners are inspired to enrol in online courses and competitive exams to improve Digital Literacy Skills and Adaptability. Students analyse real-time situations, think critically and make decisions based on rich description. State and Central Union Budgets are analysed by Staff and students portraying the dynamics of cash flow. Technical acumen is developed through activities like Program writing, Execution, and Debugging. Students developed Softwares for IoT, Robotics and Mobile Applications. Several startups are launched. Bugs to Bytes elevates students to participate in Hackathons. Media Centre facility designed to cater to the needs of students and faculty, offering multifaceted approach to e-content creation.</p> |
| 2.3.2  | <b>The institution adopts effective Mentor-Mentee Schemes to address academics and student-</b>  |

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| QIM          | <p><b>psychological issues</b></p> <p>Each academic year begins with calculation of the Mentor-Mentee ratio which is 1:17 (2023-2024), followed by the formation of new groups based on that ratio. The mentorship program assumes a crucial role in nurturing the comprehensive development of each student, encompassing both Academic and Psychological aspects through Guidance in learning strategies, Subject specific assistance, Goal setting and planning, Access to resources and Feedback and reviews. It also provides Psychological Support by Building confidence and Self Esteem, Emotional support and Empathy, Stress Management, Identifying challenges, Problem solving and decision making. A successful mentorship is built upon a strong mentor-mentee relationship. As a mentor, the primary role is to provide guidance and support to the mentee based on her unique developmental needs. The mentor will identify the skills, knowledge, goals and psychological issues of mentees. Assist in developing effective study habits, time management skills, recommend online materials to expand their knowledge and understanding of the subjects. Provide a platform for discussing ideas and concerns related to career choices. Mentees are motivated to achieve professional goals, which involves pursuing higher studies, focusing on employment and developing Entrepreneurial skills for career growth. Mentors document their observation on Mentees Progress and Achievements. A comprehensive inquiry was undertaken to assess the study habits and academic performance of the mentees. The ensuing report is presented to the Principal which contributes to shaping the Curriculum and Criteria for mentees. By addressing both academic and psychological aspects, Mentor-Mentee schemes nurture comprehensive growth allowing students to succeed academically and emotionally.</p> |
| 2.3.3<br>QIM | <p><b><i>Preparation and adherence of Academic Calendar and Teaching plans by the institution</i></b></p> <p>Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.</p> <p>Institution follows a systematic process for the preparation and adherence to the academic calendar and teaching pedagogy include values, nurtures global competencies, promotes national development with to excellence, and also integrates information and communication technology (ICT). All activities in the meticulously planned, and an academic calendar is established before the classes commence by a committed Principal. The COE (Controller of Examinations) section prepares the academic calendar of the College, key dates for CIA-I, CIA-II, End Semester Exam, Practical's, Internal and External evaluations for each serves as a comprehensive guide, offering valuable information about the college and outlines a plan for year. Academic Calendar and teaching plan add transparency in the process of teaching, learning and evaluation is distributed to all the Faculty and Students and is also available in the college website. Learning Objectives assures that the learning objectives and outcomes of the curriculum align with the broader goals of the institutional educational board. Approved lesson plan contains the CO, PO teaching methodologies, teaching aids, detailed plans with proposed date of completion, and reference books. Workload, timetables, and lesson plans for prepared in advance and is submitted to the Principal for approval and are periodically monitored to check syllabus completion. The institution actively collects feedback from students through grievance box and to continually assess and enhance the effectiveness of the teaching-learning process.</p>  |
| 2.5          | Evaluation Process and Reforms  |
| 2.5.3<br>QIM | <p><b>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</b></p> <p>Describe the examination reforms with reference to the following within a minimum of 500 words</p>   |



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|              | <ul style="list-style-type: none"> <li>• Examination procedures</li> <li>• Processes integrating IT</li> <li>• Continuous internal assessment system</li> </ul> <p>The adoption of Information Technology (IT) in examination management has transformed the efficiency examination processes. The automated generation of exam fees, supported by a robust Exam Fee Master, accurate fee calculations. Generation of exam statements and fee reports smoothen the workflow for the The fee challan, Hall ticket and nominal rolls are generated automatically, ensuring that all necessary info accurately documented and accessible. Online Examination Question Papers are posted through the softw institutional website. The entry and management of internal marks are handled through dedicated system use of dummy numbers mask register numbers during evaluation that ensures anonymity, reducing the ris Automated systems handle dummy number generation, register number entry, and marks entry, with thoro place to verify accuracy. Practical marks are entered and checked digitally, streamlining the entire proces the risk of errors. The system automatically generates exam results, which are then used to produce Mark generation of mark sheets semester-wise and the final consolidated mark sheet is done swiftly, providing timely access to their academic records. The result reporting system generates detailed statistics, lists of t students and provisional certificate details for graduates. IT integration enables the students academic rec uploaded in the National Academic Depository (NAD) which are made available in Digi locker. With the ABC/APAAR IDs, students can make use of the Academic Bank of Credits for any time anywhere learni</p> |  |
| 2.6          | Student Performance and Learning Outcomes   |  |
| 2.6.1<br>QIM | <p><b>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</b></p> <p>Every academic programme has a CO-PO mapping carried out by each course faculty. Each course's COs its POs to ensure that all teaching and learning activities are aligned to its respective COs and POs and ar BoS and Academic Council. Distinctly formulated COs with knowledge level and POs are mapped to mo plan, assessment and evaluation procedure to assess the achieved level of learning. COs-POs are availabl website, printed in the syllabus and are also explained to the students The usage of Bloom's Taxonomy in outcomes, objectives and assessments facilitate higher-order learning. All the programmes offered are de outcomes to assess the skills and knowledge gained from it. The mapping of the Programme Outcomes (P Course Outcomes (COs) determines the effectiveness of the course and are interconnected. The Course a calculated based on threshold value. The threshold value (target) is fixed for each course and is 40% for U PG. Average pass percentage of each course is calculated and CO attainment Level is identified based on Rubrics. Each course outcome will be mapped with the related Programme Outcomes using Course Artic Average Programme Outcome of each Programme Outcome is calculated and PO attainment Level is ide Three scale Rubrics and attainment status of each Programme Outcome is identified with Attainment Ran Level of Programme Outcome for all Under Graduate and Post Graduate Programmes is Consolidated.</p>     |  |

#### Qualitative analysis of Criterion 2

The college ensures equitable admissions and conducts Deeksharambh to facilitate a smooth transition for new students. IQAC ensures quality by reviewing teaching methods and learning outcomes. 1:17 mentor-mentee ratio supports students academically and personally. Student Centric teaching methods such as smart classrooms, virtual labs, interactive devices, a media centre etc enhances learning experience. The college has

an active NPTEL chapter and also encourages MOOC online Courses. Slow learners are provided with remedial classes, study material, question banks, peer teaching, simplified notes whereas Advanced Learners are given entrepreneurial opportunities, publications, symposiums, EDC activities and intercollegiate competitions. The Examination Department conducts examinations timely as per the examination calendar prepared by COE and the results are released on an average of 15 days. The institution emphasizes OBE aligning with PO, PSO and COs which are integrated in the assessment process and attainment of the same are also evaluated.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

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| 3.1          | Promotion of Research and Facilities   |
| 3.1.1<br>QIM | <p><b>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</b></p> <p>Cauvery College for Women demonstrates a commitment to fostering a research-oriented environment through frequent updates to its research facilities and implementing a structured research policy. The institution has <b>a well-documented research policy, uploaded on the institutional website</b>, ensuring transparency and accessibility for all stakeholders. Tools like <b>Turnitin and Grammarly</b> are made available for plagiarism checks and refining research manuscripts, promoting academic integrity. The Cauvery Research Centre, supported by the Department of Science and Technology (DST), provides a dedicated platform for faculty and student research. The institution conducts Faculty Development Programs (FDPs) and workshops on research methodologies, project proposal writing, and ethical practices, ensuring continuous professional development.</p> <p>To strengthen the research impact faculty and students should be encouraged to undertake projects that address local and global challenges. Defining niche research areas aligned with regional and global priorities could help the institution build expertise and gain recognition as a leader in those fields. Increasing efforts to secure grants from international funding agencies would enhance research capabilities further. Increasing the number of high-impact publications, patents, and copyrights could strengthen the institution's research profile.</p> |
| 3.3          | Innovation Ecosystem   |
| 3.3.1<br>QIM | <p><b>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</b></p> <p>Cauvery College for Women has actively fostered an ecosystem that promotes innovation, knowledge creation, and transfer, supported by dedicated centres for research, entrepreneurship, community orientation, and incubation. The college has established platforms such as the Institution's Innovation Council (IIC) and the Entrepreneurship Development Cell (EDC), which are instrumental in driving innovation and entrepreneurship among students and faculty. Courses and training programs on entrepreneurship, innovation, and skill development, such as the Wadhvani Ignite course, prepare students to engage with real-world challenges. The Student Incubation Center actively supports startups by providing seed funding, mentorship, and infrastructure. Notable examples include the launch of startups registered under MSME and DPIIT. The e-Mart Cauvery SHINE initiative promotes women entrepreneurs by providing a platform to market their products. The Cauvery Research Centre supports research initiatives and</p>  |



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|              | <p>provides the infrastructure needed for advanced studies and collaborations with industry partners.</p> <p>While various initiatives are in place, systematically tracking and showcasing the long-term impact of startups, research projects, and community interventions would enhance visibility and credibility. Scaling up the capacity of the Student Incubation Center to support more startups and attract external entrepreneurs could further strengthen the ecosystem. The college may organise annual innovation expos to display student and faculty projects, attracting industry and community stakeholders.</p>   |
| 3.6          | Extension Activities  |
| 3.6.1<br>QIM | <p><b>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)</b></p> <p>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</p> <p>Cauvery College for Women has actively engaged in extension activities aimed at addressing social issues, sensitising students to community needs, and contributing to their holistic development. The institution has organised diverse programs targeting social issues such as gender equality, health awareness, environmental sustainability, and community welfare. The college has established strong linkages with local communities, facilitating meaningful engagement through activities like skill development workshops, literacy drives, and environmental clean-up initiatives. Students gain practical skills such as communication, problem-solving, and teamwork by participating in these activities. This experiential learning complements their academic growth. Value-added courses such as Gender Studies, Environmental Studies, and Universal Human Values complement these activities, ensuring that students understand the broader societal context of their work. Field projects, internships, and community service initiatives are integrated into the curriculum, ensuring that students connect theory with practice.</p> <p>While the college undertakes many extension activities, documenting the long-term impact of these initiatives on the community and students could strengthen the narrative of success. Using metrics such as the number of beneficiaries, improvements in community well-being, and changes in student attitudes would provide quantifiable evidence. The college may implement a feedback system from community members to identify pressing needs and measure satisfaction with the programs. Establishing partnerships with national and international organisations working on similar issues could enhance the quality and visibility of extension activities.</p> |

### Qualitative analysis of Criterion 3

Cauvery College for Women excels in fostering a vibrant research culture and promoting innovation. With state-of-the-art research facilities and structured policies, the institution supports faculty and student research through dedicated centres, regular updates, and transparent guidelines. Programs like Faculty Development and interdisciplinary initiatives encourage scholarly growth, while collaborations with industry and other

institutions enhance research output. The college's Innovation Council and Entrepreneurship Development Cell bolster startups via seed funding and mentorship.

Extension activities integrate social responsibility into student development, focusing on issues like health awareness, environmental sustainability, and gender equality. These initiatives are complemented by community partnerships and experiential learning integrated into the curriculum. However, there are opportunities to expand international collaborations, secure external funding, and document the long-term impacts of these activities. Strengthening innovation metrics, scaling outreach, and adopting global practices will further solidify the college's role as a leader in academic excellence and societal contribution.

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| Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4) |   |
| 4.1   | Physical Facilities   |
| 4.1.1<br>QIM  | <p><b>The Institution has adequate infrastructure and other facilities for</b></p> <ol style="list-style-type: none"> <li>1. teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>2. ICT – enabled facilities such as smart class, LMS etc.</li> <li>3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.</li> </ol> <p>Cauvery College for Women has significantly invested in infrastructure and physical facilities to support its teaching-learning processes. Classrooms are well-lit, ventilated, and equipped with projectors and smart boards to cater to diverse teaching and learning needs. Laboratories for science, technology, and vocational courses are equipped with modern instruments and tools, ensuring hands-on learning for students. The campus is equipped with multiple computer labs, providing access to software required for technical and professional courses. The institution has a digital library system integrated with online resources such as NPTEL, SWAYAM, and other e-learning platforms. This supports students in accessing academic content beyond the classroom. The college provides its students with adequate facilities for indoor and outdoor sports activities. It has 1200-seater hostel accommodation, hygienically maintained with all kinds of amenities. The college campus is appropriately equipped for differently abled students and staff.</p> <p>The college may plan to enhance its physical infrastructure by making additional investments in high-end computing devices to support advanced courses like data analytics, artificial intelligence, and machine learning, which would further enhance technical learning. Introducing virtual labs and simulation software for engineering, life sciences, and other technical programs could expand learning opportunities without additional physical space.</p> |
| 4.2   | Library as a Learning Resource  |
| 4.2.1<br>QIM  | <p><b>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</b></p> <p>Cauvery College for Women has implemented an Integrated Library Management System (ILMS) to automate and streamline its library operations. The library uses KOHA, a well-recognized open-source ILMS, for managing its operations, including cataloguing, circulation, and inventory management. This ensures efficiency and accuracy in library processes. Integration of digital resources like NPTEL, SWAYAM, and other e-learning platforms into the library system makes it a comprehensive hub for academic content. The availability of e-books, e-journals, and databases ensures that users can access resources remotely. With access to vast online databases, the library supports research activities by offering tools for literature reviews and citation management. The system enables library administrators to manage memberships, generate reports, and monitor usage patterns effectively, aiding in decision-making and resource optimization.</p> <p>Linking the ILMS with the institution's Learning Management System (LMS) could enhance</p>   |

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|              | <p>accessibility and streamline the use of library resources alongside course materials. The college may develop a mobile-friendly application or portal for the ILMS would improve accessibility for students and faculty on the go. The college should promote the library's digital and automated services through orientations, awareness campaigns, and student clubs focused on library resources. It should use analytics tools to monitor resource usage trends, and preferences could help optimise the acquisition of new materials and identify underutilised resources.</p>   |
| 4.3          | <b>IT Infrastructure</b>  |
| 4.3.1<br>QIM | <p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</p> <p>Cauvery College for Women demonstrates a proactive approach to integrating IT into its operations, with a structured IT policy addressing key areas such as Wi-Fi, cyber security, and the regular updating of IT facilities. The institution provides high-speed Wi-Fi across the campus, enabling students and faculty to access digital learning platforms, e-resources, and administrative systems seamlessly. Cyber security measures, including firewalls, antivirus software, and regular system audits, are in place to safeguard institutional data and prevent breaches. Awareness programs on safe internet practices and data protection for students and staff are conducted periodically. The institution allocates a dedicated budget for upgrading IT facilities, ensuring that the infrastructure stays updated to meet evolving academic and administrative needs. Recent investments include the addition of ICT-enabled classrooms and software tools like plagiarism detection (Turnitin) and grammar enhancement (Grammarly). The IT infrastructure is scalable, allowing the institution to expand its capabilities in line with the growing demand for digital tools and resources.</p> <p>In future, the college should invest in cloud-based systems for data storage, learning management, and administrative processes to enhance scalability and accessibility. Additionally, it should promote sustainable IT practices, such as energy-efficient devices, and paperless administration, aligning with broader environmental goals. By incorporating advanced technologies, enhancing security protocols, and adopting sustainable practices, the institution can further elevate its IT capabilities to meet future academic and operational demands effectively.</p> |
| 4.3.3<br>QIM | <p><b>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</b></p> <p>Cauvery College for Women has established a Media Centre/Media Studio and adopted innovative strategies for e-content development to enhance the teaching and learning experience. These initiatives reflect the institution's commitment to leveraging technology for academic excellence and holistic education. The Media Centre reflects a well-planned strategy for enhancing digital education infrastructure, which is a key requirement in the evolving educational landscape. The collaboration between faculty and students in e-content development fosters creativity, ownership, and engagement.</p> <p>The contribution of these resources to Bharathidasan University elevates the institution's stature as a contributor to the broader academic ecosystem.</p>   |

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|              | <p>The college could think of leveraging artificial intelligence tools for automated transcription, translation, and content optimisation could enhance scalability. It should organise regular training on advanced editing software, instructional design, and accessibility practices for both faculty and students to keep up with pace of evolution happening in this space. The college should plan to invest in a lecture-capturing system in its classrooms. This would facilitate students' learning beyond the classroom in a self-paced manner.</p>   |
| 4.4          | Maintenance of Campus Infrastructure   |
| 4.4.2<br>QIM | <p><b>There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.</b></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words</p> <p>The institution has a dedicated maintenance team responsible for the upkeep of physical infrastructure, including classrooms, laboratories, libraries, and sports facilities. Regular audits and inspections are conducted to identify and address maintenance needs proactively. Well-documented Standard Operating Procedures (SOPs) are in place for managing and utilising facilities, ensuring uniformity and efficiency. SOPs govern the allocation and use of laboratories, computer labs, and sports complexes, avoiding conflicts and ensuring equitable access. A dedicated budget for facility maintenance is allocated annually, enabling timely repairs, upgrades, and procurement of essential resources. Laboratories are regularly updated with new equipment, ensuring students have access to modern tools for practical learning. The IT support team ensures regular servicing of computers, projectors, and other digital tools used in classrooms and labs. Wi-Fi networks and servers are monitored and upgraded as required to ensure uninterrupted connectivity. Dedicated staff ensure the upkeep of sports grounds, gym equipment, and other physical activity spaces. The college has a centralised grievance or issue reporting system that allows students and staff to report maintenance concerns, which are addressed promptly.</p> <p>Cauvery College for Women has established effective systems and procedures for the maintenance and utilization of its facilities, ensuring that physical, academic, and support infrastructure meet the needs of students and faculty. By integrating advanced monitoring tools, adopting sustainable practices, and enhancing feedback mechanisms, the institution can further strengthen its management processes and ensure the longevity and optimal use of its resources.</p> |

#### Qualitative analysis of Criterion 4

Cauvery College for Women has developed robust infrastructure and learning resources to support academic excellence and holistic student development. The institution offers well-equipped classrooms, laboratories, and computer facilities, complemented by ICT-enabled learning tools and a digital library system integrated with resources like NPTEL and SWAYAM. Sports and cultural facilities, including a gymnasium and auditorium, enhance co-curricular activities. The library is automated with KOHA, offering vast e-resources

and tools for research.

The college demonstrates a proactive approach to IT integration and scalable infrastructure, alongside well-equipped media studio for e-content development. Maintenance of physical and academic facilities follows structured SOPs, ensuring optimal utilization and timely upgrades. The college should plan future investments in advanced IT tools, cloud systems, virtual labs, and sustainable practices. The institution's focus on continuous improvement aligns with its commitment to fostering an engaging and inclusive learning environment for students and staff.

**Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)**

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| 5.1          | Student Support   |
| 5.1.2<br>QIM | <p><b>Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years</b></p> <p>The College caters to career counselling through an integrated course mechanism. It also has a Career Guidance and Placement Cell to organize mock interviews and aptitude tests. The College organises orientation on Life Skills. Through industrial training organisations, the College trains the students in soft skills. All entry-level undergraduate students can access Language Lab and Aural Oral English Lab to improve their communication skills. The institution conducted 110 career counselling programs, including 51 e-counselling sessions through virtual mode. Additionally, 12 programs were explicitly organised to guide students for competitive examinations during the assessment period.</p> <p>Through initiatives like the "Naan Mudhalvan" scheme of the Government of Tamil Nadu, 1898 students created LinkedIn profiles to stay updated on job openings in various companies.</p> <p>Students are afforded ample resources to augment their general knowledge and bolster their preparedness for competitive examinations. Access to many books and e-books is granted through the central and departmental libraries. Furthermore, the institution extends internet accessibility to students, thereby facilitating their acquisition of knowledge about contemporary trends and technologies.</p> <p>Career counselling, Competitive exams and other relevant information received from industries and different sources are prominently displayed on notice boards and communicated through WhatsApp groups.</p> |
| 5.3          | Student Participation and Activities  |
| 5.3.2<br>QIM | <p><b>Presence of an active Student Council &amp; representation of students on academic &amp; administrative bodies/committees of the institution.</b></p> <p>Describe the Student Council activity and students' role in academic &amp; administrative bodies within a maximum of 500 words</p> <p>The College has a well-defined Students Council. The union comprises a President, Secretary, Treasurer, Vice President, Joint Secretary, and department Executive Members. The council appoints the Student President, who is nominated on a rotational basis within departments, and other members are elected by executive members.</p>  |



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|              | <p>The Student Council organizes various <b>events and activities</b> throughout the academic year, providing students with platforms to voice their opinions and contribute to campus life. Students undertake various initiatives to promote social awareness and community engagement. For instance, activities. NEP SAARTHI-Three representatives from the college are nominated as Campus Ambassadors of National Education Policy 2020.</p> <p>By conducting quizzes and educational sessions assigned by the UGC every month, the council helps students understand the significance of policy changes in the education sector and encourages them to actively participate in discussions surrounding these reforms.</p>   |
| 5.4          | Alumni Engagement   |
| 5.4.2<br>QIM | <p><b>Alumni contributes and engages significantly to the development of institution through academic and other support system</b></p> <p><b>Describe the alumni contributions and engagements within a maximum of 500 words</b></p> <p>Cauvery College Alumnae Association (CCAA), termed CAPSA, has been <b>registered under the Tamil Nadu Societies Registration Act, 1975 (TN Act 27 of 1975) with the Reg.No. SRG/Trichy/176/2020</b>. The Registration of the Association has been renewed every year.</p> <p>Alumnae serve as support pillars through financial assistance, networks, and mentorship. Their involvement has been expressed in various facets of the institution's operations, from participating as guest speakers, judges, and mentors during departmental events and alumni reunions. By leveraging their professional networks and experiences, alumnae create tremendous opportunities for students to gain practical insights and contemporary trends in their respective fields and explore career pathways.</p> <p>262 alumnae contributed Rs. 40,12,650/- and 538 students received financial assistance of Rs. 32,61,575/- from CCAA during the accreditation period. CCAA has a well-framed policy for granting scholarships to needy students. CCAA has extended 50% of the semester fees for deserving students in the even semesters.</p> <p>Alumnae play an active role in shaping the academic direction of CCW by contributing to curriculum development and strategic planning efforts. Serving in departmental Boards of Studies, alumnae provide invaluable insights and feedback on curriculum design, teaching approaches, and the overall student learning journey. Their perspectives aid institutions in aligning educational enhancement with industry needs, promoting innovation, and improving the quality of teaching and learning. Alumnae also serve as members in the Internal Quality Assurance Cell.</p> <p>CCAA has chapters in Chennai, Bengaluru and Coimbatore.</p> |

#### Qualitative analysis of Criterion 5

The College has well-defined setups for student support and progressions. Scholarships and assistance to students in various forms are available at the college. In addition to this, there's a well-placed student council and alumni association. The students participate in curriculum development, IQAC activities, organising various days and events in the college and training the students for competitive exams.

The institution frequently organizes Alumnae meets aimed at raising awareness about job opportunities in the global market, strategies for clearing competitive examinations, and developing the skills necessary for success in the job market. An online International Alumnae Meet for **alumnae residing in the UK, USA, UAE, Malaysia, Singapore, Canada, and Australia** provided a platform to exchange employment experiences and highlight the crucial role of Cauvery College for Women in their academic development.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

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| 6.1          | Institutional Vision and Leadership  |
| 6.1.1<br>QIM | <p><b>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.</b></p> <p>The College is governed by Reddy Educational Trust and is affiliated with Bharathidasan University. The College has identified its vision and mission. The institution incorporates the principles of the National Education Policy(NEP) into its curriculum from 2020 onwards. Students have registered in the Academic Bank of Credits with ABC/APAAR IDs, and marksheets are uploaded to the National Academic Depository(NAD) portal. The institution implements interdisciplinary/ multidisciplinary elective courses, NME, SBE, and GEC, and has incorporated the Indian Knowledge System through value-added courses.</p> <p>The institution has the provision of Continuous assessment. The institution has decentralised its functioning.</p> <p>The Academic Council manages academic endeavours, while the Finance Committee focuses on financial management and development aspects in academic and non-academic activities of the institution. The Non-statutory committees are established for specific tasks with defined roles and responsibilities. The Principal is supported by Vice Principals, Deans, Heads, Faculty, Student Union members, and student representatives at various levels. The CoE Section conducts examinations and publishes results as per UGC norms.</p> <p>The Principal of IQAC for quality assurance and the enhancement of the institution.</p> |
| 6.2          | Strategy Development and Deployment  |
| 6.2.1<br>QIM | <p><b>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</b></p> <p>The execution of the Institutional Perspective Plan (IPP) is in place, and ensures a framework for progress and development. Through career-oriented courses, research endeavours, strategic alliances with NGOs and industries, Outcome-Based Education (OBE) from 2020 onwards, and cultivating an alumni network, the institution has initiated the student community, engaging stakeholders.</p> <p>Statutory and Non-Statutory Committees are participate in governance and institutional</p>   |

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|              | <p>development. Statutory committees operate within legal frameworks, ensuring compliance with accreditation standards and governmental regulations. Non-statutory committees provide flexibility in addressing dynamic challenges and opportunities in education. These committees offer recommendations for research enhancement, infrastructure development, and strategies for holistic student growth.</p> <p>The Internal Quality Assurance Cell (IQAC) oversees quality enhancement, monitors academic and administrative processes, facilitates accreditation, and implements quality initiatives. The regular meetings of all committees are held to evaluate their effectiveness and ensure alignment with institutional goals.</p> <p>The Organizational Structure has transparency and participation, adhering to higher education norms while employing a decentralized approach to prioritize student learning and stakeholder engagement. This strategy addresses contemporary challenges and incorporates relevant skills into course curricula to enhance employability.</p> <p>The Principal and management formulate policies, Appointment and Service rules and procedures in consultation with department Heads and faculty.</p>   |
| 6.3          | Faculty Empowerment Strategies  |
| 6.3.1<br>QIM | <p><b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b></p> <p>The institute has a Performance-Based Appraisal System (PBAS) to assess teaching. This system gives imperative information to teaching staff and organizations around the changing needs of understudies. Faculty members follow guidelines to submit self-appraisal forms, promoting excellence in teaching, learning, and research. The appraisal process rates employees' yearly performance in academics, research, and other activities, including interactions with students and colleagues—the IQAC Coordinator and the Principal review the forms in a specific format. The governing body's chairman further examines the comprehensive report, and the institute's final performance status is confidentially recorded.</p> <p>Academic Performance Indicators cover teaching-learning activities, faculty attributes, and educational extension efforts. Co-Curricular, Extension, and Professional Development Activities focus on social responsibility initiatives, workshops, seminars, and conferences the faculty holds. Research, Publication, and Academic Contributions of the faculty- evaluates research publications, consultancy, awards, fellowships, and patents.</p> <p>The institute also prioritizes welfare measures for both teaching and non-teaching staff.</p> <p>Cauvery College for Women (Autonomous) extends adequate benefits to all its employees, irrespective of their position or role.</p> <p>Leaves and financial assistance are provided for festivals, FDP events, performance excellence, Health care, research and projects, guideship remuneration, compassion, banking and research excellence. Soft loans, advances, and reimbursement according to the justified needs are in practice.</p> |
| 6.4          | Financial Management and Resource Mobilization  |

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| 6.4.1<br>QIM | <p><b>Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources</b></p> <p>Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words</p> <p>The institution is unaided and is run by Reddy Education Trust; the funds are generated through the collection of the “Tuition Fees”, as the main source of the Institute’s income. The deficit is managed by taking advance from the parent trust. These funds are utilized for all recurring and non-recurring expenditures. The institute has a well-defined mechanism to monitor the utilization of available financial resources for the development of academic processes and infrastructure development</p> <p>The institute's management committee/ College Governing Council takes all the major financial decisions. All transactions are maintained through bills and vouchers. The bill payments are passed after testing and verification of items. A certified Chartered Accountant conducts a financial audit at the end of every financial year to verify compliance.</p> <p>The institution has developed a strategy for mobilizing resources. The institution's College Governing Council &amp; Principal are authorized to make decisions and are responsible for the overall financial management of funds.</p> <p>The institution mobilizes the funds through fees, consultancy services, Endowments, Projects (DST – FIST, MHRD, UBA &amp; TNSCST), philanthropists and alumni. The statement of requirements and other expenditures are submitted for prior approval of higher authorities. The management receives the required funds, and it is utilized for the same purpose.</p>   |
| 6.4.3<br>QIM | <p><b>Institution regularly conducts internal and external financial audits regularly</b></p> <p><b>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</b></p> <p>The College has a mechanism for Internal and External Audits to ensure that the financial transactions are maintained accurately and efficiently. The accounts comply with the required standards, and all financial records are audited by a statutory auditor every financial year. The college conducts regular internal and external financial audits. The institution's financial officer (secretary) regularly processes the internal audit. The Finance Committee is an advisory body on all matters concerned with the college's finances. The department's budget proposals are reviewed by the Finance Committee and then forwarded to the College Governing Council for the process. The College Secretary scrutinizes and passes all the Bills, which are approved and signed by the then President and the Treasurer.</p> <p>External Audit</p> <p>The auditor appointed by the Trust performs an Annual Statutory Audit of the college's financial statements. A Chartered Accountant audits the financial records at the end of each fiscal year, and the audited statements of income and expenditure balance sheets are certified. The auditor verifies if the items of revenue, expenditure and items of assets and liabilities are reflected in the income and expenditure account and balance sheet as per the requirements. The audit ensures that the financial statements reflect an accurate and fair view of the institutional results and economic status of the period under audit.</p> |

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| 6.5          | Internal Quality Assurance System  |
| 6.5.1<br>QIM | <p><b>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 &amp; methodologies of operations and learning outcomes, at periodic intervals</b></p> <p><b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –</b></p> <ul style="list-style-type: none"> <li>• Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)</li> <li>• Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)</li> </ul> <p><b>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words</b></p> <p><b>Practice 1 Learning Outcome-based Curriculum framework (LOCF)</b></p> <p>The institution provides a choice-based credit system (CBCS) integrated with outcome-based education (OBE) and is also aligned with industry standards. It involves presenting departmental syllabi based on the Learning Outcomes-based Curriculum Framework(LOCF), by international standards of OBE. The objective is to enhance the curriculum of undergraduate and postgraduate programmes by providing 140 and 90 credits, respectively. The Internal Quality Assurance Cell(IQAC) monitors curriculum updates through periodical meetings of the Board of Studies (BoS), Academic Council, and Governing Body to review and revise the curriculum framework aligned with educational standards. The Choice-Based Credit System(CBCS) provides students with enhanced academic flexibility, allowing them to select courses based on their interests. Articulation mapping has been introduced to map COs for courses across various programs to effectively POs and PSOs. The curriculum integrates CBCS with Core, Elective, Skill-Enhancement, and Ability Enhancement courses at the undergraduate level and Core, Core Choice, and Elective courses at the postgraduate level. Projects and internships are also mandatory for all UG and PG programs.</p> <p><b>Practice -2: Research and Development</b></p> <p>The IQAC is significantly supporting research efforts within the campus through the Research Advisory Committee(RAC) and Research Ethics Committee(REC) by providing resources and substantial financial support for faculty to conduct and publish their research studies. The organization supports actively by providing intramural financial support as seed money for research. The Centre of Innovation and Business Incubation promotes creativity and entrepreneurship. Consultancy services have generated revenue and Providing access to advanced equipment,</p> |
| 6.5.2<br>QIM | <p><b>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms</b></p> <p>Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.</p> <p>To ensure a comprehensive educational experience, the Internal Quality Assurance Cell (IQAC)</p>   |

plays a central role in developing and reviewing the curriculum and mapping framework for undergraduate and postgraduate courses. Department Heads collaborate with faculty each semester to plan the workload and allocate papers for the upcoming term. Faculty members create lesson plans based on the established curriculum framework in alignment with course objectives. A systematic mapping process connects lesson plans to Course Outcomes(COs), covering various cognitive levels from K1 to K6. COs are further mapped at three levels: program outcomes (POs) and program-specific outcomes (PSOs). Periodic reviews are conducted by the Head of the Department.

The External Academic and Administrative Audit engages 10 experts divided into 5 teams: 2 teams for Arts, 2 for Science, and 1 for Administrative Audit, all sourced from neighbouring universities. This diverse arrangement brings various perspectives and expertise to the evaluation process. To ensure a thorough examination, departments are provided with a detailed data sheet containing 45 parameters and an observation sheet that guides the audit process, ensuring that all key aspects of departmental functioning are scrutinized. Heads of Departments (HODs) present their departmental achievements, challenges, and improvement plans, promoting a culture of transparency and accountability. The audit fosters a collaborative approach among audit teams, departments, and students, emphasizing continuous improvement and a strong commitment to academic quality.

The recommendations and feedback from the audit teams are carefully considered, and the suggested actions are incorporated into the department's activities for the next academic year.

#### Qualitative analysis of Criterion 6

The college has a well-defined role in IQAC. The IQAC identifies the best practices, and the proper mechanism is provided to ensure the implementation. The research and academic environment is maintained through external and internal academic audits. The college has shown earnings through consultancy. The faculty members have earned projects worth more than 78 Lakh rupees. The institution provides a choice-based credit system (CBCS) integrated with outcome-based education (OBE) and is also aligned with industry standards. It involves presenting departmental syllabi based on the Learning Outcomes-based Curriculum Framework(LOCF), by international standards of OBE. The objective is to enhance the curriculum of undergraduate and postgraduate programmes by providing 140 and 90 credits, respectively.



| Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7) |  |
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| 7.1   | Institutional Values and Social Responsibilities   |
| 7.1.1<br>QIM  | <p><b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b></p> <p>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p> <p>The institution's commitment to a safe, inclusive, and supportive learning environment is ensured through its awareness programmes, counselling services, and well-designed campus facilities.</p> <ul style="list-style-type: none"> <li>• The institution's initiatives <b>to promote gender equity</b> encompass the curriculum and co-curricular activities. Syllabi related to women's studies are prescribed as part of the curriculum. Gender Studies is mandatory, producing women leaders and entrepreneurs. The institution has published a GENDER STUDIES book for all third-year students.</li> <li>• The PG &amp; Research Department of Social Work, in collaboration with the Centre for Women's Studies, EXNORA, and NSS, has conducted 129 awareness programs on women's safety and gender sensitivity, covering topics like nutrition for Women, skill training, career development, women's issues and laws, and child safety.</li> <li>• Nearly 129 programmes were conducted offline and online. Curated themes address critical aspects of women's rights and well-being. Approximately 21,516 female participants and 3052 male participants benefited from these programmes.</li> <li>• The Social Work Department organized an international conference on the 6th &amp; 7th of March 2023 and published a book titled '<b>Deliberations on Legislation for Women and Children.</b>'</li> <li>• A book titled '<b>Count Her In: Invest in Women Accelerate Progress.</b>' Published in the national conference</li> </ul> |
| 7.1.3<br>QIM  | <p><b>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</b></p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• e-Waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul> <p>The institution demonstrates a commitment to effective waste management practices through strategic initiatives.</p> <p>Solid Waste Management</p> <p>The institution prioritizes effective solid waste management through a series of well-planned initiatives.</p> <p>Utilization of two inbuilt incinerators for sanitary napkin disposal in the hostel, each with the capacity to burn nearly 150 napkins at a time ensures a meticulous approach to waste</p>  |

management. This not only addresses hygiene concerns but also reflects the institution's commitment to environmentally conscious practices, ensuring that waste materials are handled in a manner that minimizes their impact on the surroundings.

Ample garbage bins strategically placed across the campus facilitate the easy disposal of waste, contributing to a cleaner environment.

Implementation of daily cleaning routines covers all areas, including the entire campus, floors, and classrooms, fostering a consistently tidy and hygienic atmosphere.

The institution used to follow an annual routine involving the collection and proper disposal of waste papers from the library.

#### Liquid Waste Management

The institution embraces sustainable waste water management practices to ensure responsible usage and disposal:

The establishment channels water from handwashing and utensil cleaning activities in the canteen and hostel to support plant irrigation.

Wastewater generated by the Reverse Osmosis Plant is utilized for vessel washing activities.

#### E Waste Management

E-Waste, including computers and peripherals, is gathered in a designated storage area, E-WASTE STORAGE UNIT.

#### Biomedical Waste

Used needles in the science laboratories undergo proper disposal through a specialized needle incinerator and the used cotton balls are disposed separately.

7.1.5  
QIM

#### **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

The institution has a sustainable and eco-friendly environment in place. From strict vehicle prohibitions to plastic-free initiatives, the campus strives to instil a sense of responsibility and awareness among its community members.

- Vehicle restrictions are enforced, with a strict prohibition on automobiles within the college campus for outsiders.
- Designated parking areas located near the campus for VIPs, staff, and students and underground parking close to the entrance minimize pollution.

- The college encourages the use of bicycles to reduce air pollution. Initiatives are underway to create a friendly environment.
- Pedestrian pathways are being constructed in and around the campus.
- A strict no-plastic rule is enforced,
- The college initiates planting a variety of flora and Herbal Garden to support local ecosystems.
- Mushrooms are also cultivated which is a sustainable and environment friendly food source.
- There is a focus on eco-friendly architecture and design principles across campus projects.
- Water-saving technologies and practices are being implemented to conserve resources effectively.
- The campus actively promotes water conservation habits among the community.
- The establishment of ExNoRa aims to engage students in sustainability projects and initiatives. Regular initiatives such as tree planting drives, clean-up campaigns, and eco-awareness events are being undertaken by Department Clubs in collaboration with other clubs such as Exnora, Rotaract, Leo, NSS, and NCC.

7.1.7  
QIM

***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

Dedicated efforts are taken to create a comfortable environment for individuals with disabilities. **Ramps are designed to accommodate the individuals with disabilities.** Western toilets are designed to support the independent functioning of individuals with disabilities. **Barrier-free design** across pathways, buildings, and transport systems ensures seamless accessibility. **Lifts are available in college and hostel blocks to supplement staircases, providing accessibility for individuals with disabilities, the elderly, and pregnant women.** Display boards are strategically placed for easy navigation, which is especially beneficial for newcomers. Information accessibility is made easy for newcomers to the campus by these **Display Boards**. Clear signposts guiding individuals to their destinations ensure a user-friendly experience. **12 Security personnel, including both male and female guards, are stationed around the campus.** Dedicated assistance for students and parents is provided to

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|              | <p>facilitate efficient and convenient navigation. <b>Scribe services are provided for visually impaired students and candidates with limited writing speed.</b> Regular assessments and upgrades are conducted to maintain and improve accessible infrastructure. The campus remains in compliance with evolving accessibility standards. Decision-making processes consider the diverse needs of the entire community. <b>NVDA software</b> in the college library allows blind and vision-impaired individuals to access and interact with the Windows operating system and many third-party applications, with features such as support for popular applications, speech synthesis in over 55 languages, and compatibility with refreshable braille displays. The National Library Service (NLS) for the Blind and Physically Handicapped offers a free library service with braille and talking books circulated through postage-free mail.</p>   |
| 7.1.8<br>QIM | <p><b>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).</b></p> <p>The institution maintains the education and cultural inclusivity standard, navigating challenges, adapting to changing circumstances, and providing continuous support. The approach to education encompasses cultural, linguistic, and community engagement aspects, ensuring the overall development of students and faculty. The college organizes cultural concerts like the <b>Triple Fiesta, Onam, and Pongal</b>. A national spirit of unity is fostered among participants and the audience. The college promotes a sense of national unity through cultural events celebrating <b>Independence Day, Republic Day, etc.</b> In the college general assembly named <b>CESGA(Cauvery Eternal Spiritual General Assembly)</b>, the students recite passages from <b>Holy Books</b> and take the preamble oath to foster a sense of religious and national patriotism.</p> <p><b>The Leo Club's 'Noon Meal Scheme' provides economically disadvantaged students with lunch.</b></p> <p><b>Unique Tamil, Basic Tamil, French, Hindi, and Sanskrit courses are available for students to enhance regional diversity and facilitate linguistic aspects.</b> Special scholarships are provided for students of all categories. <b>Institution Innovation Council (IIC)</b> aims to provide enrolled members with opportunities to gain entrepreneurial experience on campus, thereby facilitating hands-on learning experiences.</p> |
| 7.1.9<br>QIM | <p><b><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></b></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p> <p>The introduction of the <b>National Youth Parliament Scheme by the Ministry of Parliamentary Affairs</b>, Government of India, reinforces the institution's commitment to nurturing responsible citizens. The NSS Units of Cauvery College for Women (Autonomous) organized a Youth Parliament session, allowing students to engage in parliamentary practices and procedures while promoting values such as discipline and tolerance.</p> <p>· Cultural diversity and unity are celebrated through events like the <b>Triple Fiesta cultural concert commemorating Christmas, Pongal, and Ramzan</b>. These celebrations promote</p>  |

inclusivity and understanding among students from diverse backgrounds.

- The active participation of clubs such as the Amity Club, ExNoRa, NSS, and NCC in celebrating significant national events like **Independence Day, Republic Day**, etc., reflects the commitment to build patriotism and a sense of national pride among students.

- Students are provided a platform to address societal issues actively. By integrating cultural, social, and environmental initiatives, the institution aims to foster a well-rounded educational experience that prepares students to become empathetic and compassionate community leaders.

In the CESGA assembly, the students recite passages from holy books, take the preamble oath, and participate in oath-taking ceremonies during national days. These practices foster a sense of religious and national patriotism, promote moral values in the students, and reinforce their commitment to ethical conduct. Programmes are organized to emphasize the importance of teamwork and unity among students—programmes like SOUTH ZONE NSS PRE RD-PARADE.

## 7.2 Best Practices

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

#### From Ideas to Action: Youth Entrepreneurship and Social Development

- **Financial Support:** A seed fund of Rs.1,50,000 from management supports the Student Campus Company in developing entrepreneurial skills. Alumnae startup founders have received Rs.3,30,000 under the PMEGP scheme for their businesses. Rs.40,000 has been allocated to enhance student ideas, and Rs.5,60,000 from DST empowers women in technology and entrepreneurship.
- **Infrastructure and Resources:** Furnished office space, technological support in R&D through the TTO, Startup Cell, and Patent Utility Centre, along with the **SHINE Business Incubation Centre**, provide comprehensive infrastructure.
- **Faculty Expertise:** Through the IIC, 19 faculty experts across various domains have been trained as Innovation Ambassadors to promote innovation, entrepreneurship, IPR, and startups.
- **Proposal Evaluation by Committee:** Ideas developed into prototypes at various TRLs are evaluated by an expert committee from the TTO and Patent Utility Centre. Under TRL Level 9, 3 startups, Level 6- 5 startups, Level 4- 1 startup.

#### • Best Practice 2:

#### EMPOWERING MINDS. TRANSFORMING LIVES

- **Curriculum Flexibility** allows for adaptation to diverse learning styles and abilities, including Generic Elective Courses, Ability Enhancement Compulsory Course, and Skill Enhancement Course.
- By offering **Value-Added Courses**, the institution empowers students to take choice of

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|              | <p>their learning journey.</p> <ul style="list-style-type: none"> <li>• The Placement Cell's initiatives in career development programmes are geared towards equipping students with the necessary skills. <b>Students were benefited from placement training programs in collaboration with MOUs, such as GTT &amp; Barclay's Life Skills Programme(4,699 students), Bajaj Finserv's CPBFI Training (557 students), and EIT (179 students)</b></li> <li>•</li> </ul>  |
| 7.3          | Institutional Distinctiveness  |
| 7.3.1<br>QIM | <p><b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b></p> <p>The college has cultivated a distinctive cultural identity that reflects the rich heritage of South India while fostering modern values. This unique blend creates an environment where tradition and innovation coalesce, making the college a nurturing ground for young women.</p> <p><b>Heritage and Tradition:</b> The institution prides itself on its deep-rooted traditions. The annual celebrations of various festivals, such as Pongal, Onam and Triple Fiesta Signifying religious harmony are integral to college life.</p> <p><b>Workshops on Theatre Events and Traditional Folk dances</b> provide students with hands-on experiences that connect them to their roots. It also emphasizes the importance of regional arts and crafts. .</p> <p><b>Integration of Technology and Modernity:</b> We have adeptly integrated modernity into its cultural framework. The use of digital platforms for organizing events, promoting cultural activities.</p> <p><b>Environmental Awareness:</b> Another distinctive aspect of the college's culture is its commitment to environmental sustainability. Cultural events often emphasize themes of ecological awareness and responsibility.</p> <p><b>Embracing Diversity:</b> With students from various backgrounds and regions, the institution fosters an inclusive atmosphere. Participation in NATIONAL LEVEL, ZONAL LEVEL, and INTER-COLLEGIATE COMPETITIONS celebrates diversity by allowing students to showcase their regional traditions through dance, music, and cuisine.</p> <p><b>WINGS:</b> The Wings (Cultural Club) organizes 32 interdepartmental competitions annually, comprising events like Literary, Theater, Dance, Music and Fine Arts including traditional art forms like Kolam, Rangoli, Classical solo and Indian group singing, Traditional Folk dances, Mehndi designing, Clay modelling and Tamil Elocution.</p> |

#### Qualitative analysis of Criterion 7

culturalImpartingThe college has created its distinctive cultural identity, harmoniously blending tradition with modernity, inclusivity with leadership, and creativity with environmental awareness. The college prepares its



students academically and equips them with the cultural literacy and leadership skills necessary to navigate the complexities of the contemporary world. Through its vibrant cultural initiatives, Cauvery College empowers young women to embrace their heritage while confidently stepping into the future, making it a unique institution in the realm of women's education in India.

The involvement of different clubs, associations, councils and alumnae has made achievements across various cultural fields such as music, media, education, and arts. Notable achievements include student representation as Cultural Ambassadors of Tanzania and the Kingdom of Brunei and as Professional singers, classical dancers, choreographers, radio jockeys, makeup artists, and culinary experts, showcasing the institution's commitment to fostering leadership, creativity, and cultural heritage in women's education.

### **Section III:Overall Analysis**based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)

#### **Overall Analysis**

##### **Strength:**

- First unaided college in the state of Tamilnadu to cater to first-generation and economically disadvantaged women
- Highly qualified faculty in adequate numbers involved in teaching, research, and consultancy.
- Supportive and experienced College Management.
- UGC recognised the Mentor Institute under the PARAMARSH Scheme, which has six mentee institutions.
- It offers multi-disciplinary courses with A high-tech infrastructural facility, 27 buses, and a well-furnished hostel with four blocks.
- Swayam NPTEL courses and Courses from Wadhwani are given as extra credit courses.
- Alumnae chapters established in Chennai, Bangalore and Coimbatore
- 150-200 band in NIRF
- Strong Co-Curricular and Extra-Curricular activities with Cultural, NSS and NCC units

##### **Weaknesses:**

- Expansion of the campus is limited by its presence within the city limits.
- The decline in the enrolment of students in basic science programmes.
- 80% of students are from backward communities from rural areas.
- Less exchange programmes for staff and students at the national and international levels.
- Mobilization of funds are from limited resources as the only source of revenue is fees.
- Admissions are less than sanctioned seats.

##### **Opportunities:**

- Implementation of NEP
- Introducing new Undergraduate and Postgraduate Programmes in emerging trends
- Aligning courses with national and international standards to ensure global recognition
- The implementation of credit transfer and twinning programs with other institutions
- Contribute e-contents with 4 quadrant approach in the MOOC Platform
- Enhancing Industry academia collaboration for placements with higher pay packages
- Raising financial assistance from other Funding Agencies

- Scope to strengthen consultancy
- Internationalisation of institute to bring heterogeneous environment
- Integrated science programs may be introduced to enhance the demand of science stream

#### **Challenges:**

- Providing a curriculum that caters to a heterogeneous student body, including both urban and rural learners, while ensuring access to expert evaluators for the introduction of innovative programs.
- Achieving equivalence for innovative Programmes.
- Fostering employability and entrepreneurship skills among a diverse student population.
- Encouraging students to view education as a lifelong journey and shaping their attitudes accordingly.
- Addressing the rural mindset of students and parents, which often leads to challenges such as dropping out or declining job placements due to domestic responsibilities.
- Implementing technology-integrated teaching strategies for diverse groups of students.
- Promoting the use of ICT methods among faculty and reorienting them as facilitators of learning in this digital age.
- Facilitating faculty and student exchange programs with leading Indian and international higher education institutions.
- Being situated in an educational hub with fierce competition, the institution must continuously innovate to attract students and maintain a strong reputation. This involves enhancing placement opportunities, ensuring competitive salary packages, and building robust industry connections.

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- The College may introduce more career-oriented Post graduate Programs like MBA and Integrated science programs may be introduced to increase the demand of science stream.
- E-content may be utilized for Flip Class. Media lab be upgraded into professional content generation center.
- The Credits for UG and PG programs may be revised to match minimum nomenclature of 124 for general UG and 94 for PG programs. With 140 Honours degree may be awarded.
- Usage of wi-fi and Internet be promoted. College campus and Hostels may be equipped with wi-fi services for students.
- Quality research with I-Index and collaborative research projects be motivated.
- Personnel records of teaching and non-teaching staff be maintained appropriately.
- College may internationalize academics with National and International Linkages.
- Career Counselling and Placement Cell be strengthened for better placement opportunities.
- College should initiate the implementation of NEP
- The language lab be upgraded and well equipped. Same shall be used by all language departments.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

| Sl.No | Name                  |                     | Signature with date |
|-------|-----------------------|---------------------|---------------------|
| 1     | DR. NEERJA A GUPTA    | Chairperson         |                     |
| 2     | DR. SUSHMA VISHNANI   | Member Co-ordinator |                     |
| 3     | DR. SAJIMOL AUGUSTINE | Member              |                     |
| 4     | Dr. Devender S Kawday | NAAC Co - ordinator |                     |

Place

Date