



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution		LADY DOAK COLLEGE (AUTONOMOUS)
• Name of the Head of the institution	Dr. Christianna Singh	
• Designation	Principal & Secretary	
• Does the institution function from its own campus?	Yes	
• Phone No. of the Principal	04522530527	
• Alternate phone No.	04522524575	
• Mobile No. (Principal)	9003958131	
• Registered e-mail ID (Principal)	principal@ldc.edu.in	
• Address	Lady Doak College Road, Tallakulam	
• City/Town	Madurai	
• State/UT	Tamil Nadu	
• Pin Code	625002	
2.Institutional status		
• Autonomous Status (Provide the date of conferment of Autonomy)	08/05/1978	
• Type of Institution	Women	
• Location	Urban	

• Financial Status	UGC 2f and 12(B)																														
• Name of the IQAC Co-ordinator/Director	Dr. P. Felicia Shirly																														
• Phone No.	04522530527																														
• Mobile No:	9442040448																														
• IQAC e-mail ID	iqac@ldc.edu.in																														
3.Website address (Web link of the AQAR (Previous Academic Year)	https://ladydoakcollege.edu.in/data/Aqar/AQAR%202018-19.pdf																														
4.Was the Academic Calendar prepared for that year?	Yes																														
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.ladydoakcollege.edu.in/website/calendar/Academic%20Calendar%20-%202021-22.pdf																														
5.Accreditation Details																															
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>Five Star</td> <td>Nil</td> <td>2000</td> <td>07/01/2000</td> <td>06/01/2005</td> </tr> <tr> <td>Cycle 2</td> <td>A</td> <td>Nil</td> <td>2006</td> <td>17/10/2006</td> <td>16/10/2011</td> </tr> <tr> <td>Cycle 3</td> <td>A</td> <td>3.44</td> <td>2013</td> <td>25/10/2013</td> <td>24/10/2020</td> </tr> <tr> <td>Cycle 4</td> <td>A+</td> <td>3.27</td> <td>2022</td> <td>26/04/2022</td> <td>25/04/2027</td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	Five Star	Nil	2000	07/01/2000	06/01/2005	Cycle 2	A	Nil	2006	17/10/2006	16/10/2011	Cycle 3	A	3.44	2013	25/10/2013	24/10/2020	Cycle 4	A+	3.27	2022	26/04/2022	25/04/2027
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Cycle 1	Five Star	Nil	2000	07/01/2000	06/01/2005																										
Cycle 2	A	Nil	2006	17/10/2006	16/10/2011																										
Cycle 3	A	3.44	2013	25/10/2013	24/10/2020																										
Cycle 4	A+	3.27	2022	26/04/2022	25/04/2027																										
6.Date of Establishment of IQAC	01/11/2004																														
7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?																															

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Dr. J. Ananthi, Department of Biotechnology	Early Career Research Award	Science And Engineering Research Board	05/03/2019	4,50,000.00
Dr. J. Jeyamathi, Department of History	Research Project Grant	Indian Council of Historical Research	01/07/2021	59,375.00
Dr. Mu. Akshaya, Department of Biotechnology	Early Career Research Award	Science And Engineering Research Board	26/10/2017	2,36,134.00
Ms. Chrisanne Fernandez, Department of Zoology	Senior Research Fellowship	Indian Council of Medical Research	20/11/2018	4,64,933.00
Dr. R. Solai Selvi, Department of Chemistry	Extramural Research Scheme	Council of Scientific And Industrial Research	31/01/2018	4,67,368.00
Dr. Priyatharsini Rajendran, Department of Zoology	Student Project Scheme	Tamilnadu State Council for Science and Technology	11/03/2022	7,500.00
Dr. D. Rani Rosaline, Department of Chemistry	Student Project Scheme	Tamilnadu State council for Science and Technology	11/03/2022	7,500.00

8. Provide details regarding the composition of the IQAC:

<ul style="list-style-type: none"> • Upload the latest notification regarding the composition of the IQAC by the HEI 	View File	
9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10.Did IQAC receive funding from any funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<ul style="list-style-type: none"> • Enhanced the organisational culture of the college through workshops • Enriched research activities through Research & Development cell • Equipped the faculty members with the latest ICT Tools in Teaching, Learning, Evaluation and Research • Generated opportunities for employment to students through entrepreneurship training • Conducted Energy, Green and Environment audits through the Centre for Environmental Studies 		
12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:		

Plan of Action	Achievements/Outcomes
<p>Enhance the organisational culture of the college</p>	<p>Workshop on 'Enhancing Quality through Organizational Culture' was conducted on 09-12-2021. 88 teaching faculty members having less than 6 years of experience at Lady Doak College (Aided and Self-financed stream) attended the workshop. The participants were given insights of how quality should become a way of life through thought, action, and interaction. They were also encouraged to walk the extra mile. The importance of feeling of oneness to enhance the quality and culture of the organization was highlighted.</p>
<p>Enrich Research through Research and Development Cell</p>	<p>Implemented research awards for faculty members (Lifetime Achievement Award, Yearly Career Research Award, Outstanding Research Award, and incentives for quality publications in Research). Management fund for Institutional projects were provided to fourteen faculty members. Workshop cum training program on HPTLC (DST-FIST funded instrument) was organised by the Research and Development cell along with the Science Instrumentation Centre, Lady Doak College between 9th and 12th August 2021 and 24th and 25th February, 2022 respectively. Research and Development Cell also organised a workshop on 'Writing Successful Research Article for Publication' on 6th, October 2021 for faculty members.</p>
<p>Equip faculty members with latest ICT tools in teaching,</p>	<p>Techno sharing sessions, webinars and trainings were</p>

<p>learning, evaluation and Research</p>	<p>conducted to equip the faculty with latest ICT Tools in Teaching, Learning and Research. Training in 'Instructional Model for Lesson Plan' in Moodle LMS was conducted on 05-06-2021 and 08-06-2021 to improve student engagement in online learning and to enhance course delivery. An FDP on 'Pedagogy for Learner-Centred Teaching' was organised for 50 faculty members on 27-2-2022 and 28-2-2022.</p>
<p>Equip students with entrepreneurship training for employment generation</p>	<p>24 vocational courses were offered online during the Odd semester of 2021-22 for the students. A virtual special Guest Lecture for II UG Students on 'Explore ideas & Skills and Become a Self-reliant Entrepreneur' by Mr. Nagaraja Prakasam, Founder & Chairman, Native Lead, Bangalore, on 09-10-2021. A training on Cultivation of Oyster Mushrooms and Milky Mushrooms was conducted by the Agricultural College and Research Institute, Madurai on 17-12-2021 for 62 students of Lady Doak College.</p>
<p>Conduct Energy, Green and Environment audits through the Centre for Environmental Studies</p>	<p>Energy, Green and Environment audits were conducted for the year 2021-22 towards energy conservation, use of renewable energy, energy efficient appliances, green environment and sustainability, water conservation, wastewater, plastic waste management, recycling and reuse of waste and have also received the respective audit certificates.</p>
<p>Statutory Compliance - NAAC Peer Team Visit and Autonomy Review</p>	<p>The SSR was uploaded on 12-08-2021, and DVV was uploaded</p>

Committee Visit	on 30-11-2021. The Autonomy Review committee visited the college on 12-04-2021 and 13-04-2021 and extended the autonomous status. The NAAC Peer Team visited the campus on 20-04-2022 and 21-04-2022 and the College has been awarded the A+ Grade.
NIRF - analyse the previous scores and provide suggestions for the improvement	Ranked 87 out of 1802 colleges for the year 2020 on 09-09-2021. Based on the analysis of the NIRF scores obtained in each parameter, recommendations were brought to the Senatus for enhancing research activities and public perception. Data for the year 2021 was uploaded on 10-02-2022.
Design of data templates for collection of details with regard to alumnae placements and higher studies	A revised template incorporating data fields based on NAAC and NIRF was sent to the Alumnae Office on 03-12-2021. It was used to collect data from 2018-2021 batch students of UG and 2019-2021 batch students of PG.
Obtain feedback analysis reports about courses from the Heads of Departments	The feedback for the courses for Odd and Even Semesters given by students and faculty, with analysis by the Heads of the Departments was reported to the IQAC. Based on the feedback analysis, the departments have revised certain courses for the Odd semester of 2021-22 and passed in the Academic council meeting of the college.
Submit report for the All-India Survey on Higher Education (AISHE)	The data was uploaded and the AISHE certificate was received on 28-02-2022.
Carry out the audit of the course files for each academic	The Heads of Departments carried out the audit of all course

year	files maintained in their respective departments for the odd and even semesters of 2021-22 and have sent the attestation of compliance for the period June 2021 - May 2022 to the IQAC office. The components audited were Course Content, Entry Behaviour Test, Workplan and Mode of Continuous Assessment. The various modes of assessment helped to identify and cater to the different skill sets of students.				
13. Was the AQAR placed before the statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <thead> <tr> <th data-bbox="87 1032 778 1099">Name of the statutory body</th> <th data-bbox="783 1032 1469 1099">Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="87 1106 778 1211">Senatus - The apex decision making body of Lady Doak College</td> <td data-bbox="783 1106 1469 1211">16/12/2022</td> </tr> </tbody> </table>	Name of the statutory body	Date of meeting(s)	Senatus - The apex decision making body of Lady Doak College	16/12/2022	
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Senatus - The apex decision making body of Lady Doak College	16/12/2022				
14. Was the institutional data submitted to AISHE ?	Yes				
<ul style="list-style-type: none"> Year 					
<table border="1"> <thead> <tr> <th data-bbox="87 1487 778 1554">Year</th> <th data-bbox="783 1487 1469 1554">Date of Submission</th> </tr> </thead> <tbody> <tr> <td data-bbox="87 1561 778 1637">2020-2021</td> <td data-bbox="783 1561 1469 1637">28/02/2022</td> </tr> </tbody> </table>	Year	Date of Submission	2020-2021	28/02/2022	
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2020-2021	28/02/2022				
15. Multidisciplinary / interdisciplinary					
<p>Lady Doak College rightly emphasises on nurturing a multidisciplinary environment of learning and collaboration across disciplines integrating Sciences, Languages and Humanities as insisted in NEP 2020 focusing on whole person development. The College keeps in view challenges such as strategic collaborations and clusters across Humanities and Sciences to broaden the student capabilities, job opportunities and credit mobility to move forward in multidisciplinary education and research. A double major</p>					

programme B.A. Psychology and Sociology, and mandatory non-major electives, interdisciplinary courses in all programmes integrates Humanities and Sciences with STEM.

Interdisciplinary major (4 credits) is a part of the basket of courses to be opted during Semesters V and VI with a thrust to promote critical thinking, team-based intellectual activities and analytical skills that characterise different disciplinary areas of study (STEM). Non-major elective (2 credits) is an interdisciplinary minor in Semesters III and IV, where the students have the option to choose across Humanities and Sciences disciplines to broaden her knowledge and skills.

Community transformative initiatives are undertaken through an interdisciplinary major course - Life Frontier Engagement (LiFE) where the theoretical learning in the classroom is taken to the target community, addressing their real-life issues in their final year undergraduate study. Institutional plans are laid to develop adopted villages (Unnat Bharat Abhiyan, Swachh Bharat Initiatives) through multidisciplinary community-based research, focusing on addressing United Nation Sustainable Development Goals. A road map to develop a multidisciplinary hub with other institutions is explored.

16.Academic bank of credits (ABC):

The multiple entry and exit options and the Academic Bank of Credits system offers a lot of flexibility for the students to opt for multidisciplinary courses, programmes and transfer to other institutions. This flexibility and autonomy should ensure smooth and systematic academic mentoring by faculty, upgrading the course design and delivery strategy to meet the National Higher Educational Qualification Framework (NHEQF), the facility and functionality to comply with Academic Bank of Credits platform under Digilocker Framework. The College also has to explore the right choice of institution for credit exchange, taking into consideration difficulties like catering to first-generation learners, student-teacher ratio and fluctuating workload criteria. Among the multiple ways to promote this, Lady Doak College is exploring to facilitate online learning through design of discipline-specific courses with in-house faculty expertise. International Study Centre at Lady Doak College promotes synergy and collaboration with other global institutions by promoting student exchange and credit transfer.

17.Skill development:

Lady Doak College is an institution which has long realised the need

to impart the right skills relevant to industry and community by offering a wide range of mandatory vocational courses for 2 credits in Semester III enhancing employability and entrepreneurship. Skill-based training is embedded in the curriculum incorporating functional skills, critical thinking and problem-solving skills, soft skills and entrepreneurship skills needed for professional competencies. Partnerships, collaborations and MoUs with ICT Academy, Association of Chartered Certified Accountants, Insurance Institute of India, Tally Solutions Pvt Ltd., Institute of Company Secretaries of India, Institute of Chartered Accountants of India is a way of strengthening industry - academia linkages, encouraging tie-ups with skill-based training providers and conducting skilling modules via Vocational Courses, Value Added Courses, Internships for extra credits. Centre for Women Studies offered two UGC National Skills Qualification Framework courses, Certificate Course in Food Processing Technology and Quality Control and Diploma in Nutrition and Dietetics (Academic Council, BG2020). Lady Doak College has become a training partner of National Skill Development Corporation through UGC- Skill Hubs Initiative-Pradhan Mantri Kaushal Vikas Yojana 3.0.

The Centre for Entrepreneurship Development offers 24 vocational skill-enhancement courses run by trained academic and industry professionals among which, 15 courses are offered with master trainers, industry persons/and professional academic institutions. Others are run with in-house expertise of faculty members across disciplines through ODL/blended/hybrid/on-campus modes.

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

a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses.

The integrated curricular model offers Non-Major Electives (NME) courses as a mandatory component in Part IV for two semesters in Humanities and Sciences for the Undergraduate Programme. The Departments of Tamil, History and Economics predominantly offer at least two major courses on the ethos and evolution of the Indian knowledge system to enable the students to understand contemporary societal issues.

The Department of Economics incorporates ancient Indian economic ideas of Arthashastra and Thiruvalluvar in the curriculum through the course 'History of Economic Thought'. The economic views of

Gandhiji and Dadabhai Naoroji are also included in the course. The Department of History offers courses in Indian History, History of Tamil Nadu, Archaeology and Environmental History which highlight the evolution of Indian Culture through the ages and the contributions of our ancestors for the rich cultural heritage of India. The Department of Social Sciences and the Department of Tamil offer Tamil and Psychology as an NME course. The course focuses on analysing Tamil literature through a psychological perspective.

The Department of Tamil offers Sangam Literature to Modern literature enabling students to know the ancient and contemporary culture of India, especially Tamil Nadu. The Postgraduate course 'Translation in Literature' helps students learn Indian languages. NME courses with Science disciplines help to understand the prominence of Indian scientific thought in Tamil literature. Courses offered by the Departments of History, Economics, and Commerce provide students the insights on the historical messages, economic ideas and instances of trade recorded in Tamil literature. Research scholars analyse the cultural anthropology, environment, economy, ethics and human rights cited in Tamil literature. Tamil typing skills and translation of study materials empower learners and facilitators to understand the subject in a more comprehensive manner.

The Department of Hindi offers interdisciplinary courses like 'Communicative Hindi for Entrepreneurs', 'Business Hindi', 'Computer Documentation Tool for Hindi' to the Undergraduate students and cherishes the popularity of Hindi language among the non-Hindi learners. Various competitions like Lok Nrutya, One-Act play, Fashion Parade on Unity-in-Diversity showcase Indian customs and traditions of India. The Department of Physical Education teaches asanas in yoga and breathing exercises to students as a part of their activities.

b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

The institution encourages the faculty members to participate in conferences conducted in vernacular languages, like World Tamil Conferences, in collaboration with international association for Tamil research. The College motivates faculty members to present research papers in their field of specialisation in vernacular languages in the National arena. There is increased faculty enrolment and successful completion of exams in Sanskrit and courses given by the Hindi Prachar Sabha, recognised by the Central and

State governments.

The Departments of Economics, Tamil, History and Social Sciences have plans to conduct workshops on 'Translation Skills for Academic Tamil', inter-departmental peer tutoring and training for technical writing skills in Tamil for academic purposes to strengthen their communication skills in vernacular languages.

c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.

B.A. Economics degree course introduced in 1957 offers programmes in parallel baccalaureate (English and Tamil) focused on inclusive learning environment and glocalisation. The syllabi is offered bilingually in order to overcome the language barrier and aids in the preparation of competitive examinations. In addition, to cater to the needs of learners from rural background, who have undergone school level education in Tamil medium, this degree course has been introduced. Learners joining Tamil medium degree courses are able to avail Tamil Nadu State Government Scholarships and Tamil Nadu State Government jobs. The curriculum is designed in such a way that it caters to the needs of not only Tamil medium learners but also the differently abled students. All internal and external assessments are conducted separately for English and Tamil medium learners, but they have common question papers which is bilingual. Student seminars, LiFE projects and academic club competitions are conducted for Tamil medium students as well. Self-created e-resources (videos, slide presentation, manuals, digital mind mapping) in bilingual mode are provided to learners. The content delivery as well as assessments are done through ICT-enabled (padlet, animations, gamification, storyboarding) and student-centric techniques.

A large percentage of students who enroll for B.A. History come from the Tamil Medium schools. The course facilitators teach bilingually to enable the students to understand the subject better. The Inter disciplinary (Major) courses viz., Social Movements (Department of Social Sciences), History in Tamil Novels (Department of Tamil) and Tourism in Madurai (Department of Economics) and Non-Major Electives courses - India and the World and Economic History of India are taught bilingually (English and Tamil) as Tamil Major students opt for these courses. Malayalam is also taught as one of the major courses in Postgraduate Tamil.

After class hours, remedial classes are conducted in Tamil.

d) Describe the efforts of the institution to preserve and promote

the following:

- i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)
- ii. Indian ancient traditional knowledge
- iii. Indian Arts
- iv. Indian Culture and traditions.

The institution offers core and interdisciplinary courses to promote Indian ancient traditional knowledge, culture, and traditions. The Department of Economics offer courses along with the Departments of Tamil and Hindi, to preserve and promote Indian languages through Hindi and Tamil as well as safeguarding the Indian culture and traditions. Department of History with the Economics department offers both interdisciplinary and elective courses such as *Tourism in Madurai*, *Economic History of India*, *India and the World*, concerned with the ancient history of the Indian economy enables the protection of India's heritage and tradition. The courses like *Economic ideas in Thirukkural* and *Economic thoughts in Modern Tamil literature* conducted in collaboration with the Department of Tamil promotes traditional knowledge of Tamil language, arts and culture through role play, involving learners in listening to old Tamil songs, reading poems, short stories and novels. The Departments of Economics and Hindi jointly offered the course *Communicative Hindi for Entrepreneurs* to learners in order to enhance the usage of Hindi language among non-Hindi learners.

The Undergraduate and Postgraduate students learn the culture of India through the course *History of India* from the Ancient period to the present day. The Self-Learning Courses on *Cultural Heritage of India* (UG) and *Exploring Madurai* (PG) enable students from other disciplines to understand the culture of India and Madurai respectively. Courses on *Indian Art and Architecture* (PG) and *Archaeology & Art* (UG) with special reference to Tamil Nadu highlight the Indian Art, Culture and Traditions. The Life Frontier Engagement Programme under the theme 'Responsibilities of a Citizen' has motivated students to realise their responsibilities as citizens and their role in preserving and conserving local/national heritage. Through the course 'History and Culture of Tamil Nadu' offered in UG I year, one can appreciate the history and culture of Tamil Nadu from ancient times to the present day. The subject on Folklore enriches the knowledge on folk arts, oral literature, rituals and medicine of the people in Tamil Nadu. Students are trained in Parai,

one of the folk arts. Malayalam is also taught as one of the major subjects in PG Tamil. A special programme named 'Manarkeni' provides a platform to discuss the literary works of teachers and students.

The Department of Social Sciences conducts a training programme called 'Social Action through Theatre' which gives training to the undergraduate and postgraduate students of the department in various art forms such as Parai, Oyilattam, Karakattam and Bommalattam. On-the-Spot Study to a tribal village is mandatory for the I year undergraduate students.

e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

The below-mentioned good practices are followed by the departments

- ICT enabled learning through PowerPoint presentation, e-content and self-created videos
- Student-centric learning methods like Role play, Skit, Dumb charades, Debate and Quiz
- G-suite tools and LMS moodle for teaching and learning
- Blog creation, mind-mapping, mentimeter, Padlet, Edpuzzle and Instagram for integrating IKS
- Environmental economic issues and Sustainable Development Goals-oriented courses are incorporated in the curriculum in Tamil language for learners
- An Online programme 'Kathai Ketkalam Vaanga' conducted through Google meet by the Department of Tamil introduces the literary works of various writers

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The institution envisaged a learning outcome-based curricular framework for all programmes of study from the academic year 2019-2020. There is increased focus on the course's attainment by the students through Course Outcomes, Programme Specific Outcomes and Programme Outcomes.

Lady Doak College has designed the modules for optimum attainment of the graduate attributes through student-centric teaching learning pedagogies with an inbuilt process of critical and reflective thinking and continuous assessment evaluation methods.

The College measures the attainment of Course Outcomes for the 2022 batch by direct and indirect methods. In the direct method, a student's performance is measured through Continuous Formative Assessment (60%) and Summative Examination (40%) for theory courses and for Lab courses Continuous Formative Assessment (75%) and Summative Examination (25%).

The Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are realised through the curriculum. Course Outcomes (COs) are defined for each course and are mapped to POs and PSOs. A set of performance evaluation criteria is used for quantitative assessment of COs. They are evaluated through continuous Formative assessments and mapped against each continuous assessment method and student performance. The analysis of CO is carried out for each course and documented as a Course Assessment Report. The contribution of COs is to be assessed as high, moderate and low levels, towards the attainment of POs/PSOs. The questions in Summative examination are tested with relevance to all COs using Bloom's Taxonomy. Thus, the attainment of COs provides evidence of attainment of POs and PSOs.

20.Distance education/online education:

a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.

The Centre for Entrepreneurship Development offers 24 vocational skill-education courses conducted by trained academic and industry professionals. During the pandemic period, the courses were modified and conducted through online mode.

b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.

The institution uses Learning Management System (Google Apps and Moodle) along with blended learning and e-content for effective delivery of academic content. The institution is a pioneer in training and using online tools effectively for assessment. Periodic trainings on open-source tools is given to faculty members for student-centric teaching and continuous assessments. Online exams have been conducted through a customised assessment system developed as a part of the in-house college automation.

Faculty members are trained in submitting MOOC proposals in SWAYAM platform. Several proposals were submitted under the call for MOOC proposals from SWAYAM Inflibnet and India's Arctic Policy under

frontier areas such as Water Resources, Social Stratification, Money and Banking, Number Theory, Mathematical Methods in Economics-I, Principles of Marketing and Microeconomics-II. The College has received a MOOC proposal grant from UBCHEA for the development of an interdisciplinary course on 'Literature and Gerontology'. Being a part of the local chapter, the college has bagged the 'Active Local Chapter' recognition from SWAYAM-NPTEL with 180 student certifications and 10 FDP certifications. Students are encouraged to undergo MOOC courses to obtain certification. Faculty mentors are assigned for the MOOC courses. The College maintains a repository of all digital content created by the faculty members. They are also actively engaged in creating video modules for teaching.

Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

Lady Doak College has taken steps to offer short term courses and online certifications for the upcoming academic year. Infrastructural facilities are enhanced to design and develop online courses. Guidelines for MOOC development are framed in accordance with the national level SWAYAM requirements.

The College has paved way to break the confining walls of classrooms through technological advancements and user-friendly digital resources. The Online Education Committee constituted during the pandemic with faculty representatives from each Department were trained on effective usage of ICT tools for online education and they served as master trainers to others. The College was awarded with the Academic Partner Excellence Award 2022 for the highest number of Faculty members trained by ICT Academy between April 2020 and March 2022.

Moreover, the College has incorporated credit transfer to students on completion of MOOC courses as extra credits. This encourages students to take up and complete online courses provided by the national and international platforms such as SWAYAM, NPTEL, Coursera, edX and Udemy. Faculty members act as mentors in motivating and guiding students to earn online certifications.

To enhance blended learning, Moodle is implemented for the teaching learning process. Every course is available online through the LMS, ensuring content access anywhere and anytime. Tutorial videos are also created by faculty members.

Extended Profile

1.Programme	
1.1	42
Number of programmes offered during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
2.Student	
2.1	4737
Total number of students during the year:	
File Description	Documents
Institutional data in Prescribed format	View File
2.2	1525
Number of outgoing / final year students during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
2.3	4615
Number of students who appeared for the examinations conducted by the institution during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.Academic	
3.1	1365
Number of courses in all programmes during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.2	251
Number of full-time teachers during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File
3.3 Number of sanctioned posts for the year:	251
4. Institution	
4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	2059
4.2 Total number of Classrooms and Seminar halls	77
4.3 Total number of computers on campus for academic purposes	677
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	899.58
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Design and Development	
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.	
<p>Outcome-Based Education (OBE) is incorporated into the curriculum as per the requirements of NAAC and UGC-Quality Mandate (2018). To cater to the local, national and global developmental needs the Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are framed for all programmes in alignment with the vision and mission of the respective departments and in tune with the vision, mission and educational objectives of the College.</p>	
<p>The COs of all courses offered to UG and PG courses are mapped with the POs & PSOs of the respective programmes. OBE is effectively</p>	

integrated into the UG curriculum that follows the Integrated Curricular Model (ICM) on par with international standards. Based on TANSCH norms UG & PG curriculum is restructured.

In accordance with the UGC's directive to colleges and the institutional accreditation guidelines of NAAC, value-added courses are framed by all departments and offered across disciplines outside the requisite curriculum to bridge the gap between academia and industry requirements.

Experiential learning methods are part of the curriculum of every department. Learning-by-doing stimulates academic inquiry, civic engagement, career development, cultural awareness, leadership, professional and intellectual skills that empower students to be transformative leaders in society.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://www.ladydoakcollege.edu.in/cpec_obe.html

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

3

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

622

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

80

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

40

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

Lady Doak College strives to impart holistic education to students by integrating cross-cutting themes relevant to Professional Ethics,

Gender, Human Values and Environment and Sustainability appropriately in the UG and PG curriculum. These pertinent issues and the Sustainable Development Goals are embedded in the entire structure of the curriculum that includes Foundation Major, Core Major, Support, Non-Major Electives, Electives, Interdisciplinary, Major Optional, Life Frontier Engagement and Value-based Courses.

The whole curriculum subtly reinforces the significance of right perspectives on gender attempting to address issues on gender equity and equality. The need for environment safeguard, is emphasised by instilling the moral obligation to protect the environment to usher in a sense of hope for the future.

The duties and responsibilities of each citizen in understanding the fundamental freedom of all and respecting the rights of others by exhibiting human values in everyday living is foregrounded. Appreciating different roles in a family to cultivate a healthy relationship among family members is underscored.

The curriculum inculcates the importance of maintaining professional ethics in life and career by fostering universal core values, acquiring ethical decision-making skills and developing career skills that mould students into responsible citizens with the necessary skills for nation building.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

7

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above	
180	
File Description	Documents
List of students enrolled	View File
Any additional information	View File
1.3.4 - Number of students undertaking field work/projects/ internships / student projects	
1655	
File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File
1.4 - Feedback System	
1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	A. All 4 of the above
File Description	Documents
Provide the URL for stakeholders' feedback report	https://www.ladydoakcollege.edu.in/sites/default/files/igac/Consolidated%20Feedback%20Report_2021-2022-1.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File
1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://www.ladydoakcollege.edu.in/AQAR/2021-2022/Criteria_I/1.4.2/1.4.2_Main_page_action_taken.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

1733

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

1733

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Lady Doak College caters to students with excellent academic credentials and to slow learners. To help freshers overcome the difficulty in communication skills, a discipline-based Communicative Skill Course was offered in Semesters I and II. Tailor-made courses on Basic and Advanced levels were offered under Part-I and Part-II courses.

Students are provided with an ambience conducive to learning.

Performance in continuous assessments aided in identification of slow learners who are supported through remedial classes and peer tutoring. Formative improvement tests were available for students in the first semester. An additional provision was given during the pandemic to assist the slow learners to clear arrears in August.

Advanced learners were provided opportunities to opt for self-learning courses, summer internships, academic projects, term paper, comprehensive viva, mini project, e-assessments and online courses that enabled them to obtain extra credits. Other academic avenues such as interdepartmental, inter-collegiate and national level programmes, participation in national and international seminars and conferences, presentation and publication of research data provided opportunities for high achievers. SET/NET coaching prepared students for their research and teaching career. Student exchange programmes gave students exposure to universities of good reputation. Special efforts were taken to gender sensitise the students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/12/2021	4737	251

File Description	Documents
Upload any additional information	View File

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 experiences:

The college used a variety of student-centred learning techniques which enable participative, experiential, and collaborative learning that promote learning.

Participative Learning methods such as case study, assignments, role play, management games, brainstorming and group discussions

facilitated active learning.

Experiential Learning methods such as on-the-spot study, industry/community research projects, interactive simulations, training, and internships enhanced critical thinking, problem-solving and decision-making skills. Students worked on different software applications for better understanding. The college has labs like Plant Tissue Culture, Bioinformatics, Cheminformatics, Computational and a Science Instrumentation Centre that promote experiential learning, cultivating skills and transforming theoretical concepts into practice. The Psychology Lab enabled students to interpret human behavioural constructs.

Problem Solving methods such as crossword puzzle, wordsearch puzzle, quantitative aptitude problem solving, group projects, company based projects and community based project under LiFE enabled students to think through various scenarios, come up with new and innovative solutions and make decisions.

Every department had an academic club that organised a variety of student-centric activities and promoted collaborative learning outside classrooms. This enhanced leadership skills, inculcating team spirit among students.

File Description	Documents
Upload any additional information	View File
Link for additional Information	Nil

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

There are ICT-enabled classrooms in the college. For effective teaching, lecture sessions were supported by videos and online applications such as Book Creator, Molview, Octave, Padlet, Prezi, Nearpod, OneNote, WhatsApp, Wordwall and Buncee. Teachers created presentations and videos relevant to the topics. e-books, e-newspapers, e-journals, e-magazines were used as references with specific tasks assigned.

Classes were conducted online in the odd semester. ICT platforms like Google Meet/Hangouts, MS Teams and LMS Moodle were utilised.

In flipped classrooms, students watched videos captured in lecture-capturing sessions through open-source recording software. The

students were given an opportunity to exchange their views with their peer group and teachers through discussion forum in Moodle.

All Science Departments conducted virtual labs through computer models and interactive lab simulations effectively replacing dissection and making students visualize physical and chemical processes in an engaging way.

After the content was delivered, continuous assessments were given in the form of quiz, crossword puzzles, discussion forums etc. in the Moodle platform. Digital Mind Map and Mentimeter were used in teaching by introducing the topic, questioning, assessing the students and getting immediate feedback from the students about the content delivered.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://ladydoakcollege.edu.in/ccm.html
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

251

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The College Calendar Committee was headed by the Principal and coordinated by the Vice Principal. Information was collected from the academic departments, administrative offices, academic and non-academic centres of the college for the formulation of the college calendar. The tentative calendar was displayed at the Administrators', Senatus and Faculty meetings. Suggestions from each of these meetings were taken into consideration, leading to a

definitive version of the college calendar. Thereafter, it was made available to the college community at the beginning of the academic year.

The college followed a day-order format for timetable which was included in the calendar. It also contained information about continuous assessments, scheduled statutory meetings, Part-V days, college events, fee payment deadlines and public holidays. The events and activities mentioned in the calendar were strictly adhered to, except for emergency holidays declared by the Central/State Governments. Such holidays were taken note of by the Vice-Principal's office for compensation.

All members of the faculty were required to prepare a structured teaching plan at the beginning of every semester for all the courses they handled. It included lectures, student-centred learning activities planned by them and an assessment planner which were made available to students.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

251

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	No File Uploaded

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

125

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

2263

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

18

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

32

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	No File Uploaded

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

The college invested time to bring about qualitative improvement in examination management. The Controller of Examinations (CoE) is responsible for all matters related to examinations.

The smooth functioning of the Examinations Office was based on the automation of:

- details of courses, the names of teachers handling the course and the evaluation pattern
- panel of external examiners for summative examinations
- continuous assessment and summative marks
- list of students who have not completed the formative requirements
- registration for the supplementary examinations
- payment of examination fees
- examination schedule posted on the website
- generation of hall tickets
- publication of exam results

Due to pandemic, in the academic year 2021-2022,

- the mode of evaluation pattern as continuous assessments was followed in the odd semester and the final results were published
- summative examination in the even semester was conducted on campus for final year students with descriptive questions set by external examiners and the rest took online objective type exams on campus

Tangible Outcome:

Conducting scalable continuous online mode of assessments which enabled quick processing and publication of results was a feat

indeed in this unprecedented pandemic period.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Lady Doak College has always been a pioneer in academic innovations. Over the years, the college has evolved standard models for developing the curriculum, ever since the inception of autonomy. Till 2010, every course was framed based on a set of Course Objectives to be achieved.

From 2011 onwards, the courses were framed based on Learning Outcomes for each course. The Outcome Based Education (OBE) platform provides a framework to bridge the 'academia-industry gap' and enables better employment prospects. The College initiated OBE during the academic year 2019-20 and all the undergraduate and postgraduate courses offered from 2020 batch onwards follow the OBE model and therefore, all the courses have Course Outcomes (COs).

All the faculty members were oriented about COs, Programme Specific Outcomes and Course Attainment through the Curriculum Planning and Evaluation Cell. The process and methodology followed was displayed in the college website too. The approved syllabus was given to the students at the beginning of the semester which consists of COs with cognitive level and course content. The Centre for Information Technology, Lady Doak College had developed an in-house software for implementation of OBE.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	Nil

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The college measured the attainment of Course Outcomes (COs) for the 2021 batch in the even semester following the direct method to quantify Outcome Based Education (OBE). In this the students' performance was measured through continuous formative assessment (60%) and Summative Examination (40%). For the 2022 batch it will be implemented in a full-fledged manner with direct and indirect methods.

Quantification of CO, PSO and PO attainment:

Average responses of outgoing students for each Programme Outcome will be computed by an indirect method through student exit surveys followed by a preformed questionnaire, involving all stakeholders.

Overall Programme Outcome attainment to be computed by adding both direct and indirect methods in the proportion of 80:20 respectively.

Attainment of Outcomes:

COs were defined for each course and are mapped to Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). COs are evaluated through continuous formative assessments and mapped against student performance. The contribution of COs to PSOs is assessed as high, moderate and low levels. The questions in the summative examinations are tested with relevance to all COs, taking into account the cognitive levels. Thus, the attainment of COs provides evidence of attainment of PSOs and POs.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

2.6.3 - Pass Percentage of students**2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution**

1525

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://www.ladydoakcollege.edu.in/AOAR/2021-2022/Criteria_II/2.7/2.7.1%20indexpage.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

Lady Doak College imparts holistic education by enhancing the quality of teaching and research. Research & Development Cell (R & D Cell) was established as a hub to foster research culture across the Sciences and Humanities by introducing research-based learning at all levels of Higher Education. R & D Cell encourages the faculty members to take up collaborative and inter/multidisciplinary research through seed money. Eminent scholars from national and international universities were invited to the College regularly to promote research at various levels. The College provides incentives for publication, research and proposal writing. The College has nine recognised research centres and supports 24 research scholars. An amount of ₹. 36,04,360 was mobilised for research by various departments, funded by SERB, ICSSR, CSIR, UGC and UBCHEA during the year 2021-22. The management has invested ₹ 4,35,723/- to promote research through R & D Cell and ₹ 21,07,323/- for enhancing the research infrastructure of all Science departments. The research facilities and resources are strengthened by collaborative projects and partnership with academic and technical institutes at national and international level resulting in 4 innovations and quality publications of faculty members and research scholars.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://www.ladydoakcollege.edu.in/Research_Policy.html
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

1.8

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

2

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	No File Uploaded

3.2 - Resource Mobilization for Research**3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)****36.0436**

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	No File Uploaded

3.2.2 - Number of teachers having research projects during the year**10**

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides**24**

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year**6**

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	Nil
Any additional information	No File Uploaded

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Lady Doak College, serving students from all strata of society has developed an active environment for innovations and transfer of knowledge. R&D Cell coordinates the research pursuits by providing seed grants, registration of Ph.D scholars, DC meetings, pre-thesis presentation, guideship for the faculty, identifying technical experts, reviewing research proposals, conducting training and workshops, and awareness on external funding opportunities. Research Forum (Technical Review Committee) on interdisciplinary approach enhances the quality of research and publications. The Centre for Entrepreneurship Development was awarded the certificate of establishment by the Institution Innovation Council of the MHRD and MoE in November 2021, through which various activities on innovation and incubation were organized. The Centre for Entrepreneurship Development caters to the demands by creating entrepreneurs, taking a step towards a self-sustainable society and alleviating unemployment. Significant training on communication skills, conflict management and preparation of reports were organised by the Centre. Life Frontier Engagement (LiFE), a community-based capstone course empowers students to become sensitive to societal issues and transforms them as catalysts of positive change. LiFE projects were aligned with some of the Sustainable Development Goals (SDGs).

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

55

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	No File Uploaded

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

4

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

84

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	View File

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

0.10

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.ladydoakcollege.edu.in/AQAR/2021-2022/Criteria_III/3.4/3.4.4/Support_Documents/Final.pdf

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

58

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

5

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

2.99431

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

25,43,046

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	No File Uploaded
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Lady Doak College has instilled the value of serving the community through Part V programmes. Extension activities for the academic year 2021-2022 were initiated with an awareness programme on COVID-19 vaccination and highlighted the importance of SOP. The students volunteered in all the Central and State government-initiated programmes as per the guidelines of Madurai Kamaraj University and Regional Joint Directorate of Collegiate Education, Madurai. The program components and highlights include psychosocial interventions during pandemic period, NSS - virtual camp, Pulse Polio Immunization (PPI) campaign, environmental energy audit and tutoring work in residential areas, Mass Vaccination Mela, Swachh Survekshan Gramin 2021 survey, Mini Job Fair Exclusive for Person with Disabilities (PwDs), National Voters Day Pledge and Electoral Literacy for Stronger Democracy and Swachh Bharat Abhiyan. Students were given awareness towards the importance of nutrition, blood donation, cancer prevention, autism and 'Snakes and Human Coexistence Awareness Campaign'. The Lady Doak College Eco-Brigade volunteers were involved in fundraising through reusing and upgrading of unused things donated by people as part of an MoU with Kalpataru and Arogya Welfare Trust. Through these activities, the teachers and students focus on uplifting the lives of the needy.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

1

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	No File Uploaded

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes

such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

50

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

1208

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

22

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

7

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

State-of-the-art infrastructure facilities, set in the serene, green environment provided ambience for intellectual stimulation. The institution is a technologically adept campus with high-speed Wi-Fi facility. 44 classrooms equipped with LED display monitors, 2 smart classrooms, 2 multimedia theatres, 4 large-screen interactive panels and LCD projectors catered to academic needs.

Scientific laboratories and equipment with higher-end workstation helped teaching and research. Specialized facilities like Animal House and Museum, Science Instrumentation Centre, Open-Source, Psychology, Bioinformatics and Cheminformatics Labs, Multimedia Lab and Recording Studio offered in-house and consultancy services.

A 600-capacity auditorium was refurbished and air-conditioned. Academic gatherings happened in the 4000-capacity auditorium with live-streaming to other halls on-campus and off-campus. The College hosted State and National competitive exams.

The College extended residential accommodation for 690 students, hailing from remote areas to other countries, in 11 residential halls with uninterrupted electricity and Wi-Fi facility.

The library was enriched with commendable collections of books, journals and e-resources.

The well-equipped clinic and counselling centre with qualified professionals nurtured the physical and mental health of students and staff. The green campus, labyrinth walk, Chapel and meditation room enabled spiritual and emotional connect.

A well-furnished guest-house catered to national and international resource persons and exchange students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

The college has excelled in sports with exceptional prize records over the years. The college offers an excellent platform to sports students with special scholarships, facilities, and equipment to excel in sports.

The playground (1984, 1862.28 sq. m.) is the nerve centre of physical activities throughout the year. The Golden Jubilee Indoor Stadium-cum-Auditorium (GJ) (2004; 1710 sq. m.) served as a practice venue for sporting and cultural events. The Volleyball Court (2014, 836 sq. m.) was an apt venue for matches and coaching camps. These facilities were also used by the district administration, NCC Directorate and sports authorities. Sports Hostel (2009, 1013.2 sq. m.) equipped with fitness equipment, provided free boarding and lodging for sports students emphasizing their holistic development.

Cultural meets, mimes, street-plays, folk-arts displays, dances and skits heralded the return of students on-campus post-pandemic. 2 auditoriums, 4 large indoor meeting spaces and 3 outdoor stadiums with varying capacities bustled with student cultural activities. Several cultural events were organized online with broadcast and live-streaming facilities reaching out to the larger community.

The GJ Auditorium, Wilcox Chapel (1957, 309.40 sq. m.) and meditation room were used for meditation, yoga training and demonstrations.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	Nil

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

77

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

130.92

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

The J.X. Miller Memorial library is the knowledge repository of the college for print and e-resources. It held to its credit 1,49,387 books, 45 print journals, newspapers, and periodicals. Electronic access was supported through the electronic resources as 6000+ e-journals, 1,99,500+ e-books through UGC-NLIST. Indiastat database provides secondary level socio-economic statistical information.

The J.X. Miller library functions as a Central library augmented by 10 Department libraries with Open Access System. The efficiency of the library is supported by technical processing of books with Dewey Decimal Classification System, Authors with Cutter System, Cataloguing and Indexing techniques with AACR2 method and retrieval with Sears list of subject headings.

The other services of the library include lectures on e-resource access, importance of bibliography, and methods to avoid plagiarism. Since 2017 plagiarism checker software tool URKUND (Ouriginal) is in

use to support researchers.

The Helm Archives, established in 1998, has collected, chronologically collated and digitised documents, photographs, artifacts and manuscripts of historic value according to archival standards, and were used for research.

The Library Management Services (LMS) enabled all faculty members and students to access all the library services online through the College automation portal.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/Library.html

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

6.23

File Description	Documents
Audited statements of accounts	No File Uploaded
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e-journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)**4.2.4.1 - Number of teachers and students using the library per day during the year**

184

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The campus is enabled with a high-speed Wi-Fi facility (200 Mbps) through a secured network (SonicWall NSA3600) using Media Access Control (MAC) authentication. 115 access points are installed in the college premises.

The labs were upgraded with latest configurations for cloud-based proprietary software like MATLAB, Adobe, AWS, Android and FOSS. Remote access was provided to the centralised workstation with scientific software.

The Centre for Information Technology provides support for automating academic and administrative processes. The in-house IT Team developed tailor-made open-source cloud-based solutions to provide access from anywhere from admission to exit which includes online admission, attendance, e-assessment, exam process, results, feedback, OBE attainment, proctored exams, course registration etc. Administrative functions of faculty Recruitment, Biometric attendance, Payroll, Payslip, Financial mapping, Fee management system, Integrated payment gateway, Leave Management system, Performance appraisal of staff, online Service Register, Hostel Management system, E-complaints mechanism, Student election process, Hall Booking, Alumnae database, Online donation portal etc. are part of the automation. The College website is updated regularly.

The CIT is adept in providing the students with access to open source Learning Management System (LMS) such as Moodle (hosted in dedicated AWS supporting 4700 concurrent users), MS Teams and Google Classroom.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/Policies.html

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
4737	677

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 750 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	No File Uploaded

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.youtube.com/watch?v=sCk6e1I9UIc
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)**

768.66

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

All Science departments have documented laboratory policies. Lab equipment were maintained with SOPs and supervised by lab assistants. User registers, logbooks and breakage registers were maintained.

Upkeep of the Sports ground and facilities were carried out regularly.

The J.X. Miller Library has a well-defined maintenance and upkeep policy. The Centre for Information Technology has a systematic mechanism for maintenance of hardware and software facilities.

Sanitizer dispensers, fire safety and first aid boxes are installed at vantage points and the equipment were checked regularly. The institution has a well-established system of CCTVs across the campus. Regular refurbishment and building repairs are carried out to maintain physical stability. A HT power line is available and electrical inspection is carried out by the Electrical Inspectorate annually.

The RO water plant, Sewage Treatment Plant, Sanitary Napkin Incinerator, UPS and Battery facilities, Solar Panels, Solar powered streetlamps, Air conditioners, Lifts, Computers and Network facilities are all checked, regularly serviced and duly certified. The power generators ensure uninterrupted electricity.

The College automation has a portal for online complaints/requests relating to physical infrastructure. The overall development plan of the college is structured and carried out as year wise plans.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

2495

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

564

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://www.ladydoakcollege.edu.in/
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

176

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression	
5.2.1 - Number of outgoing students who got placement during the year	
129	
File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
5.2.2 - Number of outgoing students progressing to higher education	
395	
File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	No File Uploaded
5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year	
5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year	
32	
File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File
5.3 - Student Participation and Activities	
5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year	
96	

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The Student Cabinet at Lady Doak College plays an integral and vital role in the college and hostel. The democratically elected office bearers of the Student Cabinet function under the guidance of Principal and Deans of Student Affairs linking the students and the management. Leadership camps empower them to effectively participate in academic, administration and campus life. Suggestions and requests are discussed in the meetings with the Principal and the DSA facilitating smooth conduct of the programmes in the college.

Significant participations:

- Members of IQAC, Anti-ragging Committee, College Magazine, Wallpaper
- Organised Assembly programmes, awareness programmes, National Day celebrations with meticulous planning and implementation
- The discipline secretaries monitored the traffic and discipline inside the campus along with extension programme (Part V) representatives and PRO
- Assisted in the conduct of medical check-up for all students
- JCAR (Joint Council Action for Residents) officers assisted the wardens in the efficient functioning of the hostels
- Organised Interdepartmental competitions focusing on the theme 'Glow and Grow' (MILIR'22)
- Cultural secretaries encouraged students to participate in competitions conducted by other institutions
- Open Forum secretaries conducted a debate on necessity of sex education in schools

The contributions of the Student Cabinet in campus life were

commendable.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/AQAR/2021-2022/Criteria V/5.3/5.3.2/5.3.2 Hand%20Book_Students%20cabinet.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

45

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Alumnae Association of Lady Doak College contributes to the development of the institution through financial and non-financial means. The Association facilitated the alumnae around the world connect with the college through the virtual meet. Institutional Facebook account Lady Doak College, Madurai and alumnae_ladydoakcollege page in Instagram.

Their noteworthy contributions during 2021-2022 are:

- Generated scholarships to support needy students
- Alumnae entrepreneurs were encouraged to sell their products on campus.
- Alumnae served as resource persons and trainers for the students (curricular, co-curricular and extra-curricular activities).
- Bus gifted by alumnae used by the college community for field

trips.

- Alumnae stores sold stationery items and photocopying was done here.
- Tailoring unit conducted classes for students and staff.

Anandha Hall maintained by the association serves as the primary house for alumnae projects given below:

- Seminar room for meetings organized by the Departments and centers.
- Guest rooms provided a comfortable stay for alumnae and visitors.
- Caring Residence for Infants and Babies (CRIB) a creche catering to the children of mothers inside and outside the college.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.ladydoakcollege.edu.in/Alumnae.html

5.4.2 - Alumni's financial contribution during the year

A. ? 15 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Leadership is steered by the vision to lead effectively in challenging situations, empower young women and foster global

competency. All decisions are made in compliance with the statutory bodies like the Governing Body, Finance Committee, Academic Council, Boards of Studies, and non-statutory bodies such as the Senatus, Internal Quality Assurance Cell, Faculty Association and Curriculum Planning & Evaluation Cell, where teachers are actively involved. Non-statutory bodies include teaching staff, non-teaching staff, students, alumnae and all stakeholders participate in the decision-making at the primary, secondary and tertiary levels. The Management Board of Directors consists of prominent leaders, representing various sectors who contribute their rich expertise to the institution. The statutory and non-statutory committees stipulated by the UGC strengthens the governance. The workflow is delegated to various heads of committees who in turn coordinate with the faculty members and student representatives of the committees. The institution steadily works towards the achievement of its vision of providing holistic education through academic and non-academic programmes. Enhanced technological infrastructure promotes ICT-enabled curriculum delivery and assessment, development of online courses, research across borders, and collaborative consultancy.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.ladydoakcollege.edu.in/Vis_Mis_Quality.html

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The College believes in participatory leadership. The Principal drafts the annual committee list taking into consideration the requirement of the institution and the preference of the faculty members. Following are some of the committees constituted in the College: Internal Quality Assurance Cell, Curriculum Planning & Evaluation Cell, UGC Committee, R&D Cell, Grievance Redressal Cell, Examination Committee, Admission Committee, Discipline Committee, Library Committee, Student Welfare Committee, Extra-curricular Activities Committee. Teachers take additional responsibilities in coordinating and serving in Part V Extension Programmes, Alumnae Association, Counselling, Centre for Information Technology, Centre for Communication and Multimedia, Centre for Entrepreneurship Development, Centre for Environmental Studies, Centre for Human Resource Development, Centre for Women's Studies, International Study Centre, Career Guidance and Placement Cell and others. The

students also play an active role in decision-making forums. Suggestion boxes and portal for e-requests are available for all faculty and students, and meetings are conducted at all levels to ensure effective participation and involvement in participatory management.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

PANDEMIC STRATEGIC PLAN

Lady Doak College managed to successfully scale up its transition to online teaching and learning as well as strengthen its functions, as it battled the lockdown and spread of the Covid 19 pandemic. On the academic front, with the effective implementation of the Online Education Committee, the College had smooth functioning of online classes and academic enrichment. On the flip side, a Pandemic Relief Project was taken up to address the financial and psychological needs of the college community.

The pandemic relief fund was used for:

- upscaling teaching and learning processes
- paying interns (current students and alumnae)
- facilitating the development of the Counselling Unit, Centre for Information Technology, Centre for Communication and Multimedia, Centre for Environmental Studies, and Centre for Entrepreneurship Development

The intense emotional turmoil that the community of Lady Doak College underwent was effectively addressed by counselling interventions and online peer support programmes for students. The students were helped to acclimatise to the online education process as well as to report the impact of the pandemic such as health

issues, job losses, alcoholism, and domestic violence. A helpline was created specifically to assist in this process.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	http://3.6.69.123/login/index.php
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

The organisational structure of the Institution constitutes the Principal and Secretary who oversees the overall leadership of the College. She works in liaison with the Vice Principal, Bursar, Controller of Examinations, Deans of Academic Affairs, Deans of Students Affairs, Chaplain and Chief Operating Officer. The Vice Principal manages the functioning of IQAC, Centre for Information Technology, HR and the Alumnae Association. The Bursar is the ex-officio Treasurer of the College. The Controller of Examinations heads all affairs related to examinations. The Deans of Academic Affairs delegate academic responsibilities to the CPEC Coordinators, Heads of Departments, Coordinators of International Study Centre, R&D Cell, Centre for Environmental Studies, Centre for Value Education and Centre for Life Frontier Engagement. The Deans of Students Affairs look after the interests of students on campus and are in charge of career and personal counselling services, resident student services such as health, food, co-curricular activities and settlement of grievances. The Chaplain who administers the spiritual connect of the institution, co-ordinates the Student Christian Movement activities, Christian Studies, College Choir, Chapel Services and Counselling Unit. The Chief Operating Officer is responsible for infrastructure and property management, campus maintenance and ensures safety and security of the campus.

File Description	Documents
Paste link to Organogram on the institution webpage	https://ladydoakcollege.edu.in/website/general/Organogram.pdf
Upload any additional information	View File
Paste link for additional Information	https://www.ladydoakcollege.edu.in/Admin.html

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

To combat the rising pandemic challenges, the college organised

- special vaccination camps
- helpline and tele-counselling support - 24x7

The college offered various welfare measures for non-teaching staff such as,

- scholarships to children
- management advance
- adhoc bonus, Pongal bonus, Christmas gift
- 'Panimanaikalvi'- literacy for class IV workers on campus
- Non-Teaching Staff Wellness Fund
- Management-sponsored recreational trip

The college offered various welfare measures for teaching staff such as,

- sabbatical leave up to 6 months/leave on loss of pay for 1-2 years to management faculty for completion of PhD
- financial assistance to attend and present papers
- seed money for promoting research
- cash award for publication
- Katie Wilcox award for PhD awardees, Early Career & Lifetime Achiever Award
- techno-sharing sessions

All the staff enjoy benefits such as,

- retreats
- sports activities
- appreciation for completion of 10 years
- maternity leave
- festival advance
- free legal aid
- creche facility
- Life Insurance/Accidental Death benefit

Harmony, a community programme wherein staff with their family, participate and celebrate togetherness, is organised every month. The College has always catered to the needs of its staff, improving everyone's lives holistically.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

12

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

38

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

136

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The Katie Wilcox Education Association (KWEA) is registered under the Indian Companies Act 1956 under section 25 and now under section 8 of the Companies Act 2013, as a not-for-profit organisation. Lady Doak College is a unit of KWEA, catering to the higher education needs of the girl children in the community.

The annual budget is prepared based on the requirements of departments, centres and other offices of the College to meet the infrastructure and maintenance needs in addition to the salary payment to teaching and non-teaching staff under management of the institution and is approved by the higher officials. The Bursar will present this carefully prepared internal budget to the Finance and Development Committee and later to the Board of Directors for their approval. Finally, the KWEA approves the budget.

The government accounts are audited by staff from the JDCE office. The Accountant General Audit also covers all government accounts. All the audits carried out at Lady Doak College are external and as of now the College does not have an internal audit system. The audited accounts of KWEA and government funds are certified by a statutory auditor who is a Chartered Accountant.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

63.99

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Resource generation for the College is mainly through the collection of fees. Interest generated from long-term and short-term fixed deposits also builds the internal corpus. Other means of fund inflow include projects approved by UGC, Central Government and other organisations.

Internal funds are generated through rental income from State Bank of India housed on campus, Golden Jubilee Auditorium, Van Allen Guest House, Anandha Hall Guest House, mess and canteen contract, service charges collected for the conduct of UPSC examinations, professional examinations of various national institutions such as ICSI and other examinations of the State Government. The college website has a web page for donation and individual donors contribute through the college portal.

The alumnae of the institution offer financial support and various fundraising initiatives are taken by the management to encourage them to support their Alma Mater. The College has an intent to set up an Institutional Development Office and to appoint an Institutional Development Officer (IDO) in order to exclusively generate resources for the development of the institution.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.ladydoakcollege.edu.in/automation/alumnae/Gift.php

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

Centralised online feedback from students and faculty on academic courses

Though a centralised online feedback process from students and faculty on academic courses had been implemented by IQAC from 2015-2016, it was updated in 2021-2022 with a common feedback questionnaire for the different types of courses (Theory, Lab, Lab cum Theory, Problem Solving). The feedback analysis generated on all academic courses helped identify the courses that needed revision. Feedback questionnaires on online assessments were evolved for the students, faculty, exam office staff, Centre for Information and Technology and parents. The responses of the stakeholders were received, and the feedback analysis revealed that the online assessments had been efficient, cost effective and less time-

consuming.

Online assessments

In the odd semester, continuous online assessments replaced regular summative examinations but supplementary summative examinations were conducted online using a proctoring method developed inhouse. In the even semester, assessments were both online and offline. The course facilitators adopted various digital tools of assessments such as digital mind map, Padlet, Nearpod, Prezi, and Sketchbooks. They were also trained to conduct online assessments through Moodle LMS. The automated grading of MCQs uploaded in the inhouse automation portal for online assessments facilitated a hassle-free evaluation process.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/Iqac_Rep.html

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

IQAC takes measures to review and improve the teaching-learning process through well-structured academic audits, with an aim to gain checks and balances for ensuring academic standards. Under academic audit, each department conducts a self-audit on course files and submits the compliance report to IQAC at the end of each semester. The components of the course files such as course content, entry behaviour test, work plan and modes of continuous assessments were audited. The Departments adopted various continuous assessment modes which include case writing, creation of videos, presentations, seminars, short research projects, working models and open book exams. The compliance certificates were signed by the respective Heads of Departments and submitted to the IQAC office.

IQAC identifies the lacunae in the teaching-learning process and based on the requirement drafts an agenda of the annual plan at the beginning of the academic year. As per the guidelines given by the UGC, the IQAC initiated the process of Outcome Based Education (OBE) for all the undergraduate and postgraduate programmes. To equip the teachers with ICT tools in teaching, learning, evaluation, and research and to enhance course delivery through Moodle LMS, several techno-sharing sessions were conducted during the year 2021-22.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/Iqac_Audit.html

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://www.ladydoakcollege.edu.in/Annual_Report.html
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Lady Doak College, being the first women's Higher Education Institution in Madurai, prioritises gender equity. Women employees and students were offered emotional support during the challenging second and third waves of the pandemic.

'Moving towards Equity' is the motto with which the UGC supported Centre for Women's Studies has been journeying for more than three decades. Teaching & Learning, Training, Research, Field Action & Advocacy, Networking & Collaboration and Special Events are its

various domains. Besides offering curricular programmes on Women's Studies for undergraduate and postgraduate students (4 skill-based, 5 value-based and 2 elective courses), the centre organised open forums through the student club, 'Uliyin Oli'.

International collaboration with the Singapore University of Social Sciences (SUSS) for a workshop on the theme 'Breaking Barriers and Building Bridges' is noteworthy. Training in Film production and editing was attended by the student teams of LDC and SUSS, as an outcome of which two documentaries titled 'Not Alone' and 'Empower' were produced. Panel session on Gender issues and Gender Deep Dive were facilitated in collaboration with United Women, Singapore.

International Women's Day was observed on the theme 'Gender Equality Today for a Sustainable Tomorrow'. Safety measures include double vaccination and social distancing.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://youtu.be/0x7zjS1k_9o

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

C. Any 2 of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Effective waste management strategies were adopted, hence sustainable environmental protection was ensured.

Solid wastes, especially papers from the departments and centres are the raw material for the paper recycling unit which operated as a mode of encouraging an entrepreneurial venture. The Twin-bin system was set up to confirm disposal and segregation of the degradable and

non-degradable wastes. Leaf litter collected was used by the vermicomposting unit to generate compost and made available for sale. Rupees one thousand five hundred and forty (Rs. 1540) was collected through the annual sale of compost and eco-friendly gift-wrappers. Incinerators were operated for proper disposal of sanitary napkins. The campus is declared plastic free.

On using the wastewater treatment plants, recycling of water from the residential halls is done and re-used for watering plants. Percolation pond ensured the recharging of the ground water for sustained availability. Stagnation of water is prevented.

Sharps waste were segregated and Bio-wastes from life-science departments were autoclaved and disposed of in biohazard waste collection bags. E-wastes are disposed through Government authorised vendors.

Energy conservation mechanisms add to the efficient management of energy resources. Signages on 3R's principle were displayed in vantage points on campus to reinforce the message of conservation.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geotagged photographs of the facilities	View File
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

<p>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	<p>A. Any 4 or All of the above</p>
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File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy undertaken by the institution

<p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

<p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</p>	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	No File Uploaded
Details of the software procured for providing assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

"Built by many hands of friends in many lands

With the purpose that's common to all"

The College Song epitomises the inclusive environs that Lady Doak College is built on and stands for. No one is too big or too small to enter the portals of LDC; be it differently-abled, first-generation learners, international students, or students from any caste, creed, linguistic or socio-economic backgrounds. The economically challenged students are recipients of allowances such as management scholarships and free lunch every day. The Counselling Unit facilitates group sessions for the resident students from diverse backgrounds to strengthen interpersonal skills.

For those students hailing from different linguistic backgrounds, the college offers a basic course in Tamil. The Hindi and French departments, through their clubs, motivate students to learn the languages and to develop linguistic and other creative skills through various competitions. The International Study Centre (ISC),

a platform for all international programmes and collaborations offers opportunities to contribute and learn about other cultures. The twice-a-year International Service-Learning programme coordinated by the ISC fosters intercultural learning and community experience by networking with other Asian Universities. The broader perception towards promoting inclusivity is gained by staff and student participants of the programmes.

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

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The constitutional obligations like fundamental values, rights, duties and responsibilities are followed by the College community.

The College made sure that a variety of activities were conducted to sensitise student community, faculty members and non-teaching staff of the institution and took pledges on the occasion of:

Ø Anti-Terrorism Day

Ø Sadhbhavana Diwas pledge commemorating the death anniversary of former Prime Minister Rajiv Gandhi

Ø HIV AIDS Day

Ø Voter's pledge on ethical voting

Ø National Integrity Day

Ø Constitution day of India 'Sanvidhan Diwas'

Ø Abolition of Child Labour

Ø Tholunoyai Olippom 'Sparsh pledge'

Ø International Youth Day (youth in enhancing global society)

Ø 'Thooimayei Sevai'

Ø Swachh Bharat Abhiyan Campaign and Swachh Bharat pledge (to make the students aware of their duties to keep their city clean)

Ø Rashtriya Ekta Diwas pledge (to preserve the unity, integrity and security of the nation)

Other activities include - celebration of important days such as International Human Rights Day, International Women's Day, Science Day, Environment Day and International Forest Day. Vigilance awareness week, Self-love week and Gandhian thought programme were observed by specific departments. It enabled the members to internalise the need for a right balance between rights and responsibilities.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

B. Any 3 of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and

festivals

The Institution believes in the need for commemorating events and festivals. Special efforts were taken through the Student Cabinet, Clubs of various Departments and Centres for the celebration of national and cultural festivals. The College takes pride in honouring the retiring faculty members by inviting them to hoist the National Flag and to deliver the special address when national and international days are commemorated with cultural programmes by students. They also organised a virtual programme for Teachers Day in a grand manner.

Other events initiated by the Centres and Departments include World Science Day, Water Day, Human Rights Day, Women's Day, Mental Health Day, International Forest Day, World Social Work Day, Handloom Day, Wildlife Week, National Science Day, National and International Food Day, Christmas celebrations and Self-Love Week.

Various extension programmes like National Service Scheme, National Cadet Corps, Youth Red Cross, LDC Eco Brigade, Library Service Programme, Ranging and Red Ribbon Club were offered to the students. Awareness programmes and rallies on special themes, which help in building the organising abilities, were conducted. A sense of national integrity and communal harmony is instilled through such programmes.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice I Building Future Preparedness - Transformative Digital Strategies:

www.ladydoakcollege.edu.in/AQAR/2021-2022/Criteria_VII/7.2.1/7-2-1-I-Building Future Preparedness-Transformative Digital Strategies.docx-1.pdf

Best Practice II Harmony 2021: Quality Time of Celebrating Togetherness:

[https://www.ladydoakcollege.edu.in/AQAR/2021-2022/Criteria_VII/7.2.1/7-2-1-II-Harmony 2021 Quality Time of Celebrating Togetherness.docx.pdf](https://www.ladydoakcollege.edu.in/AQAR/2021-2022/Criteria_VII/7.2.1/7-2-1-II-Harmony%202021%20Quality%20Time%20of%20Celebrating%20Togetherness.docx.pdf)

File Description	Documents
Best practices in the Institutional website	https://www.ladydoakcollege.edu.in/AQAR/2021-2022/Criteria_VII/7.2.1/7.2.1-Best practice.docx.pdf
Any other relevant information	https://www.ladydoakcollege.edu.in/AQAR/2021-2022/Criteria_VII/7.2.1/7-2-1-Additional%20Information.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Empowering Women Leaders

Founded on the core values of love, truth, justice and peace, Lady Doak College empowers women from all strata of society taking them on a holistic academic journey that shapes them into transformative leaders.

A student's potential is maximised through the curriculum that is abreast of emerging global trends, co-curricular programmes that fuel creativity, social and organisational skills, and extracurricular activities that promote physical and emotional well-being. Interactive classrooms, experiential on-the-spot study trips, engaging assignments and assessments sharpen their academic acumen.

Besides competence, character is also built through value-based courses. The programmes offered by the Centres for Women's Studies, Value Education, Environmental Studies, Human Rights Education, Life Frontier Engagement, Music, Counselling, International Study, Entrepreneurship Development, Information Technology, Communication and Multimedia and Human Resource Development integrate values,

ethics, social and life skills with academics.

The college was able to elevate a socially and economically disadvantaged first generation learner with physical challenges, Ms. Revathy V., to complete her graduation through scholarship, medical and academic support. She proved her athletic prowess by representing India at Tokyo Olympics 2021.

The experiential, participative and collaborative teaching-learning processes and administration make members game-changers who are not just survivors, but also profound luminaries.

File Description	Documents
Appropriate link in the institutional website	https://www.ladydoakcollege.edu.in/Centres.html
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Using its autonomous status, the College is exploring ways to integrate the State Government prescribed norms and National Education Policy 2020 to meet the flexible National Higher Education Qualification Framework and Academic Bank of Credits. To help the students explore research avenues, mini projects will be incorporated into the existing curriculum in all disciplines. Discipline-specific internship will be made mandatory for all the students to expose them to a variety of tasks, and opportunities for professional growth through MoUs and collaborations with industries. The R&D Cell plans to conduct workshops for faculty on 'Writing Proposals' seeking funds from external agencies. Techno-sharing sessions will be recorded and hyperlinked as resource materials to be made available to all faculty and posted on the website. The Centre for Entrepreneurship Development will establish the Institution's Innovation Council and host awareness programmes for design thinking, startups, and incubators. The International Study Centre has plans to develop collaborations for academic partnership with Association of Christian Universities and Colleges in Asia for virtual classes as part of the Korean and Mandarin Language Learning Programme and to offer Tamil for beginners for other Asian Institutions. The library will be equipped with RFID technology in a phased manner.