



## YEARLY STATUS REPORT - 2022-2023

### 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 **625 002**

##### 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%202021-2022.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%202022-23.pdf>

**5. Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	Five Star	Nil	2000	07/02/2000	06/02/2005
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. Akshaya Murugesan, Department of Biotechnology	Research Grant	Faculty of Medicine and Health Technology, Tampere University	26/06/2022	6,94,200.00
Ms. Thickla Thangamayil J, Department of Tamil	Stipend to Research Scholars	Director of Collegiate Education	29/06/2022	60,000.00
Ms. Sonia M, Department of Economics	ICSSR Doctoral Fellowship Grant	Indian Council of Social Science Research.	06/09/2022	15,000.00
Mrs. Juanita Alan , Counsellor & Ms. Hannah Sophiah Samuel, Department of English	Grant - Project	United Board	28/11/2022	8,14,372.00
Dr. Priscilla A.S., Department of Zoology & Dr. Anita Christine Tiphagne, Department of Social Sciences	Grant - Workshop	United Board	19/12/2022	2,68,567.00
Dr. Ann Nirmala Carr, Centre for Entrepre	Fund - NSDC course	National Skill Development Corporation	24/02/2023	1,29,600.00

neurship Development				
Dr. Lourdhu Mary A., Department of Zoology - Guide & Ms. Priyadharshi ni V. - Student	Student Project Scheme	Tamil Nadu State Government Grant - Student Project Scheme.	03/03/2023	7,500.00

**8. Provide details regarding the composition of the IQAC:**

- 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

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? **Yes**

- 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**

- If yes, mention the amount

**11. Significant contributions made by IQAC during the current year (maximum five bullets)**

Trained faculty members on the application of the latest Information and Communication Technology (ICT) tools for curriculum enrichment

Took a significant initiative to build an ecosystem for innovation and startups

Organised a workshop to provide insights toward enhancing institutional performance and visibility in the National Institutional Ranking Framework (NIRF) ranking

Equipped faculty members with research promotion activities for

## nurturing research culture

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>Equip faculty members on the application of the latest Information and Communication Technology (ICT) tools for curriculum enrichment</p>	<p>A techno-sharing session on "Game-Based Teaching and Learning - Puzzles" was conducted on 26th August 2022 with a view to enhance online course delivery and engage students effectively in their classes. The recorded videos of faculty members were also shared internally through LMS Moodle. A virtual FDP on "Digital Pedagogies for Achieving Sustainable Development Goals in Education" was conducted from 6th to 11th October 2022 with 35 internal and 143 external participants. An FDP titled "Designing Online Course for LDC" was conducted on 19th December 2022 for 63 faculty members from all the departments of the college. Syllabi for 15 courses were framed.</p>
<p>Build an ecosystem for innovation and Start-ups</p>	<p>The college registered for the National Innovation and Start-ups Policy of the Ministry of Education on 29th September 2022. The Institutions Innovation Council of MHRD has issued a two-star rating certificate to the college in December 2022 for the establishment of an able ecosystem to promote innovations and entrepreneurship. MoU has been signed with the Maxelerator</p>

Foundation (partner organisation of IITM Incubation Cell) for industry academia collaboration. As an outcome, about 30 students of the Department of Computer Science undertook Women Entrepreneurs training on applications of IoT solutions to the community. The following six products were developed by the student teams: (a) IoT Enabled Blind Stick for Blind People (b) Saline Bottle Monitoring System (c) Smart System for Crop Monitoring and Protection (d) Vehicle Tracking system using IoT and GPS (e) BIO-TENTON (IoT Project) (f) Water level controlling and Monitoring System using IoT. Six students from the disciplines of Biotechnology, Botany and History have undertaken internships with the STARTUP TN, Madurai. An Expert Committee meeting for the National Innovation and Start up Policy Framework was organised on 15th March 2023 to verify the legal formalities for the establishment of an incubator at the college. The college as a training partner with the National Skills Development Corporation has implemented the PMKVY - Prime Minister's Kaushal Vigyan Yojana Scheme. About 23 poor women were trained as self-employed tailors and are certified by the Ministry of Skills Development & Entrepreneurship, National Vocational Training Institute, and the Apparels & Home Furnishings Sector Skills Council. A workshop on problem

solving and ideation (Phase I) was conducted for 64 students in collaboration with the Madurai Productivity Council. This workshop highlighted the process for registration for MSMEs for students' Start-ups and presented various problems related to sustainable development of Madurai district. The student teams were assigned to faculty mentors for further in-depth study of the problems and will be engaged in a Phase II ideation workshop in the future. About 10 faculty members of the Centre for Entrepreneurship Development have successfully completed the online Innovation Ambassadors Foundation & Advanced Level Courses of the AICTE and Ministry of Human Resource Development and have received certifications. Three of the Alumnae registered as MSME and have received MSME registration certificates.

Organise workshops to provide insights toward enhancing institutional performance and visibility in the National Institutional Ranking Framework (NIRF) ranking

A workshop on "NIRF Methodology and Measures" was organised to improve in ranking on 10th March 2023. About 50 internal and 18 external participants from eight colleges across the state attended the programme. A group of eminent IIT Madras professors discussed how to introspect, improve, and become globally relevant in academics, research, industries, and society. They emphasised the importance of strengthening the alumnae network, setting long-term and short-term goals, and running community programmes. The

	<p>presentation clarified aspects of documentation, research, and publications, with a step-by-step breakdown of the ranking process.</p>
<p>Engage faculty members with research promotion activities for nurturing research culture</p>	<p>Workshops were organised to promote research culture on topics such as "Grants Writing for Research", and "Manuscript Writing" for faculty and research scholars. Financial support was given for the faculty towards seed projects and institutional grants, for participation and presentation in national and international conferences and for publications in UGC-CARE listed or peer reviewed journals. Students were supported financially for CSIR/UGC-NET coaching. Policies were framed about financial support to research scholars and fellowship for full-time Ph.D. scholars have also been granted.</p> <p>An awareness programme on "Intellectual Property Rights" (IPR) was organised on 7th October 2022, by the Research and Development Cell and Institutional Innovation Council at the college. The programme hosted about 700 participants consisting of teaching staff, research scholars and students from Sciences and Humanities.</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 2022-2023 towards energy conservation, use of renewable energy, energy efficient appliances, green environment and sustainability, water conservation, wastewater,</p>



	<p>plastic waste management, recycling and reuse of waste and have also received the respective audit certificates.</p>
<p>Carry out the audit of the course files for each academic year</p>	<p>The Heads of Departments carried out the audit of all course files maintained in their respective departments for the odd and even semesters of 2022-23 and sent the attestation of compliance for the period June 2022 - May 2023 to the IQAC. The components audited were course content, entry behaviour test, work plan and mode of continuous assessments. The audit on various modes of assessment helped to identify and cater to the different skill sets of students. The compliance process ensured progression in all aspects of teaching and learning.</p>
<p>Submit report for the All-India Survey on Higher Education (AISHE)</p>	<p>The data was uploaded, and the AISHE certificate was received on 15th February 2023.</p>
<p>Obtain feedback analysis reports about courses from the Heads of Departments</p>	<p>The feedback for the courses for odd and even semesters given by students and faculty, along with the analysis by the Heads of the Department has been received and sent to the Deans of Academic Affairs for further action. As an outcome, IQAC ensured that the courses that needed revision were identified and modified accordingly.</p>
<p>Submit data for Government and associated agencies</p>	<p>The data on the strength of foreign students studying in the college was submitted to Education India, Ministry of Education, Government of India on 14th September 2022. Data was</p>

submitted for ARIIA (Atal Ranking of Institutions on Innovation Achievements), Government of India on 29th September 2022 towards promotion of innovation ecosystem in the college. In the IDA EDUCATION AWARD 2022, the college has won the status of TORCHBEARER, under Higher education category for "Effective Implementation and Integration of ICT", on 21st September 2022. The college has been shortlisted for the 8th FICCI HIGHER EDUCATION EXCELLENCE AWARD 2022 under the category of Excellence in Institutional Social Responsibility.

**13. Was the AQAR placed before the statutory body?** Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
SENATUS - The apex decision making body of Lady Doak College	11/12/2023

**14. Was the institutional data submitted to AISHE ?** Yes

- Year

## Part A

### Data of the Institution

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<p><b>13. Was the AQAR placed before the statutory body?</b></p>	<p>Yes</p>
<p>• Name of the statutory body</p>	
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<p>SENATUS - The apex decision making body of Lady Doak College</p>	<p>11/12/2023</p>
<p><b>14. Was the institutional data submitted to</b></p>	<p>Yes</p>

AISHE ?

- Year

Year	Date of Submission
2021 - 2022	15/02/2023

### 15.Multidisciplinary / interdisciplinary

Lady Doak College emphasises on multidisciplinary education, aligning its vision with the principles outlined in the National Education Policy (NEP) of 2020. The college is dedicated to nurturing holistic development, focusing on the growth of every student and faculty. These collaborations aim to broaden students' skills, increase job prospects, and enable credit transferability. By doing so, we strive to propel our institution forward in the realm of multidisciplinary education and research.

In line with the NEP 2020 and Tamil Nadu State Council for Higher Education (TANSICHE) guidelines, steps were taken to revamp the curriculum for the 2024 batch. This updated curriculum not only caters to industry requirements but also addresses societal needs. It incorporates hands-on training, entrepreneurial skills, and the latest advancements in core subjects. Additionally, it includes various practical components such as mini projects, e-content creation, workshops, field surveys, and research opportunities, among others.

The revamped curriculum emphasises interdisciplinary majors and electives, fostering critical thinking, teamwork, and analytical skills crucial for success, particularly in Science, Technology, Engineering and Mathematics (STEM) fields. This approach enriches the overall educational experience, preparing students to navigate the complexities of the modern world.

In our commitment to making a meaningful societal impact, Lady Doak College offers the course Life Frontier Engagement (LiFE). This course bridges the gap between theoretical knowledge and real-world applications by involving students in community-based research. Through LiFE and other similar initiatives, students address genuine issues faced by communities using an interdisciplinary approach.

Our initiatives are aligned with global goals, particularly the

United Nations' Sustainable Development Goals. Furthermore, we aim to expand our reach by establishing multidisciplinary hubs and partnering with organisations such as EXPERTEZE, Maxelerator Foundation, and by offering International Service-Learning Programme (ISLP) 2023 by the International Studies Centre (ISC) collaborating with International Christian University, Singapore University of Social Sciences.

To initiate a transformational change in rural development process, under the Ministry of Education's flagship programme, Unnat Bharat Abhiyan, a campaign was initiated in January 2023, in adopted villages by the Centre of Environmental Studies, focusing on raising awareness about plastic bans and promoting eco-friendly materials.

#### **16.Academic bank of credits (ABC):**

The flexibility provided by the multiple entry and exit options, along with the Academic Bank of Credits system, enables students to easily choose multidisciplinary courses, programmes, and transfer to different institutions. This flexibility, accompanied by academic autonomy, necessitates effective academic mentoring by the faculty. Lady Doak College has adapted to these requirements by continuously enhancing course design and delivery strategies to align with the National Higher Educational Qualification Framework (NHEQF). The college is in its phase of facilitating the students for Academic Bank of Credits.

One of the challenges faced by the college pertains to selecting appropriate institutions for credit exchange. Factors such as accommodating first-generation learners, maintaining an ideal student-teacher ratio, and addressing fluctuating workload criteria are crucial considerations in this process.

Lady Doak College is actively exploring online learning opportunities by developing discipline-specific courses with the expertise of its faculty members. The college offers extra credit courses such as value-added courses, self-learning courses, term paper, mini project, comprehensive viva, annual e-assessment, comprehensive e-assessment, and online courses registered through MOOC's for developing the digital learning skills of the student community.

The International Study Centre at Lady Doak College plays a pivotal role in fostering collaboration with global institutions. It facilitates student exchange programmes and credit transfers,

thereby enriching the international exposure and educational opportunities available to its students. The college has established partnerships with institutions like Petra Christian University and J.F. Oberlin University, enabling credit transfers of 14 and 15 credits, respectively. During exchange programmes at foreign universities, the credits earned by students are seamlessly transferred to Lady Doak College, their home institution.

It is noteworthy that exemptions from certain courses are applied during the exchange semester, except for Part-I, Part-II, and Tamil for non-Tamil non-major electives. Lady Doak College's commitment to delivering a comprehensive educational experience is evident through its dedication to academic flexibility and international engagement, ensuring students can benefit from a wide array of learning opportunities both within and outside the institution.

#### **17.Skill development:**

Lady Doak College has long recognised the importance of equipping its students with skills essential for both industry and community. To address this need, the college offers a diverse array of mandatory vocational courses for two credits in Semester III, aimed at enhancing employability and nurturing entrepreneurial spirit. The curriculum integrates skill-based training, focusing on functional skills, critical thinking, problem-solving abilities, soft skills, and entrepreneurship skills crucial for professional competencies.

Lady Doak College planned to reinforce vocational education and soft skills through the Cambridge English Placement Test (CEPT) for faculty, staff, and students. A Linguaskill Trial Test involving faculty members, particularly those facilitating Discipline-wise Communicative Skills courses, provided crucial feedback on their language proficiency. Insights from this trial will shape the integration of Language Screening tests into the CEPT framework for faculty recruitment, ensuring ongoing improvements in language assessment strategies. This initiative with Cambridge Assessment underscores the institution's commitment in fostering higher English language proficiency in its academic community.

Additionally, the institution's Centre for Women Studies offers UGC National Skills Qualification Framework (NSQF) courses, including a Certificate Course in Food Processing Technology and

Quality Control and a Diploma in Nutrition and Dietetics (Academic Council, BG2020). Each of the courses are inbuilt with extensive hands-on training, project-based learning and workshops. Moreover, Lady Doak College has become a training partner of the National Skill Development Corporation through the UGC-Skill Hubs Initiative-Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 3.0. The college was taken onboard as a Training Partner of the National Skills Development Corporation (NSDC). The Self-Employed Tailor course [Job Role Code - AMH/Q1947], was offered to 26 economically weaker women who had discontinued their education, under the PMKVY 3.0 Scheme of the NSDC. They successfully cleared the assessment by the external assessment agency, the Apparels Made-ups and Home Furnishings Sector Skills Council, Government of India. They were certified by the National Council for Vocational Education and Training, PMKVY and the Apparels Made-ups and Home Furnishings Sector Skills Council, Government of India. The Centre for Entrepreneurship Development offers 21 vocational skill enhancement courses in 44 batches run by trained academic and industry professionals - Nine external master trainers for 17 batches and seven internal master trainers for 13 batches and industry/knowledge partners train seven courses for 14 batches.

**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 mandates Non-Major Elective (NME) in Part-IV for two semesters for the Undergraduate Programmes in Humanities and Sciences. The Departments of Tamil, History, and Economics offer major courses focusing on the ethos and evolution of the Indian knowledge system. These courses enable students to grasp contemporary societal issues. In the realm of Social Sciences, a theory paper titled "Personality Theories" delves into Indian psychological, Buddhist, and Jain perspectives. Additionally, the department provides a course on Social Anthropology, allowing students to develop a sociological lens to analyse Indian culture and traditions.

The Department of Economics integrates ancient Indian economic ideas from Arthashastra and Thiruvalluvar in the "History of Economic Thought" course. This curriculum also encompasses the



economic viewpoints of Gandhiji and Dadabhai Naoroji. Meanwhile, the Department of History offers courses on History of India, History of Tamil Nadu, Archaeology, and Environmental History, emphasising the evolution of Indian culture and contributions of ancestors to India's rich cultural heritage.

Furthermore, the Departments of Social Sciences and Tamil offer NME courses in Tamil and Psychology, where Tamil literature is analysed through a psychological perspective. Language skills are honed through daily Tamil newspaper reading in the "Communication Skills for Economics" course. The integration of ICT enhances Tamil and English language learning, fostering a comprehensive understanding of the subjects. The Department of Tamil offers courses spanning from "Sangam Literature" to "Modern Literature", enabling students to explore ancient and contemporary Tamil culture. Postgraduate courses like "Translation in Literature" facilitate learning Indian languages. The Departments of Commerce and Tamil offer an NME course "Trade in Tamil literature" wherein the poetic description of the trade ideas, Tamil jargons and conventional phrases used in common conversations pertaining to trade are taught to the interested students. The students will be able to appreciate the splendid language depth through this course. The Departments of Tamil and Botany offer an NME course "Tamil and Botany" wherein it helps the students to understand the value of plants in Tamil Literature. The Department of Chemistry offers an NME course "Natural Food and Chemistry" in which the students will learn the benefits of natural food and the medicinal benefits of the natural food in Tamil.

The Department of Tamil offers courses on "History and Culture of Tamil Nadu and Folklore", enriching students' understanding of traditional knowledge, arts, and culture. Collaborative efforts with the Department of Economics include courses on economic ideas in "Thirukkural and Economic Thought in Modern Tamil Literature", promoting traditional Tamil language knowledge through engaging activities such as role play, listening to old Tamil songs, and reading poems, short stories, and novels. Additionally, the Department of Hindi offers interdisciplinary courses like "Communicative Hindi for Entrepreneurs", "Business Hindi", and "Computer Documentation Tool for Hindi", fostering the popularity of Hindi among non-Hindi learners.

Various competitions like Lok Nritya, One-Act play, and Fashion Parade on "Unity in Diversity", organised by different departments, showcase India's diverse customs and traditions. Moreover, the Department of Physical Education offers value-added

courses on Yoga and Silambam into students' activities thereby promoting physical and mental well-being. Moreover programmes such as Parai, Oyilattam, Karakattam, Therukoothu, Villupattu, Kathaipadal, Kathai Ketkalam Vaanga were organised by the Departments of Tamil and Social Science for instilling the spirit of Tamil culture amidst the students.

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

The institution actively promotes faculty participation in conferences conducted in vernacular languages such as World Tamil Conferences, in collaboration with international associations for Tamil research. Faculty members are encouraged to present their research papers in their specialised fields in vernacular languages at the national level. Notably, there has been a significant increase in faculty enrolment and successful exam completions in Sanskrit and courses offered by the Dakshina Bharat Hindi Prachar Sabha, recognised by both Central and State governments. The question papers for the Part-V extension activities are prepared both in Tamil and English for enabling the students to express their service activities in an effective manner. Inter-departmental peer tutoring and training for technical writing skills in Tamil for academic purposes are being organised to strengthen faculty members' proficiency in vernacular languages. The students of the Department of Tamil teach the non-teaching staff through their LiFE project "Panimanai Kalvi" to enable them to read and write in Tamil.

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

The B.A. Economics degree course, introduced in 1957, offers parallel baccalaureate programmes in English and Tamil, emphasising inclusive learning and glocalisation. Bilingual syllabi overcome language barriers, aiding competitive exam preparation. The Tamil medium course specifically tailored for students with a Tamil medium education background, the course allows access to Tamil Nadu State Government scholarships and jobs. The curriculum accommodates Tamil medium and differently abled learners, incorporating quantitative techniques and computer-based courses in bilingual mode. Internal and external assessments are bilingual with student-centric activities like seminars, community-based UG projects. Academic competitions were also conducted in Tamil.

Similarly, around 50% of B.A. History students are from Tamil medium schools. Bilingual teaching enhances subject comprehension. Interdisciplinary major courses like "Social Movements", "History in Tamil Novels", and "Tourism in Madurai" are taught bilingually. The Department of Tamil offers "Malayalam" as a major course for the postgraduate students.

After class hours, remedial classes were conducted for students who were in need in Tamil, ensuring a comprehensive learning experience. Content delivery and assessments are conducted bilingually through the Learning Management System.

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 provides a diverse range of courses that promote Indian traditional knowledge, culture, and languages. Departments such as Economics, Tamil, and Hindi collaborate to preserve and promote Indian languages while safeguarding cultural heritage. Interdisciplinary courses like "Tourism in Madurai" and "Economic History of India", offered jointly by the Departments of Economics and History, focus on the ancient Indian economy, ensuring the protection of heritage. The Departments of Physics and History offer an NME course "Scientific Principles in Historical Monuments" which describes the Physics principles in constructing historical monuments and helps students appreciate the scientific methodologies employed in the past. The Centre for Music offers long-term courses such as Piano, Guitar, Violin, Veena, Drums, Western Vocal and Carnatic Vocal to transcend the students' flair for music.

Undergraduate and Postgraduate students explore India's history and culture through courses like "History of India", self-learning "Cultural Heritage of India" (UG), and "Exploring Madurai" (PG). Specialised courses on "Indian Art and Architecture" (PG) and "Archaeology & Art (with Special Reference to Tamil Nadu)" (UG) highlight Indian cultural traditions, especially in Tamil Nadu. Programmes like "Responsibilities of a Citizen" and "Citizenship for Sustainable Development" inspire students to conserve local/national heritage. Additionally, courses like "History of Tamil Nadu" delves into Tamil Nadu's history and culture. The Department of Social Sciences conducts training in various art forms, and students engage in on-the-spot

studies in tribal villages to enrich their understanding. The institution actively promotes regional languages and cultures through faculty publications in language-oriented journals.

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:

The Department of Tamil conducts an online programme, "Kathai Ketkalam Vaanga" via Google Meet, introducing literary works through interactive sessions. Similar practices are followed by the Department of Economics in Tamil to integrate IKS. Environmental economic issues and sustainable development goals-oriented courses are incorporated, enhancing the learning experience for Tamil language learners. The Department of Hindi offers "Computer Documentation Tool for Hindi" enhancing the popularity of Hindi among non-Hindi learners. The departments implement various effective teaching methods, including ICT-enabled learning through Slide Share, e-content, and self-created videos. Student-centric approaches such as role play, skits, dumb charades, debates, and quizzes are employed. Google Workspace and LMS Moodle facilitate teaching and learning online along with blog creation, mind-mapping, Mentimeter, Padlet, Edpuzzle, and Instagram that integrates Indian Knowledge System (IKS) through online.

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

i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE).

Two faculty training programmes on OBE were successfully conducted on 20th February 2019 and 10th February 2020. During these sessions, the Institutional Vision and Mission statements were revised to align with the expected POs of the college, emphasising UGC graduate attributes. To ensure the quality and relevance of the educational programmes, the institution facilitated departments in consulting with experts. This collaboration aimed to validate the formulation of PSOs for each academic programme. Starting from the academic year 2020-21, the institution introduced a structured framework for the attainment of COs and PSOs. In a significant advancement, the institution

automated the calculation of CO-PSOs attainment. This automation, implemented from the academic year 2022-23 onwards, is accessible to course teachers through the in-house automation portal. The analysis report serves as a valuable resource for faculty members to plan follow-up measures and enhance the overall educational experience.

ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.

The institution has meticulously developed and implemented a structured evaluation pattern for both formative and summative assessments. A comprehensive Work Plan Integrated Assessment Planner has been formulated, and it is readily available on the in-house Learning Management System (MOODLE). This planner is accessible to students right from the commencement of the semester, providing transparency and aiding in effective academic planning. Diversifying the teaching-learning paradigm, the institution has seamlessly integrated multiple pedagogical approaches. These include project-based learning, community-based projects, experiential learning, group discussions, brainstorming sessions, role plays, and field-based learning through industry visits, research labs, and collaborations with other institutes. This holistic approach aims to enrich the educational experience and cater to varied learning styles among students. Recognising the importance of autonomy in academic processes, the institution affords faculty members the freedom to contribute to curriculum enrichment, adopt innovative pedagogical methods, and design assessments. This autonomy operates within a broad framework of OBE, ensuring that the teaching and learning strategies align with the institution's overarching educational objectives.

iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

Embracing the principles outlined in the National Education Policy of 2020 (NEP-2020), the institution has adopted a continuous formative assessments pattern. Notably, a deliberate emphasis has been placed on formative assessment, with a substantial weightage of 60%, as opposed to the summative examination, which holds a 40% weightage. This strategic allocation is in accordance with NEP-2020 (12.2), reflecting a commitment to fostering a holistic and ongoing evaluation process. The institution is committed to nurturing positive learning outcomes, emphasising increased creativity, innovation, critical thinking, and higher-order thinking capacities. Both

formative and summative assessments are designed using a cognitive level-based evaluation approach. Various assessment methods, including mini projects, open-book tests, problem-solving exercises, assignments, review writing, case studies, presentations, viva-voce, quizzes, and computerised adaptive tests, are employed to cater to diverse learning styles and promote a comprehensive understanding of subjects (NEP 2020, 11.2). In line with the NEP-2020 guidelines (12.2), the institution has implemented a criterion-based grading system, particularly for assessments requiring higher cognitive levels. Projects, assignments, seminars, and practical assessments are evaluated using rubrics, ensuring a standardised and objective grading process. This approach not only enhances the transparency of the assessment but also provides constructive feedback for continuous improvement.

## **20.Distance education/online education:**

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

The Centre for Entrepreneurship Development provides vocational skill education courses delivered by proficient academic and industry experts. These courses were adapted for online learning during the pandemic. Online training and certification for the Free Open-Source Software's (FOSS) Course - LibreOffice was organised by Lady Doak College in association with Spoken Tutorials, IIT Bombay. Students earned certification and upgraded their skills. 435 students from the Department of Commerce registered and got benefitted. These courses necessitate hands-on training, involving equipment/material usage and skills quality assessment by trainers. Therefore, they are best suited for in-person training with the presence of trainers, students, and necessary learning facilities.

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.

Lady Doak College adopts a diverse strategy to enrich academic content delivery. Utilising LMS, blended learning, and e-content, the institution pioneers the effective use of online tools for assessment. Faculty members are trained in open-source tools, promoting student-centric teaching and continuous assessments. Moreover, the college conducts online exams through a customised assessment system. Lady Doak College organised eight FDPs,

workshops, and techno-sharing sessions, empowering educators with technological skills for teaching and learning. This comprehensive approach ensures a dynamic and efficient educational environment, integrating modern technology for the benefit of both educators and students.

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

Lady Doak College is expanding its online course offerings by introducing short-term courses and certifications. The institution has enhanced its infrastructure and updated guidelines to align with SWAYAM requirements, embracing technological advancements and user-friendly digital resources to transcend traditional classroom boundaries. The Online Education Committee (OEC), formed during the pandemic and comprising faculty representatives from each department, was trained in effective usage of ICT tools for online education. These trained faculty members have served as master trainers to others, contributing to the college being awarded the Academic Partner Excellence Award 2022 for the 38 faculty members trained by ICT Academy between April 2020 and March 2022.

To promote online education, the college has incorporated credit transfer for students who complete MOOC courses, providing extra credits. This initiative encourages students to engage with online courses offered by national and international platforms such as SWAYAM, NPTEL, Coursera, edX, and Udemy. Faculty members actively support and guide students, serving as mentors to help them earn online certifications.

Additionally, Moodle has been implemented to enhance blended learning, making every course accessible online through the LMS. This approach ensures content availability anytime and anywhere, fostering a flexible and inclusive learning environment for all students. The college's commitment to online education is further evidenced by the active local chapter recognition from NPTEL, with 207 students earning certificates in 297 courses during this academic year. Faculty members who mentor students in these courses are also recognised with certificates, reflecting the college's dedication to fostering a supportive online learning community.

## Extended Profile

### 1.Programme

1.1	44
Number of programmes offered during the year:	
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
<b>2.Student</b>	
2.1	4720
Total number of students during the year:	
File Description	Documents
Institutional data in Prescribed format	<a href="#">View File</a>
2.2	1646
Number of outgoing / final year students during the year:	
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
2.3	4575
Number of students who appeared for the examinations conducted by the institution during the year:	
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
<b>3.Academic</b>	
3.1	1434
Number of courses in all programmes during the year:	
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
3.2	252
Number of full-time teachers during the year:	



File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
3.3 Number of sanctioned posts for the year:	252
<b>4.Institution</b>	
4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	2150
4.2 Total number of Classrooms and Seminar halls	77
4.3 Total number of computers on campus for academic purposes	724
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	1551.85

## 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.

The integration of OBE into the curriculum aligns with the stipulations of NAAC and UGC Quality Mandate (2018). To address local, national, and global developmental needs, the formulation of Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) is undertaken for all programmes. This alignment is consistent with the Vision and Mission of individual departments, which, in turn, correlate with the Vision, Mission, and Educational Objectives of the College.

The COs for both undergraduate (UG) and postgraduate (PG) courses are systematically mapped with the POs and PSOs of the respective programmes, effectively implementing OBE in the UG curriculum. The Integrated Curriculum Model (ICM) adopted in the UG curriculum meets international standards.

In compliance with UGC directives and NAAC's institutional accreditation guidelines, departments formulate Value Added Courses offered across disciplines. These optional courses, positioned outside the curriculum, aim to bridge the gap between academic learning and industry requirements.

Experiential learning methods are embedded in the curriculum of every department. This hands-on approach fosters academic inquiry, civic engagement, career development, cultural awareness, leadership, and the cultivation of professional and intellectual skills. The ultimate goal is to empower students to emerge as transformative leaders in society.

File Description	Documents
Upload additional information, if any	<a href="#">View File</a>
Link for additional information	<a href="https://www.ladydoakcollege.edu.in/cpec_ob_e.html">https://www.ladydoakcollege.edu.in/cpec_ob_e.html</a>

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

7

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	<a href="#">View File</a>
Details of syllabus revision during the year	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

577

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

## 1.2 - Academic Flexibility

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

34

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

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

41

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template)	<a href="#">View File</a>

## 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 incorporates cross-cutting themes into its**

curriculum, fostering the comprehensive development of students. Value education courses are embedded in all semesters of the undergraduate (UG) curriculum, emphasizing the cultivation of responsible citizenship.

Addressing the crucial theme of gender, the Centre for Women Studies integrates a value-based course into the curriculum for both UG and postgraduate (PG) programmes. The Counselling Unit provides additional support for students in challenging circumstances. 22 courses promoting gender equality, equity, and women empowerment are offered by various departments.

The curriculum also emphasises professional ethics and human values, instilling the significance of maintaining ethical standards in life and career. This involves nurturing universal core values, honing ethical decision-making skills, understanding fundamental rights and duties, and developing career-oriented skills. A total of 47 courses on professional ethics and 37 courses on human values are incorporated into the curriculum, shaping students into responsible citizens with essential skills for nation-building.

Furthermore, the theme of environment and sustainability is addressed through the Centre for Environmental Studies and various departments offering 82 "Environmental Studies" courses for all undergraduate programmes. These courses aim to raise students' awareness about environmental issues and sustainability.

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	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

10

File Description	Documents
List of value-added courses	<a href="#">View File</a>
Brochure or any other document relating to value-added courses	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 1.3.3 - Number of students enrolled in the courses under 1.3.2 above

205

File Description	Documents
List of students enrolled	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 1.3.4 - Number of students undertaking field work/projects/ internships / student projects

1585

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 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	<a href="https://www.ladydoakcollege.edu.in/sites/default/files/igac/Consolidated%20feedback%20analysis%20report%20and%20action%20taken.pdf">https://www.ladydoakcollege.edu.in/sites/default/files/igac/Consolidated%20feedback%20analysis%20report%20and%20action%20taken.pdf</a>
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 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	<a href="https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_I/1.4.2_Main_Page_Action_Taken.pdf">https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_I/1.4.2_Main_Page_Action_Taken.pdf</a>
Any additional information	<a href="#">View File</a>

### 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

1940

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

##### 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)

1940

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 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 accommodates students with diverse academic abilities, including those with outstanding academic achievements and those who may face challenges in their learning journey. A Communicative Skill Course addressing communication difficulties is offered for undergraduate students in the first two semesters. Tailormade courses on basic and advanced levels are provided under Part-I and Part-II.

Creating an environment conducive to learning, the college conducts continuous assessments that not only gauge academic performance but also identify students who may require additional support such as remedial classes and peer tutoring. Students in the first semester have access to formative improvement to help their progress.

The college provides a range of opportunities for advanced learners including self-learning courses, summer internships, mini projects, e-assessments, and online courses, allowing them to earn extra credits. Additionally, students have access to various academic avenues such as interdepartmental collaboration, participation in inter-collegiate, and national and international seminars and conferences.

The college offers SET/NET coaching to prepare students for future research and teaching careers. A student exchange programme enhances exposure by connecting students with reputed universities. Overall, the college strives to offer a comprehensive educational experience that caters to the diverse needs and aspirations of its student body.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
19/12/2022	4720	252

File Description	Documents
Upload any additional information	<a href="#">View File</a>

## 2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

The college used a wide range of student-centred learning strategies to promote experiential, participative, and problem-solving learning environments. Experiential learning techniques like on-the-spot studies, industrial visits, internships, training, peer teaching and student exchange programme were used to promote active learning. Students were able to improve their participatory learning and action using instructional strategies like case studies, classroom games, role play, group participation, seminar and presentation.

Engaging in problem-solving activities like crossword puzzles, solving quantitative aptitude problems, working in groups, company-based projects, and community-based projects like LiFE promoted critical thinking, creative problem-solving, and informed decision-making among students. Every department organised a variety of student-focused events through its academic clubs, which promoted cooperative learning outside the classroom.

Laboratory facilities like Fashion Designing, Animal Cell Culture, GIS, Plant Tissue Culture, Bioinformatics, Science Instrumentation Centre, Cheminformatics, Information Technology, and Media are just a few of the well-equipped labs at the college that have been instrumental in fostering experiential learning. The Psychology Lab offered a framework for deciphering behavioural concepts in



humans .

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional Information	Nil

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

The college insists on effective use of the Learning Management System. ICT platforms such as Google Workspace and Moodle are employed, offering students opportunities for peer and teacher interactions through discussion forums. Virtual labs, using computer models and interactive simulations, replace traditional dissections, enabling students to visualise physical and chemical processes engagingly across all Science Departments.

Post-content delivery and continuous assessments take the form of quizzes, crossword puzzles, and discussion forums on the Moodle platform. Tools like Kahoot, edpuzzle, Loom, Mentimeter, Nearpod, Padlet, Plickers, Plunker, Prezi, Quizizz, and Testmoz are integrated into teaching methodologies, facilitating topic introduction, questioning, student assessment, and real-time feedback on the delivered content.

The college boasts ICT-enabled classrooms where teaching is enhanced through the integration of various digital tools. Lecture sessions are complemented by videos and online applications like Book Creator, edpuzzle, Kahoot, Loom, Mentimeter, Nearpod, Padlet, Plickers, Plunker, Prezi, QR Code, Quizizz, Testmoz, WhatsApp, and Word Press. Teachers create presentations and videos tailored to the subject matter, utilising articles from e-journals, e-books, e-content, e-newspapers, and e-magazines as references, accompanied by specific tasks.

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

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

#### 2.3.3.1 - Number of mentors

252

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	<a href="#">View File</a>
Circulars with regard to assigning mentors to mentees	<a href="#">View File</a>

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

The College Calendar Committee, under the leadership of the Principal and coordination by the Vice Principal, gathered information from academic departments, administrative offices, and both academic and non-academic centres to create the college's academic calendar. This calendar was presented in the Administrators, Senatus, and Faculty meetings, with suggestions from these sessions taken into account to finalise the calendar. The final version was then shared with the college community at the beginning of the academic year.

Following a day-order format, the calendar included the timetable, continuous assessment details, scheduled statutory meetings, Part-V days, college events, fee payment deadlines, and public holidays. Events and activities outlined in the calendar were strictly adhered to, except in cases of emergency holidays declared by Central/State Governments. In such instances, the Vice Principal's office noted these holidays for compensation.

Faculty members were mandated to develop a well-structured teaching plan at the beginning of each semester for all the courses they taught. This plan encompassed lectures, student-

centred learning activities devised by the faculty, and an assessment planner, all made accessible to students.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	<a href="#">View File</a>

## 2.4 - Teacher Profile and Quality

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

252

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>
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

136

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	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

2353

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 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	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

144

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	<a href="#">View File</a>
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 invests time to bring about qualitative improvement in the Examination Management System. The examination-related processes are seamlessly managed, including the preparation of proforma listing the semester-wise courses offered by departments, a panel of external examiners, question papers setting, conduct of examinations, valuation, transparency, publication of results and issue of mark sheets. The examinations office provides academic transcripts and education verification certificates on request,

irrespective of the batches.

In-house automation facilitates hassle-free access to details such as courses, course teachers, student lists, mark entry, and processing of results. Mark entry for continuous assessments, summative, and supplementary examinations is streamlined. IT integration assists examination schedule, generation of hall tickets, registration of supplementary examinations, payment of examination fees, uploading of question papers by external examiners, claim for remuneration, transparency by uploading detailed schemes in the students' portal and publication of results.

The college regularly updates examination reforms and implements them to excel in the academic process. Due consideration is given to Sports/NCC students attending camps/events representing the college at different levels. The provision of June supplementary examinations is given for all outgoing students and passed-out students with only one arrear, to help them to complete their programmes.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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 used its autonomous status to be a trailblazer in academic innovations by continuously refining its curriculum development models. From 2011, the institution transitioned to designing courses based on learning outcomes. This shift to the OBE framework has played a crucial role in bridging the academia-industry gap, ultimately enhancing employment prospects for students.

From the 2020 batch onwards, all undergraduate and postgraduate courses at the college strictly adhere to the OBE framework, incorporating COs. Faculty members underwent orientation sessions on COs, PSOs, and Course Attainment facilitated by the Curriculum Planning and Evaluation Cell. The entire process and methodology are transparently displayed on the college website.

At the beginning of each semester, approved syllabi that outline COs with cognitive levels are made available to students. To streamline OBE implementation, the Centre for Information Technology has developed an in-house software. This comprehensive approach underscores the institution's commitment to stay at the forefront of educational advancements.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Link for additional Information	Nil

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

In the even semester, the college initiated the evaluation of COs, employing the direct method to quantify OBE as a trial for the 2021 batch. This involved assessing student performance through continuous formative assessments (60%) and Summative Examinations (40%). Comprehensive implementation is planned and assessed from the 2022 batch.

The quantification of COs, PSOs, and POs through the Direct Assessment Method for the 2022 batch in Semesters I and II follows the established methodology. The attainment of COs-PSOs was calculated for each course and made available on the faculty portal.

The Indirect Assessment Method involves determining the average responses of outgoing students for each PO through student exit surveys, using a predefined questionnaire covering all stakeholders. Overall POs achievement will be calculated for the 2022 batch in the academic year 2025-2026, by combining direct and indirect methods in an 80:20 ratio. The attainment of COs, clearly defined for each course and aligned with PSOs and POs, involves continuous evaluation linked to student performance. CO attainment serves as evidence for the achievement of PSOs and POs.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

1646

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
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/AQAR/2022-2023/Criteria\\_II/2.7/Student\\_Satisfaction\\_Survey/index\\_page.pdf](https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_II/2.7/Student_Satisfaction_Survey/index_page.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. The college has provided Rs.5,56,000/- as seed money and Rs.1,98,000/- for institutional

projects. Eminent scholars from national and international universities were invited regularly to promote research, resulting in quality publications. The College has provided incentives (Rs.1000/faculty) for 88 publications. The College has eight recognised research centres with 56 research scholars. An amount of Rs.19,89,239 was mobilised for research by various departments, funded by Indian Council of Social Science Research, Directorate of Collegiate Education, Faculty of Medicine and Health Technology, Tampere University, United Board, National Skill Development Corporation, and Tamil Nadu State Government Grant during the year 2022-23.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View File</a>
Provide URL of policy document on promotion of research uploaded on the website	<a href="https://www.ladydoakcollege.edu.in/website/research/Research_Poilcy.pdf">https://www.ladydoakcollege.edu.in/website/research/Research_Poilcy.pdf</a>
Any additional information	No File Uploaded

### 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)

7.54

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



**3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year****3**

File Description	Documents
e-copies of the award letters of the teachers	<a href="#">View File</a>
List of teachers and details of their international fellowship(s)	<a href="#">View File</a>
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)****18.60**

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

**3.2.2 - Number of teachers having research projects during the year****9**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil
List of research projects during the year	<a href="#">View File</a>

**3.2.3 - Number of teachers recognised as research guides****28**

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	<a href="#">View File</a>
Institutional data in Prescribed format	<a href="#">View File</a>

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

7

File Description	Documents
Supporting document from Funding Agencies	<a href="#">View File</a>
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.

The Research & Development Cell supports research pursuits by providing seed and institutional grants, fellowships for PhD Scholars, incentives for publication, and recognitions for research contributions. The institution has spent a total of Rs 24,78,000 on research equipment.

The Centre for Entrepreneurship Development (CED) organises various activities on innovation and incubation. It received a two-star rating certificate for promoting Innovation and Start-up on campus during the IIC calendar year 2022-23. It further received a letter of appreciation for contribution towards building the innovation and entrepreneurship culture in LDC campus, as well as for extending support to help other IIC institutions.

Life Frontier Engagement (LiFE), a community-based capstone course, sensitises students to societal issues, transforming them into catalysts of positive change. Every year 14 departments through 17 LiFE courses, involve 1000+ students for carrying out 150+ projects in alignment with United Nations Sustainable

Development Goals (SDGs). In the academic year 2022-2023, Centre for LiFE collaborated with the Honourable Member of the Parliament, Mr. Su. Venkatesan for 33 project-based development activities in the villages adopted under Saansad Adarsh Gram Yojana (SAGY) which focuses on creation of Model villages.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

38

File Description	Documents
Report of the events	<a href="#">View File</a>
List of workshops/seminars conducted during the year	<a href="#">View File</a>
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	<a href="#">View File</a>
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**

12

File Description	Documents
URL to the research page on HEI website	<a href="https://www.ladydoakcollege.edu.in/Research_Home.html">https://www.ladydoakcollege.edu.in/Research_Home.html</a>
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	<a href="#">View File</a>
Any additional information	No File Uploaded

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

80

File Description	Documents
List of research papers by title, author, department, and year of publication	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

28

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria III/3.4.4/3.4.4 Books and chapters final.pdf">https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria III/3.4.4/3.4.4 Books and chapters final.pdf</a>

**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**

46

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	<a href="#">View File</a>

### 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

6

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

0

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	No File Uploaded
List of consultants and revenue generated by them	No File Uploaded
Any additional information	No File Uploaded

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

0

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	No File Uploaded
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

The Part-V programmes have been structured under the curriculum to develop volunteerism and leadership qualities. The year 2022-2023 began with the Part-V volunteers participating in the Food Festival Walkathon event in July 2022, organised by the Madurai District administration and Tamil Nadu Food Safety Department to create awareness on organic-rich food. In the month of August 2022, students participated in 'Drive against Drugs' along with the Honourable CM M. K. Stalin. 130 students participated in the Voter's Awareness Walkathon inaugurated by Thiru Anbil Mahesh Poyyamozi, Education Minister of Tamilnadu in November 2022.

In January 2023, all NSS volunteers participated in the 7-day NSS special camp. Under the Unnath Bharath Abhiyan (UBA), they adopted villages of Velichanatham, Malaipatti, Pulanpatti, Meenakshipuram, and Chinnalapatti and engaged in awareness activities. Rally Against Drug Abuse and Open Defecation, Medical camps and Veterinary camps were organised. Around 200 saplings were planted in collaboration with 'Pasumai Nanbargal' in Velichanatham and Meenakshipuram. Blood Donation drive was organised in LDC in collaboration with the Government Rajaji Hospital and HDFC Bank. NSS Units were actively involved in Scribe work in the Indian Association for Blind (IAB), Sundarajanpatti in March 2023.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

7

File Description	Documents
Number of awards for extension activities in during the year	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>
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)

61

File Description	Documents
Reports of the events organized	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

2240

File Description	Documents
Reports of the events	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 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

36

File Description	Documents
Copies of documents highlighting collaboration	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 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)

10

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View File</a>
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	<a href="#">View File</a>
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.

Nestled in a serene, verdant environment conducive to intellectual growth, the institution features state-of-the-art infrastructure. All 69 classrooms are equipped with ICT facilities, boasting high-speed Wi-Fi, 50 LED display monitors, 4 large interactive panels, and LCD projectors to enhance the academic experience. Advanced scientific labs, furnished with high-throughput equipment, support both teaching and research endeavours. Specialised facilities like the Science Instrumentation Centre, Bioinformatics and Cheminformatics labs, Fashion designing lab, Media lab, and Recording Studio contribute to the institution's scientific capabilities. Seminar halls and auditoriums, accommodating up to 4000 individuals, facilitate academic gatherings with live-streaming capabilities to other on-campus and off-campus locations. The college serves as a venue for state and national competitive exams. The library is enriched with an impressive collection of books, journals, and e-resources, offering access both on and off-campus. Providing residential accommodation for



730 students across 11 hostels, the college ensures uninterrupted electricity and Wi-Fi facilities. A well-equipped clinic and counselling centre, staffed by qualified professionals, focus on nurturing the physical and mental health of students and staff. The green campus, labyrinth walk, Chapel, and meditation room foster spiritual and emotional connections. Additionally, a well-furnished guest house accommodates national and international resource persons and exchange students.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://ladydoakcollege.edu.in/ccm_smart_lass.html">https://ladydoakcollege.edu.in/ccm_smart_lass.html</a>

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

Providing an outstanding platform for sports enthusiasts with specialized scholarships, facilities, and equipment to thrive, the college boasts remarkable achievements in sports. The college playground, spanning 1862.28 sq.m., serves as the focal point for physical and cultural activities, hosting a variety of sports competitions, including Kabaddi, Hockey, Kho Kho, Intramural contests, and the Annual Sports Day.

The Golden Jubilee Indoor Stadium-cum-Auditorium (GJ), covering 1710 sq.m., facilitates games like Basketball, Table Tennis, and Badminton, while also functioning as a training space for activities like Gymnastics, Yoga, Silambam, Taekwondo, Judo, and cultural events. The Floodlight Volleyball Court, spanning 836 sq.m., is an ideal venue for state-level Intercollegiate Tournaments, Throw Ball matches, and coaching camps.

For sports students, the college offers complimentary boarding and lodging at a well-equipped sports hostel, emphasizing their holistic development. The college further provides versatile event spaces, including 2 auditoriums, 4 large indoor meeting spaces, and 3 outdoor stadiums, accommodating events such as Intercollegiate Meets, Interdepartmental Competitions, College Assemblies, College Day Programmes, Community Celebrations, Exhibitions, Cultural meets, dramas, mimes, street plays, folk-arts displays, dances, and skits throughout the year. Additionally, the GJ Auditorium, Wilcox Chapel (309.40 sq.m.), and

a meditation room are utilized for meditation, yoga training, and demonstrations.

File Description	Documents
Geotagged pictures	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/Physical_Facilities.html">https://www.ladydoakcollege.edu.in/Physical_Facilities.html</a>

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

77

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

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

244.41

File Description	Documents
Upload audited utilization statements	<a href="#">View File</a>
Details of Expenditure, excluding salary, during the years	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 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 serves as the primary repository of knowledge for the college, encompassing both print and electronic resources. Comprising one central library and 11 departmental libraries, it boasts a collection of 1,51,438 books, along with 45 print journals, newspapers, and periodicals. Accessible through the Digital library, students can reach over 6000 e-journals and 1,35,000 e-books via UGC N-LIST. The Indiastat database furnishes secondary-level socio-economic statistical information.

Operated through AUTOLIB 8.2, a Learning Management Software, the library ensures online access to all services via the college automation portal. This includes automated functions like acquisition details, circulation, Online Public Access Catalogue (OPAC), and utilisation of e-resources. RFID (Radio Frequency Identification) technology is used in the library to automate the processes of circulation, inventory, and entry records. RFID tags are attached to library items.

Functioning seamlessly under an Open Access System, the library employs technical processes such as the Dewey Decimal Classification System, Author's with Cutter's system, Cataloguing, and Indexing techniques following AACR 2 standards. It conducts informative sessions on accessing e-resources, creating bibliographies, and preventing plagiarism.

The Helm Archives diligently preserves and chronologically organises documents, photographs, artefacts, and manuscripts of historical significance, adhering to archival standards.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/Library.html">https://www.ladydoakcollege.edu.in/Library.html</a>

**4.2.2 - Institution has access to the following:** A. Any 4 or more of the above  
**e-journals e-ShodhSindhu Shodhganga**  
**Membership e-books Databases Remote**  
**access to e-resources**

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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

10.46

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

#### 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

300

File Description	Documents
Upload details of library usage by teachers and students	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 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 Centre for Information Technology (CIT) has undergone a thorough technological overhaul, implementing advanced solutions to elevate its functionality. This includes the adoption of fully automated cloud-based services in a secure environment, reinforced by virus-resistant systems (724) and firewalls. The campus is equipped with high-speed Wi-Fi (400 Mbps) spanning 138 access points, exclusively available to authenticated users and intricately linked to expansive servers.

CIT's in-house software development team creates bespoke solutions and cloud-based applications within a cyber-secure environment for various processes, spanning from admission to exit. These processes encompass attendance tracking, e-assessment, exam processing, result management, feedback mechanisms, Outcome-Based Education (OBE) attainment, proctored exams, and course registration. Administrative tasks, such as faculty recruitment, biometric attendance, payroll management, payslip generation, financial mapping, fee management, integrated payment gateway, leave management, staff performance appraisal, online service register, hostel management, e-complaints mechanism, student election processes, hall booking, alumnae database, and an online donation portal, are seamlessly automated.

Prioritising security, strategically placed CCTV systems are in operation, and regular updates to the college website are diligently maintained. Leveraging open-source tools and AWS infrastructure, CIT ensures students acquire practical skills aligned with industry trends. Students also benefit from access to Learning Management Systems like Moodle.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/cit.htm">https://www.ladydoakcollege.edu.in/cit.htm</a> <a href="#">↓</a>

#### 4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
4720	724

File Description	Documents
Upload any additional information	<a href="#">View File</a>

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

A. 50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	<a href="#">View File</a>
Upload any additional information	No File Uploaded

**4.3.4 - Institution has facilities for e-content development:** **A. All four of the above Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/ccm_resources.html">https://www.ladydoakcollege.edu.in/ccm_resources.html</a>
List of facilities for e-content development (Data Template)	<a href="#">View File</a>

#### 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)**

1311.29

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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.

The laboratories adhere strictly to well-organized policies, meticulously following standard operating procedures (SOPs) to maintain equipment adequately. This includes keeping updated usage registers, logbooks, and records of any breakages. Regular inspections and periodic stock verifications are conducted to ensure the lab's efficiency.

The library maintains an efficient system through a dedicated maintenance and upkeep policy. Technical processing of books and a comprehensive automation system contribute to its seamless operation.

The Centre for Information Technology ensures a robust system for the maintenance of computer hardware, software, and network facilities.

Campus safety is prioritised with round-the-clock security and a network of CCTVs covering the entire premises. Continuous maintenance of sports grounds and facilities, along with regular refurbishments and repairs, ensures structural integrity. Regular checks on fire safety and first aid boxes, as well as the inspection and servicing of facilities like the Sewage Treatment Plant, Sanitary Napkin Incinerator, UPS and Battery units, solar-powered streetlamps, Air conditioners, and Lifts, are conducted to guarantee uninterrupted power supply through power generators.

The College's automation portal facilitates online complaints/requests related to physical infrastructure. The college's overall development plan is structured and implemented through year-wise plans.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/Policies.html">https://www.ladydoakcollege.edu.in/Policies.html</a>

## 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

751

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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

615

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

### 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	Nil
Details of capability development and schemes	<a href="#">View File</a>
Any additional information	No File Uploaded

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

1852



File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**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	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>
Upload any additional information	No File Uploaded

## 5.2 - Student Progression

### 5.2.1 - Number of outgoing students who got placement during the year

329

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 5.2.2 - Number of outgoing students progressing to higher education

484

File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Details of students who went for higher education	<a href="#">View File</a>
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

87

File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 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

171

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 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 serves as the elected representative body of students, democratically chosen by their peers to establish a link between students and the College administration. Operating under the guidance of the Principal and Deans of Student Affairs (DSA), they hold a pivotal role in both the college and hostel by

actively engaging in academic, administrative, and campus life.

Students council members have significant representation in College Committees like Board of Studies, Academic Council, Internal Quality Assurance Cell, Grievances Redressal Cell, Anti-ragging Committee, Career Guidance and Placement Cell, Campus Cleanliness, Extension Activities, Hostel-Joint Council for Action in Residence, Sports Committee, Cultural Activities Committee, and College Magazine Committee. Student cabinet actively participated in planning and organizing programs for National and International Days of celebration, as well as College events, such as Azadi ka Amrit Mahotsav, Teacher's Day (Olivri'22), Women Entrepreneurship Day (Empressa'22), Republic Day, Christmas, Pongal, Founder's Day, Student Induction Programmes, and Intercollegiate Meet (Muhizh'23).

Student cabinet engaged in community service, creating social awareness through campaigns, assisted in medical check-ups, monitored traffic and maintained discipline within the campus, and encouraged their peers to participate in outreach programmes. Their contribution, in assisting the efficient functioning of various college committees, is highly commendable.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

55

File Description	Documents
Report of the event	<a href="#">View File</a>
List of sports and cultural events / competitions organised per year	<a href="#">View File</a>
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 has been dedicated to its mission since its establishment in 1953, contributing to the institution's development through financial and non-financial means. This commitment extends strong relationships with alumnae globally. To facilitate connection, the Association utilises the institutional Facebook account 'Lady Doak College, Madurai' and the Instagram page 'alumnae\_ladydoakcollege.'

The Association has initiated various projects and support mechanisms, including scholarships for needy students pursuing higher education at Lady Doak College. The establishment of the Caring Residence for Infants and Babies (CRIB) project caters to young mothers studying or working at the college and outsiders. Children's Haven In Lady Doak (CHILD) focuses on providing care for the children of the Lady Doak family during specified hours on weekdays.

The renovation of Anandha Hall into an Alumnae Guest House in 2018 serves as accommodation for alumnae and guests. The Alumnae Bus, a gift from the association, is utilised by the college community for OSS and short trips.

The Association organises a Special Tailoring Class (40 hours, Rs.2000 and flexible timings) for Aided, Self-financed students, and Non-teaching Staff for skill development. All these initiatives showcase the Alumnae Association's multifaceted contributions to the Lady Doak College community.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

#### 5.4.2 - Alumni's financial contribution during the year

B. 10 Lakhs - 15 Lakhs

File Description	Documents
Upload any additional information	<a href="#">View File</a>

## 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 guided by a vision aimed at effective navigation of challenging scenarios, the empowerment of young women, and the cultivation of global competence. All decisions adhere to the established statutory bodies such as the Governing Body, Finance Committee, Academic Council, Boards of Studies, as well as non-statutory bodies like the Senatus, Internal Quality Assurance Cell, Faculty Association, and Curriculum Planning & Evaluation Cell, in which teachers play an active role. The constitution of statutory bodies, including teaching faculty and non-teaching staff, students, alumni, and all stakeholders, engage in decision-making across various organisational levels. The Management Board of Directors comprises of distinguished leaders from diverse sectors, contributing their extensive expertise to the institution. Compliance with both statutory and non-statutory committees prescribed by the UGC reinforces effective governance in the institution. Workflow responsibilities are allocated to heads of these committees, who, in turn, collaborate with faculty members and student representatives within their respective committees. The institution continually strives to realise its vision of providing comprehensive education through both academic and non-academic programmes. Advanced technological infrastructure facilitates the delivery of ICT-enabled curricula, development of online courses, cross-border research and collaborative consultancy.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://www.ladydoakcollege.edu.in/index.html">https://www.ladydoakcollege.edu.in/index.html</a>

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

The Principal drafts the annual committee list taking into consideration the requirement of the institution and the preference of the faculty members. Every committee has a Coordinator/Convenor/Programme Officer and constituent members from the faculty who work in tandem with the management to carry out various activities to reach out to the college community. The

students also play an active role in decision-making forums such as IQAC, Board of Studies and Academic Council. Participative leadership is reflective of the ethos of Lady Doak College. Members of this institution are encouraged to participate in the decision-making process and every office holds an all-inclusive working process that involves consensual liabilities. For example, the Research and Development Cell (R&D Cell) serves as a hub to foster research culture among the faculty and students. The management's vision inspires R&D Cell to encourage collaborative and interdisciplinary research through Seed and Institutional grants. R&D Cell collaborates with the Management to formulate internship and consultancy policies, facilitating communication within and outside the institution to achieve institutional goals. Suggestion boxes and portal for e-requests are available for all teaching faculty, non-teaching staff and students.

File Description	Documents
Upload strategic plan and deployment documents on the website	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://www.ladydoakcollege.edu.in/Admin.html">https://www.ladydoakcollege.edu.in/Admin.html</a>

## 6.2 - Strategy Development and Deployment

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

### COMPETENCE IN COMMUNICATION

Lady Doak College, in its pursuit of attaining international standards in communication, collaborated with Cambridge University Press. This idea was initiated to foster an environment of improving and strengthening communication skills amongst the college community. The Cambridge English Placement Test (CEPT) is a standardised language proficiency test that assesses the English language skills of non-native speakers. CEPT helps to determine a person's level of English proficiency and to place them into an appropriate course or programme based on their skill level. This would help students to take up courses globally for which good language skills are necessary. It also helps students and teaching faculty in honing research, developing MOOC courses and writing research articles. Faculty members from the college attended

Cambridge Annual Coordinators Meet, following which meetings were organised at the Administrators level to ensure the viability of the programme. Workshop was conducted in Jan'23 regarding the necessity of implementing the tests in Lady Doak College. Linguaskills Trial test was taken up by 50 teaching faculty members and Cambridge English Placement Test (CEPT) was made mandatory for all teaching faculty, non-teaching staff and students from next academic year and an agreement was created in this regard.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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 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 and coordinators of various centres and cells. The Deans of Students Affairs look after the interests of students 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 Centre. The Chief Operating Officer is responsible for infrastructure, campus maintenance and ensures safety and security of the campus. The Alumnae Development Officer and an Assistant Institutional Development Officer posts were created during this period to facilitate the growing needs of the college.

File Description	Documents
Paste link to Organogram on the institution webpage	<a href="https://ladydoakcollege.edu.in/website/general/Organogram.pdf">https://ladydoakcollege.edu.in/website/general/Organogram.pdf</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

### 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) Document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 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

The college provides diverse welfare measures for non-teaching staff, including scholarships for their children, management advances, 'Panimanaikalvi' literacy programs for class IV workers, and a dedicated Non-Teaching Staff Wellness Fund. For teaching faculty, the institution offers sabbatical leave for up to six months or leave without pay for one to two years for management faculty pursuing Ph.D. And on successful completion of Ph.D., two increments are provided as recognition. Additionally, financial support is extended for attending and presenting papers, seed money for research promotion, the Katie Wilcox award for Ph.D. recipients, Early Career & Annual Awards, and cash awards for publications.

All staff members enjoy various benefits like retreats, sports activities, maternity leave, festival advances, free legal aid, crèche facilities, life insurance/accidental death benefits, PF &



Gratuity benefits, counselling sessions, and recognition in the form of two increments, for completing 10 years of service (Self-financed). The college fosters career development through techno-sharing sessions, training, and workshops. Monthly community programs like Harmony bring staff and their families together for shared celebrations, reflecting the institution's commitment to enhancing the holistic well-being of its staff.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

73

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

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

18

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 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.)

100

File Description	Documents
Summary of the IQAC report	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

## 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 faculty 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	<a href="#">View File</a>
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)

121.97

File Description	Documents
Annual statements of accounts	<a href="#">View File</a>
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 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. Lady Doak College has also entered into cashless transactions policy facilitating the collection of fees/money only through online portal.

Internal funds are generated through rental income from State Bank of India housed on campus, Golden Jubilee Auditorium, J.X. Miller Auditorium, Van Allen Guest House, Anandha Hall Guest House, mess and canteen contract, service charges collected for the conduct of UPSC, TNPSC and other government examinations. Donations can be made online through the college website.

The alumnae of the institution offer financial support and various fund-raising initiatives are taken by the management to encourage them to support their alma mater. The College has set up an Institutional Development Office and appointed an Assistant Institutional Development Officer (AIDO) to exclusively generate resources for the development of the institution.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

### 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)

#### Dynamic Feedback for Continuous Improvement

The IQAC has been updating the feedback process from 2015-16 onwards and has recently revised the common questionnaire for various course types (Theory, Lab, Lab cum theory, Problem Solving) in 2021-2022. The holistic analysis of feedback, conducted through a centralised online process for all academic courses proved instrumental in updating courses that required revision. Feedback from parents was gathered online and evaluated by the Heads of Departments. This report covered actionable insights related to academic programmes, extracurricular activities, infrastructure, counselling, career guidance and placement services. Feedback from employers expressed high satisfaction with the students' performance during the campus interviews, commending their domain knowledge and communication abilities.

#### Research Promotion

Workshops were organised to assist faculty members and research scholars in drafting and submitting research grant proposals. Notably, two faculty members have been awarded the ICSSR research grant for their work on the spatial distribution and utilisation of public healthcare services in Madurai district. Furthermore, financial backing was extended to faculty members facilitating their participation in conferences, symposiums and workshops. The full-time research scholars were granted fellowships to support their academic pursuits. This has facilitated research awards from both national and international research bodies.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

The IQAC plays an important role in enhancing academic standards and promoting a dynamic teaching-learning process within the institution, through academic audits. These audits include a

comprehensive review of course files, evaluating the components such as course content, entry behaviour tests, work plans, and modes of continuous assessments. The departments conducted self-audits on their course files, carefully examining various assessment methods and pedagogical approaches employed. These assessments involved case writing, video creation, presentations, seminars, short research projects, working models, and open book exams. Certificates confirming compliance were approved by the respective Heads of Departments and submitted to the IQAC office.

The IQAC proactively plans an annual agenda at the commencement of the academic year. This agenda, aligned with the guidelines provided by NEP prioritized the incorporation of mini projects and internship into the curriculum in all disciplines. The attainment of COs-PSOs was calculated for each course and made available on the faculty portal for the academic year 2022-2023. To empower the faculty digital competency, several techno-sharing sessions and seminars were conducted. The integration of Moodle Learning Management System further enriched the course delivery, enhancing the overall learning experience for both students and faculty during the academic year 2022-23.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**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	<a href="https://www.ladydoakcollege.edu.in/Annual_Report.html">https://www.ladydoakcollege.edu.in/Annual_Report.html</a>
Upload e-copies of accreditations and certification	<a href="#">View File</a>
Upload details of quality assurance initiatives of the institution	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

## 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 has been functioning with the vision of transforming lives of women by ensuring whole person education for seven decades now. The UGC-supported Centre for Women's Studies (CWS) functions dynamically towards promoting gender equity and sensitisation, since 1988 with the motto, 'Moving towards equity'. The vibrance of the centre's Uliyin Oli student club is noteworthy.

International Women's Day 2023 was celebrated on the theme, 'DigitALL: Innovation and technology for gender equality.'

Our student, Ms Jerlin Anika brought laurels to her alma mater by winning the Deaflympics and the second highest sporting honor in India, the Arjuna Award in 2022. Our students made distinguished contributions in sports at the national and international levels. The NCC's Army and Air Wing, through their achievements, contribute to bridging the gender divide.

Media Education Projects through International Collaborations between CWS and Karangal, an NGO in Switzerland and the Centre for Interdisciplinary and Experiential Learning, Singapore University of Social Sciences, added a precise sense of direction towards realising gender-specific targets of the SDGs.

Micro Women Entrepreneurs were motivated by offering opportunities to sell their products. A panel of experts from Cyster Care equipped students with the necessary skills to ensure reproductive

health.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://www.ladydoakcollege.edu.in/cws_documentary.html">https://www.ladydoakcollege.edu.in/cws_documentary.html</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy plant Wheeling to the Grid energy conservation power-efficient equipment**

**C. Any 2 of the above**

File Description	Documents
Geotagged Photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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)

The college's extensive waste management programme allowed for sustainable environmental management. A number of tactics were used, such as composting leaf litter, installing a twin-bin system for waste segregation and disposal, and recycling paper to support entrepreneurial endeavours. Vermi-composting brought an annual revenue of Rs. 2430. Sanitary napkins disposal was handled by incinerators, and the entire campus was made plastic-free. The institution offers a vocational course on Paper Recycling CED3258VS, and also produces eco-friendly recycled paper products through the Paper Recycling Unit. A percolation pond enabled groundwater replenishment, guaranteeing continuous availability and avoiding stagnation, while wastewater treatment plants were used to recycle water from residential halls for plant irrigation.

The College also placed a strong emphasis on disposing of sharps and bio-waste responsibly. It implemented procedures for autoclaving and segregating waste, and it managed e-waste through government-approved vendors. The 3Rs (reduce, reuse, recycle) were promoted throughout the campus as part of the energy conservation measures that were put in place. The combined effects of these waste management techniques reduced the college's environmental

impact significantly, helping save energy and natural resources. All things considered, the institution's dedication to efficient waste management has made a substantial contribution to long-term environmental management.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geotagged photographs of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:** A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping



File Description	Documents
Geotagged photos / videos of the facilities	<a href="#">View File</a>
Various policy documents / decisions circulated for implementation	<a href="#">View File</a>
Any other relevant documents	No File Uploaded

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

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**

**A. Any 4 or all of the above**

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	<a href="#">View File</a>
Certificates of the awards received	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**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,**

**A. Any 4 or all of the above**

**reader, scribe, soft copies of reading materials, screen reading, etc.**

File Description	Documents
Geotagged photographs / videos of facilities	<a href="#">View File</a>
Policy documents and brochures on the support to be provided	No File Uploaded
Details of the software procured for providing assistance	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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).

Lady Doak College envisions empowerment of women based on the values of love, justice, equality and peace. All these values are centred towards providing an inclusive environment for the college community which includes employees from different strata of society with multiple layers of identity. The institution ensures a safe and secure environment for all to function effectively and derive strength by being a part of the fellowship that the college extends. "Harmony", a monthly get-together for the family members of employees offers an opportunity to get to know each other, and enhances team building.

"Peace Education" is yet another significant initiative of the college in promoting an inclusive environment for the students. The project titled "Reorientation of the Inner Compass Towards Peace" has been granted funds by the United Board. It seeks to address the identity crisis and conflicts in the digital generation. Special days like Hindi day and French day were observed to fortify cultural harmony and camaraderie among all. Resident students from other countries, states and regions are also offered adequate support to make the learning process productive and enjoyable. Ample scholarship opportunities offer an inclusive environment for the deserving.

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

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

Lady Doak College vests tremendous impetus in inculcating values. The Value Education Centre conducted faculty training programmes on "Healthy Transition from Adolescence to Adulthood" and "Re-imagining Beauty". Guest Lectures on "Pre-Marital counselling", "Civic Rights and Family Life Education" and "Fundamental Duties and Family Laws" were organised to enlighten young adult women of the college. The Centre for Human Rights Education (CHRE) hosted programmes on subjects such as the "Indian Constitution and Right to Information Act - An Overview". On-the-Spot Studyvisits to police stations, district courts, Madurai Bench of Madras High Court, NGOs, and Indian Association for the Blind gave learners a real time experience. Martin Macwan Annual Endowment Lecture spearheaded by the CHRE team gave valuable insights to all the final year students. Special pledges were solemnised to commemorate and observe salient days to foster communal harmony and goodwill. Arittapatti was declared the first Biodiversity Heritage Site of Tamil Nadu by the state government in 2022, during World Heritage Week, thanks to the service learning programme LiFE and the interventional research and surveys carried out by History students. Part V kept the ball rolling with the avid participation of students from all the extension programmes in multiple events.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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** A. All of the above

**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**

File Description	Documents
Code of Ethics - policy document	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The institution firmly believes in the importance of commemorating events and festivals as a means of fostering cultural awareness and national pride. Special efforts were taken through the student cabinet and clubs of various departments and centres to ensure a vibrant celebration of national and cultural festivals. In a gesture of deep appreciation and respect, the college takes pride in inviting retiring faculty members to hoist the National Flag and deliver the Republic Day address. A variety of events were organised to showcase our love for the nation and instil a deeper understanding of its significance. The Part-V extension programmes also played an active role in initiating and organising events, festivals, and day observances. These included the Independence Day Celebrations, National Literacy Day, World Mental Health Day commemorated by NCC, National Unity Day Awareness programme and Pledge, National Pollution Control Day, Kindness Day, International Year of Millet Celebration, Republic Day Celebration, Bonded Labour Abolition Day Pledge, World Head Injury Awareness Day Human Chain and Rally, Golden Jubilee Year Celebration of Women TN Police Police Cycle Rally Awareness programme on 'Cybersecurity', and Vaigai Ilakkiya Thiruvila at Tamil Sangam Hall.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	<a href="#">View File</a>
Geotagged photographs of some of the events	No File Uploaded
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 -Innovate, Integrate, Inspire: CIT's Tech Marvels Unravelled**

[https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria\\_VII/7.2.1/Best\\_practice\\_1.pdf](https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_VII/7.2.1/Best_practice_1.pdf)

**Best Practice II -Sustainable Development of Young Women Entrepreneurs**

[https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria\\_VII/7.2.1/Best\\_practice\\_2.pdf](https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_VII/7.2.1/Best_practice_2.pdf)

File Description	Documents
Best practices in the Institutional website	<a href="https://www.ladydoakcollege.edu.in/Bestpractices.html">https://www.ladydoakcollege.edu.in/Bestpractices.html</a>
Any other relevant information	<a href="https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_VII/7.2.1/7.2.1_Evidencel_2.pdf">https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_VII/7.2.1/7.2.1_Evidencel_2.pdf</a>

## 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)

**Lady Doak College integrates service-learning into the curriculum, providing an experiential learning environment to students. Life Frontier Engagement (LiFE) gives students the ability to evaluate**

community needs, plan interventions, and offers solutions to problems that the community is facing. All departments have themes that correspond with the UN Sustainable Development Goals. Arittapatti was declared the first Biodiversity Heritage Site of Tamil Nadu by the state government in 2022, during World Heritage Week, thanks to the service learning programme, LiFE and the interventional research and surveys carried out by the final-year undergraduate history students for three years from 2015 to 2018.

The Centre for LiFE offered consultancy services to five colleges that received funding from United Board to either introduce service-learning into their curriculum or to strengthen their existing service-learning programme. A partnership between the Centre for LiFE and the Honourable Member of Parliament, Mr. Su. Venkatesan, was started in the academic year 2022-2023. The students completed 33 project-based development activities in the villages that were adopted under the Central Government Scheme Saansad Adarsh Gram Yojana (SAGY), which focuses on the creation of Model villages. Arittapatti, Veerapandi, Thuvariman, and Chinnapatti were adopted by the Hon'ble MP, Mr. Venkatesan under the SAGY.

## 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.

The integration of OBE into the curriculum aligns with the stipulations of NAAC and UGC Quality Mandate (2018). To address local, national, and global developmental needs, the formulation of Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) is undertaken for all programmes. This alignment is consistent with the Vision and Mission of individual departments, which, in turn, correlate with the Vision, Mission, and Educational Objectives of the College.

The COs for both undergraduate (UG) and postgraduate (PG) courses are systematically mapped with the POs and PSOs of the respective programmes, effectively implementing OBE in the UG curriculum. The Integrated Curriculum Model (ICM) adopted in the UG curriculum meets international standards.

In compliance with UGC directives and NAAC's institutional accreditation guidelines, departments formulate Value Added Courses offered across disciplines. These optional courses, positioned outside the curriculum, aim to bridge the gap between academic learning and industry requirements.

Experiential learning methods are embedded in the curriculum of every department. This hands-on approach fosters academic inquiry, civic engagement, career development, cultural awareness, leadership, and the cultivation of professional and intellectual skills. The ultimate goal is to empower students to emerge as transformative leaders in society.

File Description	Documents
Upload additional information, if any	<a href="#">View File</a>
Link for additional information	<a href="https://www.ladydoakcollege.edu.in/cpec_o_be.html">https://www.ladydoakcollege.edu.in/cpec_o_be.html</a>

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

7

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	<a href="#">View File</a>
Details of syllabus revision during the year	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

577

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

**1.2 - Academic Flexibility****1.2.1 - Number of new courses introduced across all programmes offered during the year**

34

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

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



41

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template)	<a href="#">View File</a>

### 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 incorporates cross-cutting themes into its curriculum, fostering the comprehensive development of students. Value education courses are embedded in all semesters of the undergraduate (UG) curriculum, emphasizing the cultivation of responsible citizenship.

Addressing the crucial theme of gender, the Centre for Women Studies integrates a value-based course into the curriculum for both UG and postgraduate (PG) programmes. The Counselling Unit provides additional support for students in challenging circumstances. 22 courses promoting gender equality, equity, and women empowerment are offered by various departments.

The curriculum also emphasises professional ethics and human values, instilling the significance of maintaining ethical standards in life and career. This involves nurturing universal core values, honing ethical decision-making skills, understanding fundamental rights and duties, and developing career-oriented skills. A total of 47 courses on professional ethics and 37 courses on human values are incorporated into the curriculum, shaping students into responsible citizens with essential skills for nation-building.

Furthermore, the theme of environment and sustainability is addressed through the Centre for Environmental Studies and various departments offering 82 "Environmental Studies" courses for all undergraduate programmes. These courses aim to raise students' awareness about environmental issues and

**sustainability.**

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	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

10

File Description	Documents
List of value-added courses	<a href="#">View File</a>
Brochure or any other document relating to value-added courses	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**1.3.3 - Number of students enrolled in the courses under 1.3.2 above**

205

File Description	Documents
List of students enrolled	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**1.3.4 - Number of students undertaking field work/projects/ internships / student projects**

1585

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

<b>1.4 - Feedback System</b>	
<b>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</b>	<b>A. All 4 of the above</b>
<b>File Description</b>	<b>Documents</b>
Provide the URL for stakeholders' feedback report	<a href="https://www.ladydoakcollege.edu.in/sites/default/files/igac/Consolidated%20feedback%20analysis%20report%20and%20action%20taken.pdf">https://www.ladydoakcollege.edu.in/sites/default/files/igac/Consolidated%20feedback%20analysis%20report%20and%20action%20taken.pdf</a>
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
<b>1.4.2 - The feedback system of the Institution comprises the following</b>	<b>A. Feedback collected, analysed and action taken made available on the website</b>
<b>File Description</b>	<b>Documents</b>
Provide URL for stakeholders' feedback report	<a href="https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_I/1.4.2_Main_Page_Action_Taken.pdf">https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_I/1.4.2_Main_Page_Action_Taken.pdf</a>
Any additional information	<a href="#">View File</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of Students</b>	
<b>2.1.1.1 - Number of students admitted (year-wise) during the year</b>	
<b>1940</b>	
<b>File Description</b>	<b>Documents</b>
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

**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)**

1940

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

**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 accommodates students with diverse academic abilities, including those with outstanding academic achievements and those who may face challenges in their learning journey. A Communicative Skill Course addressing communication difficulties is offered for undergraduate students in the first two semesters. Tailormade courses on basic and advanced levels are provided under Part-I and Part-II.

Creating an environment conducive to learning, the college conducts continuous assessments that not only gauge academic performance but also identify students who may require additional support such as remedial classes and peer tutoring. Students in the first semester have access to formative improvement to help their progress.

The college provides a range of opportunities for advanced learners including self-learning courses, summer internships, mini projects, e-assessments, and online courses, allowing them to earn extra credits. Additionally, students have access to various academic avenues such as interdepartmental collaboration, participation in inter-collegiate, and national and international seminars and conferences.

The college offers SET/NET coaching to prepare students for future research and teaching careers. A student exchange programme enhances exposure by connecting students with reputed universities. Overall, the college strives to offer a comprehensive educational experience that caters to the diverse needs and aspirations of its student body.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
19/12/2022	4720	252

File Description	Documents
Upload any additional information	<a href="#">View File</a>

### 2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

The college used a wide range of student-centred learning strategies to promote experiential, participative, and problem-solving learning environments. Experiential learning techniques like on-the-spot studies, industrial visits, internships, training, peer teaching and student exchange programme were used to promote active learning. Students were able to improve their participatory learning and action using instructional strategies like case studies, classroom games, role play, group participation, seminar and presentation.

Engaging in problem-solving activities like crossword puzzles, solving quantitative aptitude problems, working in groups, company-based projects, and community-based projects like LiFE promoted critical thinking, creative problem-solving, and informed decision-making among students. Every department organised a variety of student-focused events through its academic clubs, which promoted cooperative learning outside the classroom.

Laboratory facilities like Fashion Designing, Animal Cell Culture, GIS, Plant Tissue Culture, Bioinformatics, Science Instrumentation Centre, Cheminformatics, Information Technology, and Media are just a few of the well-equipped labs at the college that have been instrumental in fostering

experiential learning. The Psychology Lab offered a framework for deciphering behavioural concepts in humans.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional Information	Nil

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

The college insists on effective use of the Learning Management System. ICT platforms such as Google Workspace and Moodle are employed, offering students opportunities for peer and teacher interactions through discussion forums. Virtual labs, using computer models and interactive simulations, replace traditional dissections, enabling students to visualise physical and chemical processes engagingly across all Science Departments.

Post-content delivery and continuous assessments take the form of quizzes, crossword puzzles, and discussion forums on the Moodle platform. Tools like Kahoot, edpuzzle, Loom, Mentimeter, Nearpod, Padlet, Plickers, Plunker, Prezi, Quizizz, and Testmoz are integrated into teaching methodologies, facilitating topic introduction, questioning, student assessment, and real-time feedback on the delivered content.

The college boasts ICT-enabled classrooms where teaching is enhanced through the integration of various digital tools. Lecture sessions are complemented by videos and online applications like Book Creator, edpuzzle, Kahoot, Loom, Mentimeter, Nearpod, Padlet, Plickers, Plunker, Prezi, QR Code, Quizizz, Testmoz, WhatsApp, and Word Press. Teachers create presentations and videos tailored to the subject matter, utilising articles from e-journals, e-books, e-content, e-newspapers, and e-magazines as references, accompanied by specific tasks.

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

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

#### 2.3.3.1 - Number of mentors

252

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	<a href="#">View File</a>
Circulars with regard to assigning mentors to mentees	<a href="#">View File</a>

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

The College Calendar Committee, under the leadership of the Principal and coordination by the Vice Principal, gathered information from academic departments, administrative offices, and both academic and non-academic centres to create the college's academic calendar. This calendar was presented in the Administrators, Senatus, and Faculty meetings, with suggestions from these sessions taken into account to finalise the calendar. The final version was then shared with the college community at the beginning of the academic year.

Following a day-order format, the calendar included the timetable, continuous assessment details, scheduled statutory meetings, Part-V days, college events, fee payment deadlines, and public holidays. Events and activities outlined in the calendar were strictly adhered to, except in cases of emergency holidays declared by Central/State Governments. In such instances, the Vice Principal's office noted these holidays for compensation.

Faculty members were mandated to develop a well-structured teaching plan at the beginning of each semester for all the

courses they taught. This plan encompassed lectures, student-centred learning activities devised by the faculty, and an assessment planner, all made accessible to students.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	<a href="#">View File</a>

## 2.4 - Teacher Profile and Quality

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

252

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>
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

136

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	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

2353



File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 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	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

144

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	<a href="#">View File</a>
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 invests time to bring about qualitative improvement in the Examination Management System. The examination-related processes are seamlessly managed, including the preparation of proforma listing the semester-wise courses offered by departments, a panel of external examiners, question papers setting, conduct of examinations, valuation, transparency, publication of results and issue of mark sheets. The examinations office provides academic transcripts and education

verification certificates on request, irrespective of the batches.

In-house automation facilitates hassle-free access to details such as courses, course teachers, student lists, mark entry, and processing of results. Mark entry for continuous assessments, summative, and supplementary examinations is streamlined. IT integration assists examination schedule, generation of hall tickets, registration of supplementary examinations, payment of examination fees, uploading of question papers by external examiners, claim for remuneration, transparency by uploading detailed schemes in the students' portal and publication of results.

The college regularly updates examination reforms and implements them to excel in the academic process. Due consideration is given to Sports/NCC students attending camps/events representing the college at different levels. The provision of June supplementary examinations is given for all outgoing students and passed-out students with only one arrear, to help them to complete their programmes.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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 used its autonomous status to be a trailblazer in academic innovations by continuously refining its curriculum development models. From 2011, the institution transitioned to designing courses based on learning outcomes. This shift to the OBE framework has played a crucial role in bridging the academia-industry gap, ultimately enhancing employment prospects for students.

From the 2020 batch onwards, all undergraduate and postgraduate courses at the college strictly adhere to the OBE framework, incorporating COs. Faculty members underwent orientation sessions on COs, PSOs, and Course Attainment facilitated by the Curriculum Planning and Evaluation Cell. The entire process and

methodology are transparently displayed on the college website.

At the beginning of each semester, approved syllabi that outline COs with cognitive levels are made available to students. To streamline OBE implementation, the Centre for Information Technology has developed an in-house software. This comprehensive approach underscores the institution's commitment to stay at the forefront of educational advancements.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Link for additional Information	Nil

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

In the even semester, the college initiated the evaluation of COs, employing the direct method to quantify OBE as a trial for the 2021 batch. This involved assessing student performance through continuous formative assessments (60%) and Summative Examinations (40%). Comprehensive implementation is planned and assessed from the 2022 batch.

The quantification of COs, PSOs, and POs through the Direct Assessment Method for the 2022 batch in Semesters I and II follows the established methodology. The attainment of COs-PSOs was calculated for each course and made available on the faculty portal.

The Indirect Assessment Method involves determining the average responses of outgoing students for each PO through student exit surveys, using a predefined questionnaire covering all stakeholders. Overall POs achievement will be calculated for the 2022 batch in the academic year 2025-2026, by combining direct and indirect methods in an 80:20 ratio. The attainment of COs, clearly defined for each course and aligned with PSOs and POs, involves continuous evaluation linked to student performance. CO attainment serves as evidence for the achievement of PSOs and POs.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

1646

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
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/2022-2023/Criteria\\_II/2.7/Student\\_Satisfaction\\_Survey/index\\_page.pdf](https://www.ladydoakcollege.edu.in/AOAR/2022-2023/Criteria_II/2.7/Student_Satisfaction_Survey/index_page.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. The

college has provided Rs.5,56,000/- as seed money and Rs.1,98,000/- for institutional projects. Eminent scholars from national and international universities were invited regularly to promote research, resulting in quality publications. The College has provided incentives (Rs.1000/faculty) for 88 publications. The College has eight recognised research centres with 56 research scholars. An amount of Rs.19,89,239 was mobilised for research by various departments, funded by Indian Council of Social Science Research, Directorate of Collegiate Education, Faculty of Medicine and Health Technology, Tampere University, United Board, National Skill Development Corporation, and Tamil Nadu State Government Grant during the year 2022-23.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View File</a>
Provide URL of policy document on promotion of research uploaded on the website	<a href="https://www.ladydoakcollege.edu.in/website/research/Research_Poilcy.pdf">https://www.ladydoakcollege.edu.in/website/research/Research_Poilcy.pdf</a>
Any additional information	No File Uploaded

### 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)

7.54

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

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

3

File Description	Documents
e-copies of the award letters of the teachers	<a href="#">View File</a>
List of teachers and details of their international fellowship(s)	<a href="#">View File</a>
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)

18.60

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

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

9

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil
List of research projects during the year	<a href="#">View File</a>

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

28

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	<a href="#">View File</a>
Institutional data in Prescribed format	<a href="#">View File</a>

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

7

File Description	Documents
Supporting document from Funding Agencies	<a href="#">View File</a>
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.

The Research & Development Cell supports research pursuits by providing seed and institutional grants, fellowships for PhD Scholars, incentives for publication, and recognitions for

research contributions. The institution has spent a total of Rs 24,78,000 on research equipment.

The Centre for Entrepreneurship Development (CED) organises various activities on innovation and incubation. It received a two-star rating certificate for promoting Innovation and Start-up on campus during the IIC calendar year 2022-23. It further received a letter of appreciation for contribution towards building the innovation and entrepreneurship culture in LDC campus, as well as for extending support to help other IIC institutions.

Life Frontier Engagement (LiFE), a community-based capstone course, sensitises students to societal issues, transforming them into catalysts of positive change. Every year 14 departments through 17 LiFE courses, involve 1000+ students for carrying out 150+ projects in alignment with United Nations Sustainable Development Goals (SDGs). In the academic year 2022-2023, Centre for LiFE collaborated with the Honourable Member of the Parliament, Mr. Su. Venkatesan for 33 project-based development activities in the villages adopted under Saansad Adarsh Gram Yojana (SAGY) which focuses on creation of Model villages.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

38

File Description	Documents
Report of the events	<a href="#">View File</a>
List of workshops/seminars conducted during the year	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.4 - Research Publications and Awards

3.4.1 - The Institution ensures

A. All of the above



**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**

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	<a href="#">View File</a>
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**

12

File Description	Documents
URL to the research page on HEI website	<a href="https://www.ladydoakcollege.edu.in/Research_Home.html">https://www.ladydoakcollege.edu.in/Research_Home.html</a>
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	<a href="#">View File</a>
Any additional information	No File Uploaded

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

80

File Description	Documents
List of research papers by title, author, department, and year of publication	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

28

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/AOAR/2022-2023/Criteria_III/3.4.4/3.4.4_Books_and_chapters_final.pdf">https://www.ladydoakcollege.edu.in/AOAR/2022-2023/Criteria_III/3.4.4/3.4.4_Books_and_chapters_final.pdf</a>

### 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

46

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	<a href="#">View File</a>

### 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

6

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
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)**

0

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	No File Uploaded
List of consultants and revenue generated by them	No File Uploaded
Any additional information	No File Uploaded

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

0

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	No File Uploaded
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

The Part-V programmes have been structured under the curriculum to develop volunteerism and leadership qualities. The year 2022-2023 began with the Part-V volunteers participating in the Food Festival Walkathon event in July 2022, organised by the

Madurai District administration and Tamil Nadu Food Safety Department to create awareness on organic-rich food. In the month of August 2022, students participated in 'Drive against Drugs' along with the Honourable CM M. K. Stalin. 130 students participated in the Voter's Awareness Walkathon inaugurated by Thiru Anbil Mahesh Poyyamozi, Education Minister of Tamilnadu in November 2022.

In January 2023, all NSS volunteers participated in the 7-day NSS special camp. Under the Unnath Bharath Abhiyan (UBA), they adopted villages of Velichanatham, Malaipatti, Pulanpatti, Meenakshipuram, and Chinnalapatti and engaged in awareness activities. Rally Against Drug Abuse and Open Defecation, Medical camps and Veterinary camps were organised. Around 200 saplings were planted in collaboration with 'Pasumai Nanbargal' in Velichanatham and Meenakshipuram. Blood Donation drive was organised in LDC in collaboration with the Government Rajaji Hospital and HDFC Bank. NSS Units were actively involved in Scribe work in the Indian Association for Blind (IAB), Sundarajanpatti in March 2023.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

7

File Description	Documents
Number of awards for extension activities in during the year	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>
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)

<b>61</b>	
File Description	Documents
Reports of the events organized	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
<b>3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year</b>	
<b>2240</b>	
File Description	Documents
Reports of the events	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
<b>3.7 - Collaboration</b>	
<b>3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work</b>	
<b>36</b>	
File Description	Documents
Copies of documents highlighting collaboration	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
<b>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)</b>	
<b>10</b>	
File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View File</a>
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	<a href="#">View File</a>
Any additional information	<b>No File Uploaded</b>

## 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.

Nestled in a serene, verdant environment conducive to intellectual growth, the institution features state-of-the-art infrastructure. All 69 classrooms are equipped with ICT facilities, boasting high-speed Wi-Fi, 50 LED display monitors, 4 large interactive panels, and LCD projectors to enhance the academic experience. Advanced scientific labs, furnished with high-throughput equipment, support both teaching and research endeavours. Specialised facilities like the Science Instrumentation Centre, Bioinformatics and Cheminformatics labs, Fashion designing lab, Media lab, and Recording Studio contribute to the institution's scientific capabilities. Seminar halls and auditoriums, accommodating up to 4000 individuals, facilitate academic gatherings with live-streaming capabilities to other on-campus and off-campus locations. The college serves as a venue for state and national competitive exams. The library is enriched with an impressive collection of books, journals, and e-resources, offering access both on and off-campus. Providing residential accommodation for 730 students across 11 hostels, the college ensures uninterrupted electricity and Wi-Fi facilities. A well-equipped clinic and counselling centre, staffed by qualified professionals, focus on nurturing the physical and mental health of students and staff. The green campus, labyrinth walk, Chapel, and meditation room foster spiritual and emotional connections. Additionally, a well-furnished guest house accommodates national and international resource persons and exchange students.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://ladydoakcollege.edu.in/ccm_smart_class.html">https://ladydoakcollege.edu.in/ccm_smart_class.html</a>

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

Providing an outstanding platform for sports enthusiasts with specialized scholarships, facilities, and equipment to thrive,

the college boasts remarkable achievements in sports. The college playground, spanning 1862.28 sq.m., serves as the focal point for physical and cultural activities, hosting a variety of sports competitions, including Kabaddi, Hockey, Kho Kho, Intramural contests, and the Annual Sports Day.

The Golden Jubilee Indoor Stadium-cum-Auditorium (GJ), covering 1710 sq.m., facilitates games like Basketball, Table Tennis, and Badminton, while also functioning as a training space for activities like Gymnastics, Yoga, Silambam, Taekwondo, Judo, and cultural events. The Floodlight Volleyball Court, spanning 836 sq.m., is an ideal venue for state-level Intercollegiate Tournaments, Throw Ball matches, and coaching camps.

For sports students, the college offers complimentary boarding and lodging at a well-equipped sports hostel, emphasizing their holistic development. The college further provides versatile event spaces, including 2 auditoriums, 4 large indoor meeting spaces, and 3 outdoor stadiums, accommodating events such as Intercollegiate Meets, Interdepartmental Competitions, College Assemblies, College Day Programmes, Community Celebrations, Exhibitions, Cultural meets, dramas, mimes, street plays, folk-arts displays, dances, and skits throughout the year. Additionally, the GJ Auditorium, Wilcox Chapel (309.40 sq.m.), and a meditation room are utilized for meditation, yoga training, and demonstrations.

File Description	Documents
Geotagged pictures	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/Physical Facilities.html">https://www.ladydoakcollege.edu.in/Physical Facilities.html</a>

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

77

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

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

244.41

File Description	Documents
Upload audited utilization statements	<a href="#">View File</a>
Details of Expenditure, excluding salary, during the years	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 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 serves as the primary repository of knowledge for the college, encompassing both print and electronic resources. Comprising one central library and 11 departmental libraries, it boasts a collection of 1,51,438 books, along with 45 print journals, newspapers, and periodicals. Accessible through the Digital library, students can reach over 6000 e-journals and 1,35,000 e-books via UGC N-LIST. The Indiastat database furnishes secondary-level socio-economic statistical information.

Operated through AUTOLIB 8.2, a Learning Management Software, the library ensures online access to all services via the college automation portal. This includes automated functions like acquisition details, circulation, Online Public Access Catalogue (OPAC), and utilisation of e-resources. RFID (Radio Frequency Identification) technology is used in the library to automate the processes of circulation, inventory, and entry records. RFID tags are attached to library items.

Functioning seamlessly under an Open Access System, the library



employs technical processes such as the Dewey Decimal Classification System, Author's with Cutter's system, Cataloguing, and Indexing techniques following AACR 2 standards. It conducts informative sessions on accessing e-resources, creating bibliographies, and preventing plagiarism.

The Helm Archives diligently preserves and chronologically organises documents, photographs, artefacts, and manuscripts of historical significance, adhering to archival standards.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/Library.html">https://www.ladydoakcollege.edu.in/Library.html</a>

**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	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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

10.46

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

**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**

300

File Description	Documents
Upload details of library usage by teachers and students	<a href="#">View File</a>
Any additional information	No File Uploaded

**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 Centre for Information Technology (CIT) has undergone a thorough technological overhaul, implementing advanced solutions to elevate its functionality. This includes the adoption of fully automated cloud-based services in a secure environment, reinforced by virus-resistant systems (724) and firewalls. The campus is equipped with high-speed Wi-Fi (400 Mbps) spanning 138 access points, exclusively available to authenticated users and intricately linked to expansive servers.

CIT's in-house software development team creates bespoke solutions and cloud-based applications within a cyber-secure environment for various processes, spanning from admission to exit. These processes encompass attendance tracking, e-assessment, exam processing, result management, feedback mechanisms, Outcome-Based Education (OBE) attainment, proctored exams, and course registration. Administrative tasks, such as faculty recruitment, biometric attendance, payroll management, payslip generation, financial mapping, fee management, integrated payment gateway, leave management, staff performance appraisal, online service register, hostel management, e-complaints mechanism, student election processes, hall booking, alumnae database, and an online donation portal, are seamlessly automated.

Prioritising security, strategically placed CCTV systems are in operation, and regular updates to the college website are diligently maintained. Leveraging open-source tools and AWS infrastructure, CIT ensures students acquire practical skills aligned with industry trends. Students also benefit from access

to Learning Management Systems like Moodle.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/cit.ht ml">https://www.ladydoakcollege.edu.in/cit.ht ml</a>

#### 4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
4720	724

File Description	Documents
Upload any additional information	<a href="#">View File</a>

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

A. 250 Mbps

File Description	Documents
Details of bandwidth available in the Institution	<a href="#">View File</a>
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	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/ccm_resources.html">https://www.ladydoakcollege.edu.in/ccm_resources.html</a>
List of facilities for e-content development (Data Template)	<a href="#">View File</a>

#### 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)

1311.29

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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.

The laboratories adhere strictly to well-organized policies, meticulously following standard operating procedures (SOPs) to maintain equipment adequately. This includes keeping updated usage registers, logbooks, and records of any breakages. Regular inspections and periodic stock verifications are conducted to ensure the lab's efficiency.

The library maintains an efficient system through a dedicated maintenance and upkeep policy. Technical processing of books and a comprehensive automation system contribute to its seamless operation.

The Centre for Information Technology ensures a robust system for the maintenance of computer hardware, software, and network facilities.

Campus safety is prioritised with round-the-clock security and a network of CCTVs covering the entire premises. Continuous maintenance of sports grounds and facilities, along with

regular refurbishments and repairs, ensures structural integrity. Regular checks on fire safety and first aid boxes, as well as the inspection and servicing of facilities like the Sewage Treatment Plant, Sanitary Napkin Incinerator, UPS and Battery units, solar-powered streetlamps, Air conditioners, and Lifts, are conducted to guarantee uninterrupted power supply through power generators.

The College's automation portal facilitates online complaints/requests related to physical infrastructure. The college's overall development plan is structured and implemented through year-wise plans.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.ladydoakcollege.edu.in/Policies.html">https://www.ladydoakcollege.edu.in/Policies.html</a>

## 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

751

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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

615

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

**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	Nil
Details of capability development and schemes	<a href="#">View File</a>
Any additional information	No File Uploaded

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

**1852**

File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**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**

**A. All of the above**

**through appropriate committees**

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>
Upload any additional information	No File Uploaded

**5.2 - Student Progression****5.2.1 - Number of outgoing students who got placement during the year**

329

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

**5.2.2 - Number of outgoing students progressing to higher education**

484

File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Details of students who went for higher education	<a href="#">View File</a>
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**

87

File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 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

171

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 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 serves as the elected representative body of students, democratically chosen by their peers to establish a link between students and the College administration. Operating under the guidance of the Principal and Deans of Student Affairs (DSA), they hold a pivotal role in both the college and hostel by actively engaging in academic, administrative, and campus life.

Students council members have significant representation in College Committees like Board of Studies, Academic Council, Internal Quality Assurance Cell, Grievances Redressal Cell, Anti-ragging Committee, Career Guidance and Placement Cell, Campus Cleanliness, Extension Activities, Hostel-Joint Council for Action in Residence, Sports Committee, Cultural Activities Committee, and College Magazine Committee. Student cabinet actively participated in planning and organizing programs for National and International Days of celebration, as well as College events, such as Azadi ka Amrit Mahotsav, Teacher's Day (Olrivi'22), Women Entrepreneurship Day (Empressa'22), Republic Day, Christmas, Pongal, Founder's Day, Student Induction Programmes, and Intercollegiate Meet (Muhizh'23).

Student cabinet engaged in community service, creating social



awareness through campaigns, assisted in medical check-ups, monitored traffic and maintained discipline within the campus, and encouraged their peers to participate in outreach programmes. Their contribution, in assisting the efficient functioning of various college committees, is highly commendable.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

55

File Description	Documents
Report of the event	<a href="#">View File</a>
List of sports and cultural events / competitions organised per year	<a href="#">View File</a>
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 has been dedicated to its mission since its establishment in 1953, contributing to the institution's development through financial and non-financial means. This commitment extends strong relationships with alumnae globally. To facilitate connection, the Association utilises the institutional Facebook account 'Lady Doak College, Madurai' and the Instagram page 'alumnae\_ladydoakcollege.'

The Association has initiated various projects and support mechanisms, including scholarships for needy students pursuing higher education at Lady Doak College. The establishment of the Caring Residence for Infants and Babies (CRIB) project caters to young mothers studying or working at the college and outsiders. Children's Haven In Lady Doak (CHILD) focuses on

providing care for the children of the Lady Doak family during specified hours on weekdays.

The renovation of Anandha Hall into an Alumnae Guest House in 2018 serves as accommodation for alumnae and guests. The Alumnae Bus, a gift from the association, is utilised by the college community for OSS and short trips.

The Association organises a Special Tailoring Class (40 hours, Rs.2000 and flexible timings) for Aided, Self-financed students, and Non-teaching Staff for skill development. All these initiatives showcase the Alumnae Association's multifaceted contributions to the Lady Doak College community.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

**5.4.2 - Alumni's financial contribution during the year**

B. 10 Lakhs - 15 Lakhs

File Description	Documents
Upload any additional information	<a href="#">View File</a>

## 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 guided by a vision aimed at effective navigation of challenging scenarios, the empowerment of young women, and the cultivation of global competence. All decisions adhere to the established statutory bodies such as the Governing Body, Finance Committee, Academic Council, Boards of Studies, as well as non-statutory bodies like the Senatus, Internal Quality Assurance Cell, Faculty Association, and Curriculum Planning & Evaluation Cell, in which teachers play an active role. The constitution of statutory bodies, including teaching faculty and non-teaching staff, students, alumni, and all stakeholders, engage in decision-making across various organisational levels. The Management Board of Directors comprises of distinguished

leaders from diverse sectors, contributing their extensive expertise to the institution. Compliance with both statutory and non-statutory committees prescribed by the UGC reinforces effective governance in the institution. Workflow responsibilities are allocated to heads of these committees, who, in turn, collaborate with faculty members and student representatives within their respective committees. The institution continually strives to realise its vision of providing comprehensive education through both academic and non-academic programmes. Advanced technological infrastructure facilitates the delivery of ICT-enabled curricula, development of online courses, cross-border research and collaborative consultancy.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://www.ladydoakcollege.edu.in/index.html">https://www.ladydoakcollege.edu.in/index.html</a>

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

The Principal drafts the annual committee list taking into consideration the requirement of the institution and the preference of the faculty members. Every committee has a Coordinator/Convenor/Programme Officer and constituent members from the faculty who work in tandem with the management to carry out various activities to reach out to the college community. The students also play an active role in decision-making forums such as IQAC, Board of Studies and Academic Council. Participative leadership is reflective of the ethos of Lady Doak College. Members of this institution are encouraged to participate in the decision-making process and every office holds an all-inclusive working process that involves consensual liabilities. For example, the Research and Development Cell (R&D Cell) serves as a hub to foster research culture among the faculty and students. The management's vision inspires R&D Cell to encourage collaborative and interdisciplinary research through Seed and Institutional grants. R&D Cell collaborates with the Management to formulate internship and consultancy policies, facilitating communication within and outside the institution to achieve institutional goals. Suggestion boxes and portal for e-requests are available for all teaching

faculty, non-teaching staff and students.

File Description	Documents
Upload strategic plan and deployment documents on the website	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://www.ladydoakcollege.edu.in/Admin.html">https://www.ladydoakcollege.edu.in/Admin.html</a>

## 6.2 - Strategy Development and Deployment

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

### COMPETENCE IN COMMUNICATION

Lady Doak College, in its pursuit of attaining international standards in communication, collaborated with Cambridge University Press. This idea was initiated to foster an environment of improving and strengthening communication skills amongst the college community. The Cambridge English Placement Test (CEPT) is a standardised language proficiency test that assesses the English language skills of non-native speakers. CEPT helps to determine a person's level of English proficiency and to place them into an appropriate course or programme based on their skill level. This would help students to take up courses globally for which good language skills are necessary. It also helps students and teaching faculty in honing research, developing MOOC courses and writing research articles. Faculty members from the college attended Cambridge Annual Coordinators Meet, following which meetings were organised at the Administrators level to ensure the viability of the programme. Workshop was conducted in Jan'23 regarding the necessity of implementing the tests in Lady Doak College. Linguaskills Trial test was taken up by 50 teaching faculty members and Cambridge English Placement Test (CEPT) was made mandatory for all teaching faculty, non-teaching staff and students from next academic year and an agreement was created in this regard.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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 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 and coordinators of various centres and cells. The Deans of Students Affairs look after the interests of students 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 Centre. The Chief Operating Officer is responsible for infrastructure, campus maintenance and ensures safety and security of the campus. The Alumnae Development Officer and an Assistant Institutional Development Officer posts were created during this period to facilitate the growing needs of the college.

File Description	Documents
Paste link to Organogram on the institution webpage	<a href="https://ladydoakcollege.edu.in/website/general/Organogram.pdf">https://ladydoakcollege.edu.in/website/general/Organogram.pdf</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

### 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) Document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 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

The college provides diverse welfare measures for non-teaching staff, including scholarships for their children, management advances, 'Panimanaikalvi' literacy programs for class IV workers, and a dedicated Non-Teaching Staff Wellness Fund. For teaching faculty, the institution offers sabbatical leave for up to six months or leave without pay for one to two years for management faculty pursuing Ph.D. And on successful completion of Ph.D., two increments are provided as recognition. Additionally, financial support is extended for attending and presenting papers, seed money for research promotion, the Katie Wilcox award for Ph.D. recipients, Early Career & Annual Awards, and cash awards for publications.

All staff members enjoy various benefits like retreats, sports activities, maternity leave, festival advances, free legal aid,

crèche facilities, life insurance/accidental death benefits, PF & Gratuity benefits, counselling sessions, and recognition in the form of two increments, for completing 10 years of service (Self-financed). The college fosters career development through techno-sharing sessions, training, and workshops. Monthly community programs like Harmony bring staff and their families together for shared celebrations, reflecting the institution's commitment to enhancing the holistic well-being of its staff.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

73

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

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

18

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 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.)**

100

File Description	Documents
Summary of the IQAC report	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

**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 faculty 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	<a href="#">View File</a>
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)

121.97

File Description	Documents
Annual statements of accounts	<a href="#">View File</a>
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 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. Lady Doak College has also entered into cashless transactions policy facilitating the collection of fees/money only through online portal.

Internal funds are generated through rental income from State Bank of India housed on campus, Golden Jubilee Auditorium, J.X. Miller Auditorium, Van Allen Guest House, Anandha Hall Guest House, mess and canteen contract, service charges collected for the conduct of UPSC, TNPSC and other government examinations. Donations can be made online through the college website.

The alumnae of the institution offer financial support and various fund-raising initiatives are taken by the management to encourage them to support their alma mater. The College has set up an Institutional Development Office and appointed an Assistant Institutional Development Officer (AIDO) to exclusively generate resources for the development of the institution.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

## 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)

### Dynamic Feedback for Continuous Improvement

The IQAC has been updating the feedback process from 2015-16 onwards and has recently revised the common questionnaire for various course types (Theory, Lab, Lab cum theory, Problem Solving) in 2021-2022. The holistic analysis of feedback, conducted through a centralised online process for all academic courses proved instrumental in updating courses that required revision. Feedback from parents was gathered online and evaluated by the Heads of Departments. This report covered actionable insights related to academic programmes, extracurricular activities, infrastructure, counselling, career guidance and placement services. Feedback from employers expressed high satisfaction with the students' performance during the campus interviews, commending their domain knowledge and communication abilities.

### Research Promotion

Workshops were organised to assist faculty members and research scholars in drafting and submitting research grant proposals. Notably, two faculty members have been awarded the ICSSR research grant for their work on the spatial distribution and utilisation of public healthcare services in Madurai district. Furthermore, financial backing was extended to faculty members facilitating their participation in conferences, symposiums and workshops. The full-time research scholars were granted fellowships to support their academic pursuits. This has facilitated research awards from both national and international research bodies.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

The IQAC plays an important role in enhancing academic standards and promoting a dynamic teaching-learning process within the institution, through academic audits. These audits include a comprehensive review of course files, evaluating the components such as course content, entry behaviour tests, work plans, and modes of continuous assessments. The departments conducted self-audits on their course files, carefully examining various assessment methods and pedagogical approaches employed. These assessments involved case writing, video creation, presentations, seminars, short research projects, working models, and open book exams. Certificates confirming compliance were approved by the respective Heads of Departments and submitted to the IQAC office.

The IQAC proactively plans an annual agenda at the commencement of the academic year. This agenda, aligned with the guidelines provided by NEP prioritized the incorporation of mini projects and internship into the curriculum in all disciplines. The attainment of COs-PSOs was calculated for each course and made available on the faculty portal for the academic year 2022-2023. To empower the faculty digital competency, several techno-sharing sessions and seminars were conducted. The integration of Moodle Learning Management System further enriched the course delivery, enhancing the overall learning experience for both students and faculty during the academic year 2022-23.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the**

**A. Any 4 or all of the above**

**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)**

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

## **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 has been functioning with the vision of transforming lives of women by ensuring whole person education for seven decades now. The UGC-supported Centre for Women's Studies (CWS) functions dynamically towards promoting gender equity and sensitisation, since 1988 with the motto, 'Moving towards equity'. The vibrance of the centre's Uliyin Oli student club is noteworthy.

International Women's Day 2023 was celebrated on the theme, 'DigitALL: Innovation and technology for gender equality.'

Our student, Ms Jerlin Anika brought laurels to her alma mater by winning the Deaflympics and the second highest sporting honor in India, the Arjuna Award in 2022. Our students made distinguished contributions in sports at the national and international levels. The NCC's Army and Air Wing, through their achievements, contribute to bridging the gender divide.

Media Education Projects through International Collaborations

between CWS and Karangal, an NGO in Switzerland and the Centre for Interdisciplinary and Experiential Learning, Singapore University of Social Sciences, added a precise sense of direction towards realising gender-specific targets of the SDGs.

Micro Women Entrepreneurs were motivated by offering opportunities to sell their products. A panel of experts from Cyster Care equipped students with the necessary skills to ensure reproductive health.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://www.ladydoakcollege.edu.in/cws_documentary.html">https://www.ladydoakcollege.edu.in/cws_documentary.html</a>

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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)

The college's extensive waste management programme allowed for sustainable environmental management. A number of tactics were used, such as composting leaf litter, installing a twin-bin system for waste segregation and disposal, and recycling paper to support entrepreneurial endeavours. Vermi-composting brought an annual revenue of Rs. 2430. Sanitary napkins disposal was handled by incinerators, and the entire campus was made plastic-free. The institution offers a vocational course on Paper Recycling CED3258VS, and also produces eco-friendly recycled paper products through the Paper Recycling Unit. A percolation pond enabled groundwater replenishment, guaranteeing continuous availability and avoiding stagnation, while wastewater

treatment plants were used to recycle water from residential halls for plant irrigation.

The College also placed a strong emphasis on disposing of sharps and bio-waste responsibly. It implemented procedures for autoclaving and segregating waste, and it managed e-waste through government-approved vendors. The 3Rs (reduce, reuse, recycle) were promoted throughout the campus as part of the energy conservation measures that were put in place. The combined effects of these waste management techniques reduced the college's environmental impact significantly, helping save energy and natural resources. All things considered, the institution's dedication to efficient waste management has made a substantial contribution to long-term environmental management.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geotagged photographs of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

**1. Restricted entry of automobiles**

A. Any 4 or All of the above

- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

File Description	Documents
Geotagged photos / videos of the facilities	<a href="#">View File</a>
Various policy documents / decisions circulated for implementation	<a href="#">View File</a>
Any other relevant documents	No File Uploaded

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

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions/awards**
- 5. Beyond the campus environmental promotional activities**

**A. Any 4 or all of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	<a href="#">View File</a>
Certificates of the awards received	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**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**

**A. Any 4 or all of the above**

**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.**

File Description	Documents
Geotagged photographs / videos of facilities	<a href="#">View File</a>
Policy documents and brochures on the support to be provided	No File Uploaded
Details of the software procured for providing assistance	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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).

Lady Doak College envisions empowerment of women based on the values of love, justice, equality and peace. All these values are centred towards providing an inclusive environment for the college community which includes employees from different strata of society with multiple layers of identity. The institution ensures a safe and secure environment for all to function effectively and derive strength by being a part of the fellowship that the college extends. "Harmony", a monthly get-together for the family members of employees offers an opportunity to get to know each other, and enhances team building.

"Peace Education" is yet another significant initiative of the college in promoting an inclusive environment for the students. The project titled "Reorientation of the Inner Compass Towards Peace" has been granted funds by the United Board. It seeks to address the identity crisis and conflicts in the digital generation. Special days like Hindi day and French day were observed to fortify cultural harmony and camaraderie among all. Resident students from other countries, states and regions are



also offered adequate support to make the learning process productive and enjoyable. Ample scholarship opportunities offer an inclusive environment for the deserving.

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

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

Lady Doak College vests tremendous impetus in inculcating values. The Value Education Centre conducted faculty training programmes on "Healthy Transition from Adolescence to Adulthood" and "Re-imagining Beauty". Guest Lectures on "Pre-Marital counselling", "Civic Rights and Family Life Education" and "Fundamental Duties and Family Laws" were organised to enlighten young adult women of the college. The Centre for Human Rights Education (CHRE) hosted programmes on subjects such as the "Indian Constitution and Right to Information Act - An Overview". On-the-Spot Studyvisits to police stations, district courts, Madurai Bench of Madras High Court, NGOs, and Indian Association for the Blind gave learners a real time experience. Martin Macwan Annual Endowment Lecture spearheaded by the CHRE team gave valuable insights to all the final year students. Special pledges were solemnised to commemorate and observe salient days to foster communal harmony and goodwill. Arittapatti was declared the first Biodiversity Heritage Site of Tamil Nadu by the state government in 2022, during World Heritage Week, thanks to the service learning programme LiFE and the interventional research and surveys carried out by History students. Part V kept the ball rolling with the avid participation of students from all the extension programmes in multiple events.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

**A. All of the above**

File Description	Documents
Code of Ethics - policy document	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**The institution firmly believes in the importance of commemorating events and festivals as a means of fostering cultural awareness and national pride. Special efforts were taken through the student cabinet and clubs of various departments and centres to ensure a vibrant celebration of national and cultural festivals. In a gesture of deep appreciation and respect, the college takes pride in inviting retiring faculty members to hoist the National Flag and deliver the Republic Day address. A variety of events were organised to showcase our love for the nation and instil a deeper understanding of its significance. The Part-V extension programmes also played an active role in initiating and organising events, festivals, and day observances. These included the Independence Day Celebrations, National Literacy Day, World Mental Health Day commemorated by NCC, National Unity Day Awareness programme and Pledge, National Pollution Control Day, Kindness Day, International Year of Millet**

Celebration, Republic Day Celebration, Bonded Labour Abolition Day Pledge, World Head Injury Awareness Day Human Chain and Rally, Golden Jubilee Year Celebration of Women TN Police Police Cycle Rally Awareness programme on 'Cybersecurity', and Vaigai Ilakkiya Thiruvila at Tamil Sangam Hall.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	<a href="#">View File</a>
Geotagged photographs of some of the events	No File Uploaded
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 -Innovate, Integrate, Inspire: CIT's Tech Marvels Unravalled**

[https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria\\_VII/7.2.1/Best\\_practice\\_1.pdf](https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_VII/7.2.1/Best_practice_1.pdf)

**Best Practice II -Sustainable Development of Young Women Entrepreneurs**

[https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria\\_VII/7.2.1/Best\\_practice\\_2.pdf](https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_VII/7.2.1/Best_practice_2.pdf)

File Description	Documents
Best practices in the Institutional website	<a href="https://www.ladydoakcollege.edu.in/Bestpractices.html">https://www.ladydoakcollege.edu.in/Bestpractices.html</a>
Any other relevant information	<a href="https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_VII/7.2.1/7.2.1_Evidence1_2.pdf">https://www.ladydoakcollege.edu.in/AQAR/2022-2023/Criteria_VII/7.2.1/7.2.1_Evidence1_2.pdf</a>

## 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)

Lady Doak College integrates service-learning into the curriculum, providing an experiential learning environment to students. Life Frontier Engagement (LiFE) gives students the ability to evaluate community needs, plan interventions, and offersolutions to problems that the community isfacing. All departments have themes that correspond with the UN Sustainable Development Goals. Arittapatti was declared the first Biodiversity Heritage Site of Tamil Nadu by the state government in 2022, during World Heritage Week, thanks to the service learning programme, LiFE and the interventional research and surveys carried out by the final-year undergraduate history students for three years from 2015 to 2018.

The Centre for LiFE offered consultancy services to five colleges that received funding from United Board to either introduce service-learning into their curriculum or to strengthen their existing service-learning programme. A partnership between the Centre for LiFE and the Honourable Member of Parliament, Mr. Su. Venkatesan, was started in the academic year 2022-2023. The students completed 33 project-based development activities in the villages that were adopted under the Central Government Scheme Saansad Adarsh Gram Yojana (SAGY), which focuses on the creation of Model villages. Arittapatti, Veerapandi, Thuvariman, and Chinnapatti were adopted by the Hon'ble MP, Mr. Venkatesan under the SAGY.

File Description	Documents
Appropriate link in the institutional website	<a href="https://www.ladydoakcollege.edu.in/Distinctiveness.html">https://www.ladydoakcollege.edu.in/Distinctiveness.html</a>
Any other relevant information	<a href="#">View File</a>

7.3.2 - Plan of action for the next academic year

Considering the distinctiveness and academic autonomy of the college, it has been decided to restructure the curriculum in accordance with the standards set forth by SEP and TANSCHÉ. The CO and PSO attainments will be completed with the formative continuous assessments and summative examinations for the UG/PG students. The Centre for Communication and Multimedia will conduct an institutional project on "Analysing Digital

Competency", to identify areas in which the faculty need upskilling of newer technologies in teaching and learning. The college will initiate the Cambridge English Placement Test to determine the English language abilities of the faculty and students and to assist them in developing their listening, reading and language use. Departments and centres will enter new Memorandums of Understanding with institutions at national and international levels. The Research & Development Cell will undertake a revision of R&D policy to promote and foster a culture of research within the college. The Centre for Entrepreneurship Development has plan to review the startup policies of other institutions and establish a startup review committee following the guidelines of the National Institution for Transforming India (NITI) Aayog. The Satellite campus project will be initiated to build a model sustainable campus for reaching the unreached.