



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

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

• Financial Status	UGC 2f and 12(B)
• Name of the IQAC Co-ordinator/Director	Dr. R. Jeyakodeeswari
• Phone No.	04522530527
• Mobile No:	9965578862
• 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%202022-2023.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/Handbook%20Academic%20Calendar%202023-24.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
Department of Economics -Dr.Devi Priya & Dr.Helen Mary Jacqueline	Sanc.No.2/27/2022-23/ICS SR/RP/MN/GEN dt.28.3.23 File No.02/42/2022-23 Title of the Project:	Indian Council of Social Science Research	06/04/2023	160000.00
Department of Economics -Dr.Devi Priya & Dr.Helen Mary Jacqueline	Sanc.No.2/27/2022-23/ICS SR/RP/MN/GEN dt.28.3.23 File No.02/42/2022-23 Title of the Project:	Indian Council of Social Science Research	13/03/2024	160000.00
Centre for Entrepreneurship Development - Dr.Ann Nirmala Carr	National Skill Development Corporation, New Delhi, for implementing Training under Skill Hub initiative (PMKVY.4.0)	Ministry of Skill Development & Entrepreneurship	15/09/2023	147180.04
Centre for Entrepreneurship Development - Dr.Ann Nirmala Carr	National Skill Development Corporation, New Delhi, for implementing Training under Skill Hub initiative (PMKVY.4.0)	Ministry of Skill Development & Entrepreneurship	30/09/2023	28620.00

Centre for Entrepreneurship Development - Dr. Ann Nirmala Carr	National Skill Development Corporation, New Delhi, for implementing Training under Skill Hub initiative (PMKVY.4.0)	Ministry of Skill Development & Entrepreneurship	19/12/2023	15137.56
Centre for Entrepreneurship Development - Dr. Ann Nirmala Carr	National Skill Development Corporation, New Delhi, for implementing Training under Skill Hub initiative (PMKVY.4.0)	Ministry of Skill Development & Entrepreneurship	08/01/2024	281440.80
Centre for Environmental Studies - Mrs.M.Lakshmi	Unna Bharat Abhiyan Program	State Institute of Rural Development & Panchayat Raj in Tamil Nadu.	29/01/2024	20000.00
Department of History - Dr.J.Jeyamathi	F.No.1-27/2018-ICHR (GIA) RP dt.15.3.24 Title of the Project	Indian Council of Historical Research, New Delhi.	13/05/2024	59375.00
Department of Tamil: Thackla Thangamayil J	RC.No.31350/1/2020 dt. -06-2023 Department of Collegiate	Department of Collegiate Education, Chennai	02/06/2023	60000.00

	Education - Stipend to Research Scholars			
Centre for Women's Studies	Development of Women's Studies in Indian Universities and College - F.No. 7-20 1/2012(W.S) dated 22.6.2023	UGC	14/07/2023	255361.00
Centre for Women's Studies	Development of Women's Studies in Indian Universities and College - F.No. 7-20 1/2012(W.S) dated 22.6.2023	UGC	30/08/2023	808643.00
Centre for Women's Studies	Development of Women's Studies in Indian Universities and College - F.No. 7-20 1/2012(W.S) dated 20.10.2023	UGC	07/12/2023	769376.00
CPE XII Plan	Scheme	UGC	07/12/2023	4790241.00

8. Provide details regarding the composition of the IQAC:

<ul style="list-style-type: none"> • Upload the latest notification regarding the composition of the IQAC by the HEI 	View File	
9.No. of IQAC meetings held during the year	7	

<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes					
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded					
10. Did IQAC receive funding from any funding agency to support its activities during the year?	Yes					
<ul style="list-style-type: none"> If yes, mention the amount 	2,81,440.80					
11. Significant contributions made by IQAC during the current year (maximum five bullets)						
<p>1. Conducted a National Conference on curriculum changes for Upskilling and Employability in Higher Education with focus on Industrial collaborations 2. Equipped the faculty and students with comprehensive knowledge on the process of patenting biological innovations through a workshop on "Patenting Biological Products" 3. Revamped the feedback questionnaires for all courses and enhanced the quality and effectiveness of the feedback process 4. Conducted Energy, Green, and Environment audits 5. Facilitated NSDC partnership for the college to offer courses under the PMKVY 4.0 scheme</p>						
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:						
<table border="1"> <thead> <tr> <th data-bbox="76 1431 778 1498">Plan of Action</th> <th data-bbox="788 1431 1476 1498">Achievements/Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1509 778 2069"> To audit the course files for the academic year 2023-2024 </td> <td data-bbox="788 1509 1476 2069"> The audit of the course files was carried out through the Heads of the departments for both the Odd and Even semesters 2023-2024 and the internal compliance certificates were obtained. The audit covered the essential components, including course content, entry behaviour test, workplan, and modes of continuous assessment. The range of assessment methods implemented were strategically </td> </tr> </tbody> </table>	Plan of Action	Achievements/Outcomes	To audit the course files for the academic year 2023-2024	The audit of the course files was carried out through the Heads of the departments for both the Odd and Even semesters 2023-2024 and the internal compliance certificates were obtained. The audit covered the essential components, including course content, entry behaviour test, workplan, and modes of continuous assessment. The range of assessment methods implemented were strategically		
Plan of Action	Achievements/Outcomes					
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designed to address the diverse skill sets of students. The audit ensured the process of quality teaching and comprehensive evaluation of the academic progress of the students.

To revamp the feedback questionnaire and implement strategies to enhance the quality and effectiveness of the feedback process.

The feedback questionnaires for all courses were revamped for the academic year 2023-2024 to support the process of continuous improvement. An interim feedback on teaching methodologies, assessments, and faculty was collected and analysed. The Heads of the Departments discussed the results with the respective faculty members and ensured potential actions. Course feedback was gathered from the students and faculty to assess the course content and structure. Both students and faculty recommended revisions to the content of a few courses and these suggestions were addressed in the Boards of Studies and Academic Council meetings of odd and even semesters respectively. A Feedback Review Meeting was organised with the administrative officers on March 5, 2024, to discuss the collected feedback. The key areas of improvement were identified and a plan of action was drafted.

To submit data for Annual Quality Assurance Report (AQAR), National Institutional Ranking Framework (NIRF), and All India Survey on Higher Education (AISHE)

The data for the Annual Quality Assurance Report (AQAR), National Institutional Ranking Framework (NIRF), and All India Survey on Higher Education (AISHE) were successfully

	<p>submitted. This submission included comprehensive information on academic performance, infrastructure, research activities, teaching and learning practices, and other relevant metrics. The data was carefully compiled and reviewed to ensure accuracy and compliance with the respective guidelines, contributing to the institution's reporting and ranking processes for these national assessments.</p>
<p>To conduct Energy, Green, and Environment audits</p>	<p>Energy, Green, and Environmental audits for the year 2023-2024 were successfully conducted through the Centre for Environmental Studies, focusing on energy conservation, the use of renewable energy, energy-efficient appliances, and promoting a green environment and sustainability. The audits also covered areas such as water conservation, wastewater management, plastic waste management, and the recycling and reuse of waste. Following these comprehensive assessments, the institution has been certified accordingly.</p>
<p>To organise a National Conference on Curriculum Changes for Upskilling and Employability in Higher Education with focus on Industrial collaborations</p>	<p>A National Conference on</p>
<p>To conduct a workshop on</p>	<p>A two-day National Workshop on</p>
<p>To conduct a workshop on 'Capacity Building for Faculty Members of Higher Education Institutions in Design Thinking (DT) and Student Centred</p>	<p>A two days' workshop was conducted as part of the United Board funded project on 'Capacity Building for Faculty Members of Higher Education</p>

<p>Learning (SCL) Strategies</p>	<p>Institutions in Design Thinking (DT) and Student-Centred Learning (SCL) Strategies' on 19th and 20th October 2023 along with the Centre for Human Resource Development. About 30 faculty members from other colleges all over Tamilnadu participated in the workshop.</p>
<p>To train faculty members to effectively operate advanced analytical instruments and interpret data</p>	<p>Workshop on the topic 'Analytical Instrumental Techniques & Data Interpretation' on 18th and 19th December, 2023 was conducted in collaboration with the Department of Chemistry, the Science Instrumentation Centre and the Research & Development Cell of the college. This initiative enhanced the technical expertise of participants, equipping them with the skills to effectively operate advanced analytical instruments and interpret data for research purposes.</p>
<p>To facilitate NSDC partnership</p>	<p>As an NSDC training partner, the college leveraged NSDC's platform to manage student enrolment, skill mapping, and certification. Under the PMKVY 4.0 scheme, the college offered courses such as Self-Employed Tailor (AMH/Q1947), Jam Jelly Ketchup Processing Technician (FIC/Q0103), and Software Programmer (SSC/Q0510).</p>
<p>13. Was the AQAR placed before the statutory body?</p>	<p>Yes</p>
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
SENATUS - The apex decision making body of Lady Doak College	11/12/2024

14. Was the institutional data submitted to AISHE ?	Yes
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<ul style="list-style-type: none"> • Year
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Year	Date of Submission
2022-2023	20/03/2024

15. Multidisciplinary / interdisciplinary

a) During the academic year 2023-2024, Lady Doak College embraced a transformative approach in becoming a holistic multidisciplinary institution, aligning with the National Education Policy (NEP) 2020 and guidelines from the Tamil Nadu State Council for Higher Education (TANSCHÉ). The college aimed to foster both academic and personal growth by integrating interdisciplinary learning into its curriculum, thereby enhancing students' adaptability and expanding career opportunities. The curriculum for the 2024 batch was updated to meet industry demands and address societal challenges. This revised curriculum incorporated hands-on experiences such as mini-projects, studio-based courses, and internships to enrich students' practical knowledge. Emphasis was placed on entrepreneurship, skill enhancement, and professional development to prepare students for dynamic work environments. Core subjects were also updated with recent advancements, ensuring that students gain both depth in their field and the flexibility to explore other disciplines. Additionally, collaborative initiatives were prioritised to provide students with diverse learning experiences, facilitate credit transfers, and open new avenues for interdisciplinary research. The focus on soft and life skills, alongside core competencies, highlighted the institution's commitment to nurturing well-rounded individuals. Through this integrated approach, Lady Doak College worked to equip its students and faculty with the necessary tools to thrive in an increasingly interconnected world.

b) The College fostered a comprehensive multidisciplinary curriculum that integrated humanities, languages, and Science, Technology, Engineering, and Mathematics (STEM), promoting collaborative and holistic education. Interdisciplinary programmes emphasised critical thinking, teamwork, and analytical skills, preparing students to

address complex challenges in modern society. Interdisciplinary major and non-major electives enabled students to explore diverse fields and bridge subject boundaries effectively. The Life Frontier Engagement (LiFE) course, a mandatory capstone project, is a notable initiative, allowing students to apply classroom knowledge to community-based research, focusing on societal impact and practical problem-solving. c) The college promotes holistic, interdisciplinary learning through a flexible curriculum combining credit-based courses in community engagement, environmental education, and value-based learning. The Life Frontier Engagement (LiFE) course allows students to work on community-based projects addressing local and SDG based issues, while other practical experiences like internships, field visits, and workshops provide hands-on learning. The Centre for Environmental Studies leads impactful initiatives, including eco-projects like the Botanical Garden, Paper Recycling Unit, and Solar Panel installation. Through campaigns like Unnat Bharat Abhiyan and Saansad Adarsh Gram Yojana (SAGY), students engage in interdisciplinary sustainability efforts, directly contributing to the UN's Sustainable Development Goals. d) The college emphasises a multidisciplinary and flexible curriculum in both undergraduate and postgraduate programmes to enhance the learning experience. However, the implementation of multiple entry and exit points at the end of the first, second, and third years of undergraduate education is not feasible due to state higher education regulations, which could be considered in future. e) The college's commitment to ethical and social awareness is furthered by Value-Based Courses (VBC), engaging students across disciplines to explore ethical, societal, and environmental issues. Lady Doak's collaborations with national and international organisations, such as Voice Trust, Madurai and the International Christian University, Japan, provided students with global perspectives, research opportunities, and practical skills to address societal challenges. The college's flexible, innovative curriculum and strong emphasis on multidisciplinary research fostered a culture of holistic learning, preparing students to contribute meaningfully to their communities and the world. As part of On the Spot Study in Women's Studies and Human Rights courses, students visit police stations, prisons, courts, and tribal areas to explore women-related issues and human rights challenges. These field visits provide insights into societal concerns like gender inequality and human rights violations. Students then submit reports, enhancing their experiential learning and understanding of these critical issues. f) The college promotes interdisciplinary and multidisciplinary learning in alignment with NEP 2020 by offering 69 non-major elective courses, including skill-based, career-oriented, and applied courses, enabling science students to explore humanities and vice versa. Faculty from both the

humanities and science streams collaborate in teaching, enriching students' learning experiences. Notable examples include courses like "Digital Marketing" and "Optimization Techniques in Management" offered by Humanities Departments, and "Reprogramming the Brain" and "Food Safety and Consumerism" offered by Science Departments. Additionally, the college offers 50 interdisciplinary core courses, such as "Investment Management" and "Software Project Management" for humanities students, and "Formal Languages and Automata Theory" and "Digital Image Processing" for science students, fostering a holistic approach that encourages students to engage across disciplines and enhance their comprehensive learning experience.

16. Academic bank of credits (ABC):

The College actively promoted cross-institutional credit transfer, offering students flexible learning pathways. However, implementing the ABC system at National level presents several challenges such as selecting appropriate partner institutions for credit exchange, considering the unique needs of its students, particularly first-generation learners, and maintaining an ideal student-teacher ratio amidst fluctuating faculty workloads. A key element of Lady Doak College's internationalisation efforts is its International Study Centre, which plays a pivotal role in facilitating student exchange programmes and managing international credit transfers. The college ensures that credits earned during these exchanges are recognised upon receipt of official transcripts from the host universities, strengthening its students' global competencies and enriching their academic and cultural perspectives. Through partnerships with esteemed institutions such as Petra Christian University, Indonesia, J.F. Oberlin University, Japan, Mary Baldwin University, USA, International Christian University, Japan and Handong Global University, South Korea, students earn credits abroad and seamlessly transfer them back to Lady Doak College. To support students in these exchange programmes, the college applies course exemptions for specific academic requirements during the semester abroad. In the academic year 2023-2024, Lady Doak College expanded its international reach, engaging in student exchanges with institutions in Indonesia and South Korea. In addition to credit exchanges, Lady Doak College offers various extra-credit learning options to further enhance student growth. These include value-added courses, self-learning courses, online courses, mini projects, and comprehensive assessments. Faculty are empowered to design their own curricular approaches within the approved framework, selecting textbooks, assignments, and assessments aligned with student needs. The college also supports digital learning by incorporating MOOCs, especially NPTEL and SWAYAM, to develop students' digital skills.

17.Skill development:

Lady Doak College (LDC) has initiated numerous programmes and partnerships to advance vocational education and enhance soft skills among students. These initiatives aim to align with the National Skills Qualifications Framework (NSQF) and bridge the gap between academic learning and industry demands, ensuring students graduate with both practical skills and theoretical knowledge.

Strengthen Vocational Education and Soft Skills: The college mandates internships for both undergraduate (from the 2022 batch) and postgraduate (from the 2024 batch) students, and offers a mandatory broad spectrum of vocational courses for two credits in Semester III for UG students. This approach enhances employability while nurturing an entrepreneurial spirit. The curriculum includes skill-based training, emphasising functional skills, critical thinking, problem-solving, soft skills, and entrepreneurial competencies necessary for professional success. In addition, to strengthen language proficiency, the Cambridge English Placement Test (CEPT) was introduced for faculty, staff, and students. This test was also administered as part of the faculty recruitment process to evaluate the candidate's communication skills. This partnership with Cambridge Assessment underscores the institution's commitment to fostering higher English language proficiency.

The Centre for Women Studies offers NSQF-aligned courses, such as a Certificate in Food Processing Technology and Quality Control and a Diploma in Nutrition and Dietetics. These programmes incorporate extensive hands-on training, project-based learning, and workshops. Furthermore, the college has partnered with the National Skill Development Corporation (NSDC) through the UGC-Skill Hubs Initiative under PMKVY 3.0. This initiative included a Self-Employed Tailor course, providing certification to 26 economically disadvantaged women who successfully completed training and assessment by the Apparel Made-ups and Home Furnishings Sector Skills Council.

Additionally, the Centre for Entrepreneurship Development offers 21 skill enhancement vocational courses across 44 batches, facilitated by nine external and seven internal master trainers as well as industry partners. These courses span various sectors, including IT, tourism, food processing, sustainable waste management, health, and wellness. The Value-Based Courses and Integrated Value-Based Courses (VBC/IVBC) for undergraduates foster values such as truth (satya), righteous conduct (dharma), peace (shanti), love (prem), and nonviolence (ahimsa), alongside essential life skills. Key courses include Civic Education, Family Life Education, Human Rights and Duties, and Women's Studies, which collectively promote citizenship, human dignity, social responsibility, and self-worth. The VBC/IVBC curriculum for postgraduates includes ethical decision-making and

explores India's cultural heritage, major religious tenets, environmental conservation, and professional ethics. The college's commitment to "Whole Person Education" was reinforced through a United Board-funded project titled "Peace Education: The Integral Part of Whole Person Education" for the academic year 2023-2024. This VBC/IVBC curriculum offers students a unique series of courses, designed to build life skills applicable to personal, familial, and societal contexts. The college has implemented a comprehensive strategy to integrate vocational education into the core curriculum, as outlined below:

Credit structure design: Each student is required to complete at least one vocational course worth two credits in their second year of study, ensuring that vocational training is integral to graduation requirements.

Industry engagement: The Centre for Entrepreneurship Development collaborates with industry veterans from TVS, Green Trends, NSDC, and academic institutions like the Community Science College and Research Institute of Tamil Nadu Agricultural University. Master craftsmen from fields such as design, handicrafts, nutrition, organic beauty care, media, and wellness provide guest lectures and workshops to share their expertise.

Flexible learning modes: The college offers modular courses in open, blended, and on-campus formats to accommodate varied learning needs, providing students with flexibility in acquiring vocational skills.

iv) NSDC Partnership: As an NSDC training partner, the college leverages NSDC's platform to manage student enrolment, skill mapping, and certification. Under the PMKVY 4.0 scheme, the college offers courses such as Self-Employed Tailor (AMH/Q1947), Jam Jelly Ketchup Processing Technician (FIC/Q0103), and Software Programmer (SSC/Q0510). In alignment with the NEP 2020's emphasis on skill development, the college has undertaken several notable practices:

Collaborative Vocational Courses: Courses in Computer Science cover essential skills, literacy, operational knowledge, and entry-level professional skills relevant to the IT and Information Technology Enabled Services (ITES) sectors.

On-the-Job training: In collaboration with the Maxelerator Foundation, 26 software programming students completed a 150-hour on-the-job training program, focusing on projects such as creating the Lady Doak College website, addressing food wastage, and waste segregation. A career advancement session on "Introducing Young CTO: Transforming Tech Education" highlighted how students from all disciplines can be trained as Chief Technology Officers, with 139 attendees from Mathematics, Chemistry, Physics, and Economics. Additionally, a Chief Technology Officer training session was attended by one staff member, one alumna, and four students from the Physics and Tamil departments, further enhancing skill development.

Skill Development workshops: College organised workshops across diverse topics, from smart city planning and digital technology to

career planning, innovation, and entrepreneurship, benefiting over a thousand students. Certification and Assessment: The college has partnered with several industry entities, including the Community Science College and Research Institute of Tamil Nadu Agricultural College and Green Trends Academy, to ensure students are certified upon completing skill training, thereby enhancing their employability. Through these strategic initiatives, partnerships, and curriculum updates, Lady Doak College continues to elevate its commitment to vocational education and value-based learning, ensuring students are well-equipped to meet industry standards and contribute positively to society.

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

The curriculum strategy integrates the Indian Knowledge System (IKS) through courses taught in Indian languages and by incorporating aspects of Indian culture, history, and values across both online and offline formats. This approach encompasses multiple departments to create a cohesive educational experience centred on traditional Indian knowledge. The Department of English offers a course on Indian Literature in English, which delves into translated works from various Indian languages. This course provides insights into Indian culture and traditions, while tracing the evolution of ideologies within Indian society. Humanities and Science undergraduate programmes require students to take two semesters of NME courses, which explore Indian knowledge and culture. The Departments of Tamil, History, and Economics offer courses focusing on the historical and cultural evolution of the Indian ethos, also providing students with insights into contemporary societal issues. The courses offered by the Department of Social Sciences include "Personality Theories," covering Indian psychological perspectives, Buddhism, and Jainism. Social Anthropology courses analyse Indian culture and traditions through a sociological lens. The courses offered by the Department of Economics include "History of Economic Thought" integrating ancient Indian economic ideas from Arthashastra and Thiruvalluvar, alongside Gandhi's and Naoroji's economic perspectives, providing a blend of classical and modern economic thought. The courses offered by the Department of History include "History of India," "History of Tamil Nadu," and "Environmental History" emphasising the Indian cultural evolution, heritage, and intellectual contributions, offering a nuanced view of Indian civilisation's progress from ancient to modern times. The courses offered by the Department of Tamil range from "Sangam Literature" to "Modern Literature," covering topics like trade in Tamil literature, plant significance in Tamil culture, and Tamil folklore. Tamil

literature is further analysed through a psychological perspective, and language skills are honed through newspaper reading in the "Communication Skills for Economics" course. The Department of Hindi offers interdisciplinary courses like "Communicative Hindi for Entrepreneurs" and "Business Hindi" to enhance the popularity of Hindi among non-Hindi speakers. The department also covers the history of Hindi literature, exposing students to the Bhakti poets and their value-laden works. The Department of Physical Education offers courses on Yoga and Silambam, as well as cultural activities like Parai and Karakattam, to promote physical well-being and connect students with Tamil tradition. ICT enabled language learning tools are used for Tamil and English facilitating comprehension, translation, and language skills through Tamil typing exercises and regional language manuals in Unicode. The Learning Management System (Moodle) is effectively integrated for teaching, learning and evaluation. Cultural events such as "Lok Nritya" and plays on "Unity in Diversity" allow students to appreciate India's diverse customs, fostering inclusivity. The integrated curriculum ensures a balanced portrayal of Indian history, emphasising cultural identity, traditions, and values while showcasing India's contributions to fields such as science, philosophy, and literature. Through this approach, students gain a thorough understanding of India's rich heritage and its ongoing global influence. The institution is committed to training faculty to deliver instruction in both English and vernacular languages, enhancing accessibility for students with diverse linguistic backgrounds. Here are the details of current and planned initiatives: (i) Faculty are encouraged to present research in vernacular languages at national conferences, including events like the World Tamil Conferences, in collaboration with international associations for Tamil research. Faculty have also shown increased engagement in language courses, with notable enrolments in Sanskrit and Hindi courses through Dakshina Bharat Hindi Prachar Sabha, recognised by both Central and State governments. To support bilingual instruction, question papers for certain programmes like Economics and History, VBC, Part-V extension activities are provided in both Tamil and English, allowing students to express themselves effectively in their preferred language. Inter-departmental peer tutoring and workshops for technical writing in Tamil support faculty development in academic Tamil proficiency. Additionally, students from the Department of Tamil run a LiFE project, "Panimanai Kalvi," which teaches non-teaching staff basic reading and writing in Tamil. (ii) The institution plans to organise targeted training to improve faculty proficiency in Tamil for teaching core courses, supported by subject-specific external experts. A specialised glossary of economics terms in Tamil is being developed by an internal faculty study group to support bilingual

teaching in Economics. Faculty are also encouraged to publish their work in vernacular journals and present at conferences to broaden the reach of their research in regional languages. For example, a research paper by a History faculty member was accepted at the 11th World Tamil Research Conference, and the abstract was published in July 2023. (iii) The Department of Hindi in collaboration with the Departments of Economics and Commerce offer non-major elective courses, such as "Communicative Hindi for Entrepreneurs" and "Business Hindi", allowing undergraduate students to learn Hindi and entrepreneurial skills in both Hindi and vernacular languages, thereby supporting bilingual instruction in practical subjects. These initiatives reflect the institution's dedication to equipping faculty with the skills needed for bilingual education, supporting diverse student needs, and promoting regional languages across academic activities. Lady Doak College demonstrates a robust commitment to linguistic inclusivity and cultural preservation through its bilingual degree programmes, particularly in Economics and History. The institution's approach strategically bridges language barriers while promoting academic excellence and cultural understanding. The B.A. Economics programme, established in 1957, offers dual-language instruction in English and Tamil, enabling students from Tamil medium backgrounds to access higher education. This innovative approach provides bilingual options for quantitative courses, computer-based subjects, and internal and external assessments. The programme's key advantages include facilitating access to state government scholarships, preparing students for competitive examinations, supporting technical skill development, and creating inclusive learning environments. Similarly, the B.A. History programme caters to the linguistic diversity of its student body, with approximately 50% of students coming from Tamil medium schools. Bilingual instruction is implemented across interdisciplinary courses such as Social Movements in India, History in Tamil Novels, and Tourism in Madurai. This approach ensures comprehensive understanding and engagement with academic content. The college goes beyond traditional language instruction through innovative cultural integration initiatives. Collaborative interdepartmental courses explore complex themes like Economic Ideas in Thirukkural, Economic Thoughts in Modern Tamil Literature, Communicative Hindi for Entrepreneurs, and the History of Raso Kavya and Dohe. These courses not only teach language but also provide deep insights into cultural and historical contexts. Pedagogical innovations include bilingual e-resources, peer teaching in Tamil, remedial classes in native languages, and specialised courses that highlight Indian linguistic heritage. The strategic objectives of these initiatives are multifaceted: to enhance linguistic accessibility, strengthen regional language proficiency, promote

cultural heritage, build student confidence, and provide comprehensive educational opportunities. Through this nuanced approach, the college effectively demonstrates its commitment to preserving and promoting Indian knowledge systems. By integrating bilingual education across disciplines, the institution creates a dynamic learning environment that respects linguistic diversity, cultural richness, and academic excellence. The institution offers a broad range of initiatives to preserve and promote Indian languages, ancient knowledge, arts, and cultural traditions, aligning with NEP 2020's emphasis on cultural heritage. These initiatives are incorporated across various disciplines: Departments like Tamil, Hindi, and Economics collaborate to strengthen Indian languages. Courses such as "Communicative Hindi for Entrepreneurs" introduce Hindi to non-Hindi speakers, while "Economic Ideas in Thirukkural" and "Economic Thoughts in Modern Tamil Literature" enrich knowledge of Tamil language and culture. Indian Literature in English is a course offered by the Department of English, which explores translated works from Indian languages. The course helps understand Indian culture and traditions tracing the evolution of ideologies in Indian society. History courses such as "Principles of Indian Archaeology" and "History of Tamil Nadu" expose students to ancient texts, inscriptions, and manuscripts, often in regional languages, sparking interest in Indian languages and encouraging further study. The Department of Hindi ensures that Ancient and Medieval Hindi Literature, as well as epics like the Ramayana and Mahabharata, are included in the curriculum to provide foundational exposure to classical Indian literature. The Departments of History and Physics jointly offer the course "Scientific Principles in Historical Monuments", which explores ancient architectural methods and the scientific knowledge embedded in Indian monuments. The Department of Economics and Botany offers a course on "Nutrition Economics", which deals with traditional food culture and its associated nutritional values. The Department of Economics and History offers courses such as "Tourism in Madurai", "Economic History of India" and "India and the world", which provides insights into India's ancient economy, heritage and tradition. The interdisciplinary course, "Tourism Heritage of India" connects students to India's economic history, fostering a deeper appreciation for traditional knowledge systems. Promotion of Indian Arts: Through the Centre for Music, students have access to training in Indian and Western music, including piano, guitar, violin, veena, drums, and Carnatic vocal. This diverse musical education emphasises traditional Indian arts. Courses in the Department of History, such as "Indian Art and Architecture" and "Archaeology and Art", introduce students to Indian artistic heritage, including visual arts, music, dance, and theatre. Students are encouraged to participate in academic clubs,

inter-departmental, and inter-collegiate competitions to showcase talents in theatre and traditional arts. The institution emphasises field-based learning, with courses like "Exploring Madurai and Cultural Heritage of India" enabling students to study Indian culture firsthand. Visits to historical sites, tribal villages, and heritage locations are regularly organised to provide immersive learning. Courses such as Responsibilities of a Citizen and Citizenship for Sustainable Development promote the importance of conserving India's cultural heritage. Faculty and students also contribute to research and knowledge sharing on Indian culture and traditions by presenting papers at conferences, including the Tamil Nadu History Congress (TNHC) and the South Indian History Congress (SIHC). Through these courses and activities, the institution effectively integrates Indian languages, traditional knowledge, arts, and cultural heritage into its curriculum, fostering a holistic understanding and appreciation of India's rich legacy. The college demonstrates a comprehensive approach to integrating the Indian Knowledge System (IKS) across multiple disciplines, aligning closely with the National Education Policy (NEP) 2020's vision of holistic and culturally rooted education. The institution has developed a multifaceted strategy that seamlessly blends traditional knowledge with contemporary learning methodologies, creating an innovative educational ecosystem that celebrates India's rich cultural heritage. The college's approach is particularly evident in its language and cultural programmes, which extend far beyond traditional classroom boundaries. The Department of Tamil's online series "Kathai Ketkalam Vaanga" exemplifies this approach, using interactive digital platforms to explore literary works and cultural narratives. Similarly, the Department of Economics delivers Tamil medium courses on environmental and sustainable development topics, ensuring that complex academic discourse remains culturally accessible and linguistically inclusive. Technological integration plays a crucial role in the college's IKS implementation. Departments leverage various digital platforms like Google Workspace, Moodle, and Instagram to create engaging, interactive learning experiences. Innovative teaching methods such as role plays, skits, debates, and quizzes transform traditional content delivery, making Indian knowledge systems more dynamic and student-centric. The Department of Hindi's course, "Computer Documentation Tool for Hindi" demonstrates the institution's commitment to making indigenous languages relevant in contemporary contexts. Interdisciplinary learning stands at the core of the college's approach. The Department of History's innovative curriculum includes courses like "Social Movements in India", "Scientific Principles in Historical Monuments" and "Tourism in Madurai". These courses connect historical studies with sociology, anthropology, archaeology

and scientific principles through field trips to archaeological sites. These approaches provide students with a holistic understanding of Indian intellectual traditions, bridging academic disciplines and cultural knowledge. Cultural celebration is another significant aspect of the college's IKS integration. The Department of Hindi organises inter-departmental events like group dances, songs, and fashion parades that showcase Indian traditions and emphasise "Unity in Diversity". The Departments of Tamil and Economics offer courses that deeply engage with traditional knowledge, such as "Diaspora Literature" and "Economic Ideas in Thirukkural" encouraging students to explore and appreciate the intellectual depth of Indian cultural traditions. By creating these innovative, interdisciplinary, and culturally rich learning experiences, the college effectively transforms the integration of Indian Knowledge Systems from a theoretical model to a practical, engaging educational strategy. The institution's approach not only preserves cultural heritage but also empowers students to understand, appreciate, and critically engage with India's intellectual and cultural legacy.

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

The institution has progressively adopted the Outcome-Based Education (OBE) model to align its curriculum with desired learning outcomes and enhance student employability. Since 2011, the college has ensured each programme is designed around clearly defined learning outcomes. The college implemented a structured OBE framework in the year 2018. The Curriculum Planning and Evaluation Cell (CPEC) regularly orients faculty members on Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to foster an OBE-centric teaching environment. Additionally, students are briefed on these outcomes by their course instructors, ensuring transparency and understanding of course expectations from the outset. The institution's website provides access to the OBE framework, including COs and cognitive levels for each course, which is also available to students at the beginning of each semester. To support OBE implementation, the Centre for Information Technology developed in-house software that automates the calculation of CO and PSO attainment, streamlining the assessment process. From the academic year 2020-2021, a formal framework was introduced for CO and PSO attainment, while automation of these calculations became fully operational in 2022-2023. Faculty members use the automation portal to access comprehensive attainment reports, facilitating targeted academic planning and improvement. The institution also revised its Vision and Mission statements to align with UGC graduate attributes and consulted with external experts to validate PSOs,

ensuring that academic programmes remain relevant and effective. The institution employs a rigorous evaluation framework for both formative and summative assessments, providing students with a transparent academic roadmap. A Work Plan Integrated Assessment Planner, available on the Learning Management System (Moodle), outlines assessment schedules, enabling students to plan their academic progress from the semester's beginning. Pedagogical strategies have been diversified to include project-based learning, community projects, experiential learning, group discussions, role plays, and field-based learning through industry and research collaborations. These varied methodologies address multiple learning styles, enhancing student engagement and knowledge retention and advancement. Faculty members are encouraged to contribute to curriculum design, adopt innovative teaching methods, and tailor assessments to support OBE objectives. Autonomy in teaching and curriculum enrichment within the OBE framework enables faculty to align teaching practices with institutional learning goals. This flexibility supports meaningful and contextual learning, empowering both faculty and students to fully engage in the OBE-driven academic environment. In line with the National Education Policy (NEP) 2020, the institution has embraced a formative assessment model to foster continuous evaluation and support holistic learning. The weightage of 60% for formative assessments and 40% for summative assessment prioritises ongoing feedback and development. Both assessment types follow a cognitive-level-based design, incorporating various methods such as mini projects, open-book assessments, problem-solving exercises, and adaptive computerised tests encouraging critical thinking, creativity, and higher-order thinking in students, in line with NEP-2020. Moreover, the institution has adopted a criterion-based grading system to assess high-cognitive-level assignments and practical work with standardised rubrics ensuring consistency and transparency. A combination of direct and indirect assessment methods supports the attainment of COs, PSOs, and POs. Direct methods involve the analysis of CO-PSO attainment scores by the faculty, with discipline-specific reports reviewed by the convenors of Curriculum Planning and Evaluation Cell, the Deans of Academic Affairs and the Controller of Examinations. For indirect assessment, student exit surveys will be conducted to capture feedback on POs, which will contribute to the final PO attainment for the 2022 batch in the academic year 2025-2026. These practices reflect the institution's commitment to NEP 2020's goals by focusing on continuous improvement, fostering an environment that promotes holistic learning, and developing students' cognitive and professional capabilities.

20.Distance education/online education:

The Centre for Entrepreneurship Development at the college offers vocational skill-based education led by experienced academic and industry professionals. In collaboration with IIT Bombay's Spoken Tutorials, the institution organised an online training and certification programme for LibreOffice (FOSS), enabling 435 students from the Department of Commerce to gain certifications and improve their technical skills. However, the hands-on nature of vocational courses requires direct interaction with equipment, and personalised assessments by trainers highlights the continued necessity for in-person sessions to ensure thorough and effective skill development. The college has adopted a multifaceted approach to optimise academic content delivery through technology. A blend of Learning Management System, e-content, and online assessments provides a robust framework for teaching and learning. Faculty members are trained in various open-source tools, enabling them to deliver student-centered instruction effectively. The institution has organised one Faculty Development Programme and eight techno-sharing sessions to enhance educators' technological proficiency. To support blended learning, faculty members receive training in artificial intelligence-based content creation, allowing them to adopt innovative teaching methods. Moodle LMS platform enables multimodal content delivery, accessible to students anytime, thereby promoting flexibility and inclusivity in learning. These tools support continuous assessment and foster a dynamic learning environment that integrates both online and offline components, aligning with modern educational standards. Lady Doak College has strategically embraced online education, aligning comprehensively with the National Education Policy (NEP) 2020's vision of flexible and accessible learning. The institution has developed a robust digital education ecosystem that transcends traditional classroom boundaries, leveraging technological innovations and collaborative platforms to enhance student learning opportunities. Central to the college's approach is the strategic integration of Massive Open Online Courses (MOOCs) from renowned platforms like SWAYAM, NPTEL, Coursera, edX, and Udemy. Students are encouraged to earn additional academic credits through these online certifications, with faculty members providing dedicated mentorship to support their digital learning journey. In the academic year 2023-2024, this approach resulted in an impressive 606 course completion certifications, demonstrating the effectiveness of the college's online education strategy. The faculty team of Centre for Communication and Multimedia plays a pivotal role in this transformation, systematically preparing the college community to become proficient in Information and Communication Technology (ICT) tools. The college has modernised its infrastructure to meet SWAYAM standards, ensuring

that digital learning materials are user-friendly and technologically advanced. This commitment is further evidenced by the recognition of six faculty members as top-performing mentors by NPTEL, highlighting the institution's expertise in online educational practices. The implementation of Moodle, a sophisticated learning management system, has been instrumental in facilitating blended learning. This platform ensures that course content remains accessible anytime, anywhere, thereby providing students with unprecedented flexibility and creating a supportive digital learning environment. By treating online courses as additional credit courses, the college actively incentivises student participation and promotes a culture of continuous learning. The institution's approach goes beyond mere technological adoption, focusing on creating a holistic online learning experience that is pedagogically sound, technologically sophisticated, and aligned with national educational standards. By breaking down traditional educational barriers and embracing digital platforms, Lady Doak College is not just adapting to change but actively shaping the future of education, making learning more accessible, flexible, and engaging for its students.

Extended Profile

1. Programme

1.1 44

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2. Student

2.1 4435

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 1290

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3

4339

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1

1607

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2

253

Number of full-time teachers during the year:

Extended Profile

1. Programme

1.1 44

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2. Student

2.1 4435

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 1290

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 4339

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3. Academic

3.1 1607

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2	253
Number of full-time teachers during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.3	253
Number of sanctioned posts for the year:	
4.Institution	
4.1	1894
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.2	79
Total number of Classrooms and Seminar halls	
4.3	745
Total number of computers on campus for academic purposes	
4.4	2091.31
Total expenditure, excluding salary, during the year (INR in Lakhs):	

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.

Outcome-based education implemented through a comprehensive four-stage educational framework encompasses curriculum design, teaching and learning activities, assessment and evaluation, and ongoing quality improvement. This approach prioritises the achievement of specific outcomes by students at all levels, thereby facilitating significant advancements in their learning experiences. The programmes are crafted by the Institution's

Vision and Mission, as well as the guidelines outlined by the UGC, NAAC, and the Quality Mandate(2018). The Programme Educational Objectives(PEO), Programme Specific Outcomes(PSO), Programme Outcomes(PO), and Course Outcomes(CO) are formulated to address the requirements at local, national, and global scales. The COs for 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.

In compliance with UGC directives and NAAC's institutional accreditation guidelines the Value-added Courses span across disciplines and aim to connect academic learning and industry requirements.

Experiential learning methods embedded in the curriculum of every department foster 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.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://www.ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_I/1.1.1/1.1.1.%20Additional%20Information.pdf

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

2

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

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

550

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

1.2 - Academic Flexibility

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

16

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

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

41

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

1.3 - Curriculum Enrichment

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

Lady Doak College 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. 17 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 52 courses on professional ethics and 35 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 59 "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	View File
Any additional information	View File

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

12

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

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

367

File Description	Documents
List of students enrolled	View File
Any additional information	View File

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

2094

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni **A. All 4 of the above**

File Description	Documents
Provide the URL for stakeholders' feedback report	https://www.ladydoakcollege.edu.in/IQAC_feedback.html
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://www.ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_I/1.4.2/1.4.2_Action%20Taken_Main_Page.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

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

1576

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

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

1576

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

2.2 - Catering to Student Diversity

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

Lady Doak College is committed to supporting students at every stage of their academic journey, providing resources for both high achievers and for slow learners. To help all students succeed in their language courses, the college offers basic and advanced

levels to enhance students' communication abilities and foster confidence. The college tracks progress and identifies students who require extra support through the continuous assessments. Remedial classes and peer teaching are provided to support students in need, ensuring that every learner has the opportunity to excel. The college provides various opportunities for advanced learners, including self-learning courses, industrial training, internships, mini projects, term papers, e-assessments, and online courses, allowing them to earn extra-credits. Students also have access to inter-departmental collaborations and inter-collegiate programmes such as seminars, conferences and competitions. Coaching for NET examination is provided to prepare students for research and teaching careers. Additionally, the student exchange programmes connect students with renowned universities, broadening their global exposure. Overall, the college offers a well-rounded educational experience that caters to the diverse needs and aspirations of students, fostering both academic and personal growth.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_II/2.2.1/2.2.1 - Additional Information.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
19/12/2024	4435	253

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

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

To achieve the learning objectives, student-centred approaches such as experiential learning, participative learning, and problem-solving methods are used to enhance and sharpen the learning

experience. The college employs a variety of student-focused activities to create a hands-on learning environment. The college provides hands-on training to students through well-equipped laboratory facilities - bioinformatics, cheminformatics, information technology, fashion designing, animal cell culture, plant tissue culture, psychology, computational and GIS lab. Experiential learning methods such as hands-on experience, internship, on-the-spot study and industrial visit, soft skill programmes, peer teaching, and study abroad opportunities encourage students to prepare for real-world challenges, develop transferrable skills, and promote collaboration and teamwork. Participatory learning is fostered through engaging activities such as interactive sessions, academic clubs, case studies, role playing, classroom activities, project-based learning, presentations and brainstorming sessions, enabling students to develop practical skills and a deeper understanding of concepts. Participation in problem-solving activities such as academic and company-based projects, paper presentations and publications, crossword and word search activities, strengthen the students' creative problem-solving skills. The activities not only contribute to their academic development but also help to cultivate a strong sense of cooperation and teamwork.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_II/2.3.1/Laboratories.pdf

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

The college has equipped its classrooms with advanced ICT tools to create an interactive and engaging learning environment. It provides opportunities for faculty to develop their skills and stay up-to-date with contemporary teaching methods by incorporating ICT tools into the teaching and learning process. Faculty members remain engaged with the latest trends and consistently adopt new tools and methodologies each year to address the evolving needs of students and the educational environment. Google Workspace and LMS (Moodle) enable students, teachers, and peers to collaborate and share resources. The college utilises a variety of non-premium versions of the following digital tools, artevirtual. gallery, Canva, ChatBot, Edu

Games, Genially, Instagram, Padlet, Plickers, Quizizz, and teacherscorner.net to spark curiosity, assess understanding, and provide instant feedback. ICT-enabled classrooms play a key role, integrating tools to enrich the learning experience. In lectures, teachers use non-premium versions of video and online apps like animaker, steve.ai and KAPWING to make lessons dynamic. They also create custom presentations and videos, drawing from digital resources such as e-journals, e-books and online articles. These resources are paired with specific tasks to deepen students' understanding and offer a personalised learning experience, ensuring active engagement and academic growth.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://www.ladydoakcollege.edu.in/ccm.htm <u>1</u>
Upload any additional information	View File

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

2.3.3.1 - Number of mentors

253

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

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

The college emphasises careful planning and adherence to its Academic Calendar to ensure smooth academic progress. The College Calendar Committee, led by the Principal and coordinated by the Vice Principal, collaborates with academic and administrative departments to create the calendar. A draft is presented to the administrators, the Senatus, and faculty for feedback, and after revisions, the final version is shared with the college community at the start of the academic year. The calendar outlines important dates including the beginning and end of semesters, holidays, exam schedules, and significant events, helping students and faculty

stay organised. It follows a day order format, covering class timetables, assessment schedules, meetings, college events, fee deadlines, and public holidays. In case of emergency holidays declared by the government, the Vice Principal's office records these days for compensation.

At the beginning of each semester, faculty members prepare detailed teaching plans uploaded on Moodle, which include lectures, student-centred activities, and an assessment schedule. These plans are shared with students to help them stay organised and track their progress throughout the semester. By adhering to this structured timeline, the college ensures the seamless delivery of courses, timely assessments, and clear communication of academic expectations to students.

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

2.4 - Teacher Profile and Quality

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

253

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

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

139

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

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

2431

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

2.5 - Evaluation Process and Reforms

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

22

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

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

322

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

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

Lady Doak College is committed to an efficient, transparent, and student-centred examination management system.

From semester-wise course listings to result publication, each stage is carefully managed to provide a streamlined experience. The examination office offers access to view formative and summative marks to current students, provides academic transcripts and verifies certificates on completion. The college automation has enhanced the efficiency of key functions, including mark entry, result processing and publication for Continuous Assessments, Summative, and Supplementary examinations.

IT integration simplifies exam scheduling, hall ticket generation, supplementary exam registration, and online fee payment, enhancing accessibility and efficiency. Overall operation efficiency has improved for external examiners to upload question papers, and remuneration claims. Transparency is ensured by uploading detailed valuation schemes for regular and supplementary papers, with results accessible on the student portal.

The institution remains aligned with examination reforms, incorporating best practices to promote academic excellence. Special consideration is given for Sports and NCC students, and June supplementary exams are offered to final-year students and passed out students with only one arrear, facilitating timely graduation.

By using technology and process advancements, a seamless examination experience is assured for all stakeholders, with the objective of providing high-quality education and supporting student performance.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_II/2.5.3/2.5.3_Additional_information.pdf

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 pioneer academic innovations by continuously refining its curriculum development models. The institution transitioned to designing courses based on learning outcomes in 2011. This shift to the Outcome Based Education (OBE) framework has played a crucial role in enhancing employment prospects for students.

From the 2020 batch onwards, all undergraduate and postgraduate programmes at the college strictly adhere to the OBE framework, incorporating COs. Faculty members are regularly oriented on COs, PSOs, and Course Attainment facilitated by the Curriculum Planning and Evaluation Cell (CPEC). The entire process and methodology are transparently displayed on the college website and the students are oriented by the faculty handling the course.

At the beginning of each semester, the 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 has emphasised the institution's commitment to stay at the forefront of educational advancements.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://www.ladydoakcollege.edu.in/cpec_ob_e.html

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

The college initiated the evaluation of COs as a trial for the 2021 batch to quantify OBE employing a direct method in 2022-2023. This involved assessing student performance through continuous formative assessments (60%) and summative examinations (40%). Full-fledged implementation of OBE has been done from the 2022 batch onwards.

The quantification of COs, PSOs, and POs through the Direct Assessment Method for the 2022 batch in Semesters I and II followed an established methodology. The attainment of COs-PSOs was computed for each course and made available on the faculty portal. The scores and outcomes obtained were analysed by the faculty and the reports were validated by the Head of the Department.

Generated discipline-wise reports are collated by the CPEC for scrutiny by the Deans of Academic Affairs and the Controller of Examinations. Cognitive levels of the units, teaching pedagogy and assessment methodology are revisited based on the PSO attainment report.

CO attainment, defined for each course and aligned with PSOs and POs, is evaluated continuously through student performance, providing evidence of PSO and PO attainment.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_II/2.6.2/2.6.2_Additional_Information.pdf

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

1290

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://www.ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_II/2.6.2/2.6.2_Additional_Information.pdf

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/2023-2024/Criteria_II/2.7.1/2.7.1.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

The Research & Development (R&D) Cell established as a hub to foster research culture across the Sciences and Humanities, consists of The Principal as the chairperson, Deans, and Committee members representing each department to promote research culture. The College has eight recognized research centers with 56 research scholars. The R & D Cell has encouraged collaborative and inter/multidisciplinary research through seed and institutional grants. The College has provided incentives for quality publications and research leave with pay for faculty to complete their PhD. Research Scholars were motivated by the Management Scholarship and faculty with the Early Career Award, Annual Research Award, and Lifetime Achievement Awards. Scholars from national and international universities were invited to upskill evolving technologies and file patents. Technical review meetings were conducted to ensure quality presentations at National and International conferences. External funds from the Indian Council of Social Science Research (ICSSR) and the United Board of Christian Higher Education were mobilised for research. The Science Instrumentation Centre has supported research for in-house and collaborating researchers. It also organised workshops on high-

end data acquisition, processing, and interpretation equipment. The R&D Cell framed internship and consultancy policies to streamline coordination within and beyond the institution.

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

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

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

5.45

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

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

2

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

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)

3.8

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

3

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://icssr.org/
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

30

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

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

2

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://www.tndce.tn.gov.in/
Any additional information	View File

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 Centre for Entrepreneurship Development (CED) has fostered a vibrant culture of innovation by encouraging interdisciplinary collaboration. Notably, it has supported initiatives like the Students Trade Corner and spearheaded technology transfer efforts, such as the eco-friendly sanitary napkins developed by the Chemistry department and an AI-based app connecting doctors with menstruators from the Centre for Information Technology.

CED extends its mentorship to community stakeholders, empowering destitute women through entrepreneurship programs that include skills training and promoting handwoven and handmade products. The Centre also champions sustainable solutions by introducing green technologies like composting to wider audiences.

In its mission to bridge gender gaps in technology, CED offers cutting-edge skills training in emerging fields, including IoT for smart cities, Generative AI, Computer Vision, automotive maintenance, and hardware technologies for home and workplace appliances.

As an active member of the Institutions Innovation Council of MHRD and an academic partner of STARTUP TN, CED has forged meaningful collaborations with MSME startups, industry partners, and incubators, including the Thiagarajar College of Engineering's TBI and the Maxelerator Foundation at IIT Research Park, Chennai. These partnerships enrich its ecosystem, positioning CED as a catalyst for innovation, skill development, and social empowerment.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/website/CED/CED%20Annual%20Report%202023-24.pdf

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

53

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

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

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

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

69

File Description	Documents
URL to the research page on HEI website	https://www.ladydoakcollege.edu.in/Research_Home.html
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

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

74

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

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

49

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_III/3.4.4/3.4.4%20Books.pdf

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

3.4.5.1 - Total number of Citations in Scopus during the year

23

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

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

3.4.6.1 - h-index of Scopus during the year

3

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

3.5 - Consultancy

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

2.5306

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

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

0.2025

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

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	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/part_v_overall_activities.html

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

17

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

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)

60

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

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

1543

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

3.7 - Collaboration

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

1028

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

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

19

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

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.

The institution is housed in a serene, verdant campus, conducive to intellectual growth. The academic infrastructure is state-of-the-art, with 70 classrooms equipped with ICT facilities including high-speed Wi-Fi, 52 LED display monitors, 4 large interactive

panels, and LCD projectors. Advanced scientific laboratories, furnished with high-throughput equipment, support both teaching and research activities. Specialized facilities such as the Science Instrumentation Centre, Bioinformatics and Cheminformatics labs, Fashion designing lab, Media lab and Recording Studio further enhance the scientific capabilities of the institution.

The institution boasts seminar halls and auditoriums with a seating capacity of up to 4000, equipped with live-streaming capabilities for remote participation. It serves as a venue for state and national competitive examinations. The well-stocked library with a comprehensive collection of books, journals and e-resources, offers both on-campus and off-campus access.

The institution provides residential accommodation for 762 students across 13 hostels, ensuring uninterrupted electricity and Wi-Fi facilities. A well-equipped clinic and counselling centre, staffed by qualified professionals, cater to the physical and mental health needs of students and staff. The green campus, labyrinth walk, Chapel, and meditation room promote spiritual and emotional well-being. Additionally, a well-furnished guest house accommodates national and international resource persons and exchange students.

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

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

The college has provided a comprehensive sports infrastructure to nurture athletic talent. The sprawling 1862.28 sq.m. playground has hosted diverse sports like Athletics, Ball Badminton, Football, Hand Ball, Hockey, Kabaddi, Kho Kho, and Weight Lifting intramural competitions, culminating in the annual Sports Day. The 1710 sq.m. Golden Jubilee Indoor Stadium-cum-Auditorium (GJ) facilitated indoor games like Basketball, Table Tennis and Badminton, while also serving as a training hub for Gymnastics, Yoga, Silambam, Taekwondo, Judo, Fencing and Cultural activities. The 836 sq.m. Floodlight Volleyball Court has hosted State-level Intercollegiate Tournaments for students, staff and NTS for

Volleyball & Throw Ball matches, and coaching camps.

To support aspiring athletes, the college has offered complimentary boarding and lodging at a well-equipped sports hostel. The institution's versatile event spaces, including two auditoriums, four large indoor meeting spaces, three outdoor stadiums and arena has accommodated a wide array of activities, from intercollegiate meets and departmental competitions to cultural events like dramas, dances, and folk-arts displays. The GJ Auditorium, Wilcox Chapel (309.40 sq.m.), and a dedicated meditation room further has enriched the campus environment, fostering holistic development through spiritual practices and physical fitness.

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

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

77

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

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

595.79

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

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The J.X. Miller Memorial Library has been a primary repository of knowledge for the college, encompassing both print and electronic resources. Comprising one central library and 11 departmental libraries, it has a collection of 1,53,230 books, along with 45 print journals, newspapers, and periodicals. Students can access over 6000 e-journals and 1,99,500 e-books via UGC N-LIST through the Digital library. The Indiastat database has furnished secondary-level socio-economic statistical information.

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

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

The Helm Archives has preserved and chronologically organised documents, photographs, artefacts, and manuscripts of historical significance, adhering to archival standards.

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

4.2.2 - Institution has access to the following: 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	View File
Upload any additional information	View File

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

6.44

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

324

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

4.3 - IT Infrastructure

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

The Centre for Information Technology (CIT) at Lady Doak College has undergone a comprehensive technological upgrade, incorporating advanced solutions to enhance functionality. This includes fully automated, cloud-based services in a secure, virus-resistant environment fortified by firewalls. High-speed Wi-Fi (1 Gbps) spans 153 access points across campus, exclusively for authenticated users and seamlessly linked to robust server systems.

CIT's in-house software team has developed custom cloud-based applications within a secure setting, covering processes from admission to graduation. These applications manage functions like attendance tracking, e-assessment, exam processing, feedback, Outcome-Based Education (OBE) attainment, proctored exams, and course registration. Administrative processes—such as faculty recruitment, biometric attendance, payroll, fee management, leave tracking, performance appraisals, hostel management, online service registers, e-complaints, student elections, hall booking, alumnae database management, and online donations—are also automated.

To assist applicants, Lady Doak College has offered an AI-powered chatbot, while AI-enabled systems with GPS track assets. Security is a priority, with CCTV coverage, frequent website updates, and fortified security features. CIT's adoption of open-source tools and AWS infrastructure enables students to acquire skills aligned with industry trends, complemented by access to Learning Management Systems (LMS) like Moodle.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/cit.htm ↓

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
4435	745

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus **A. ?50 Mbps**

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

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	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/ccm_resources.html
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

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

1495.52

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

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

The institution upholds a comprehensive and effective infrastructure management system designed to ensure optimal functionality and safety. All laboratories operate in accordance with clearly defined policies and standard operating procedures (SOPs), which include routine maintenance of equipment, meticulous record-keeping, and regular inspections. The library is sustained through a dedicated maintenance policy that integrates technical processing and automation systems to enhance its services. Furthermore, the Centre for Information Technology is tasked with the efficient maintenance of all computer hardware, software, and network infrastructure. It maintains proper functioning of e-complaints and also has cybersecurity with a protected firewall. AMS (annual maintenance) is done regularly.

Utmost priority is given to campus safety, supported by continuous surveillance measures, including 24/7 security and CCTV monitoring. Sports facilities receive routine maintenance and refurbishments to provide quality recreational spaces. Essential infrastructure, such as the Sewage Treatment Plant, Sanitary Napkin Incinerator, UPS and Battery units, solar-powered street lamps, air conditioning systems, and elevators, are regularly inspected and serviced to ensure uninterrupted operation. Additionally, the institution employs an automation portal for the efficient online management of complaints and requests concerning physical infrastructure. To further support development, a structured, year-wise development plan outlines the strategic advancement of the college's infrastructure.

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

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

639

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

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

630

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

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

File Description	Documents
Link to Institutional website	https://www.ladydoakcollege.edu.in/cbp.htm 1
Details of capability development and schemes	View File
Any additional information	View File

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

1377

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

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

A. All of the above

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

5.2 - Student Progression

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

363

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

666

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

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

68

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

220

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

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

The Student Cabinet serves as the elected body representing students, chosen democratically by their peers to facilitate communication between the student body and the college administration. Guided by the Principal and Deans of Student

Affairs (DSA), the Cabinet plays a vital role in both college and residential life, actively contributing to academic, administrative, and campus life activities.

Members of the Student Cabinet play key roles in numerous college committees, including the Academic Council, Career Guidance and Placement Cell, Hostel - Joint Council for Action in Residence, Campus Cleanliness, Extension Activities, Sports and Cultural Activities Committee, Grievance Redressal Cell, Anti-ragging Committee, and College Magazine Committee. They are instrumental in organising events for national and international days of celebration, as well as college events such as Independence Day, Teacher's Day (Tharagai'23), World Mental Health Day, Republic Day, Christmas, Pongal, Founder's Day, Student Induction Programme, Intercollegiate meet (Thazhal'23), and Interdepartmental competition (Naruvee'24).

The Student Cabinet actively contributes to community service by promoting social awareness campaigns, assisting in medical check-up, overseeing campus traffic, maintaining discipline, and encouraging peer involvement in outreach initiatives. Their dedication and contributions significantly enhance the effective functioning of various college committees and are highly commendable.

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

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

106

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

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, founded in 1953, has played a vital role in the college's growth, contributing both financially and through various initiatives that foster global alumnae connections. The Association actively engages its members through platforms such as Facebook (Lady Doak College, Madurai), Instagram (@alumnae_ladydoakcollege), Twitter (Lady Doak College), and YouTube (Lady Doak College, Madurai).

It organizes programs with prominent alumnae on academic advancements, entrepreneurship, social well-being, and sustainability in collaboration with different departments. Notable initiatives include scholarships for underprivileged students and the establishment of CRIB (Caring Residence for Infants and Babies) to assist young mothers. Additionally, the CHILD (Children's Haven in Lady Doak) project offers weekday care for children of the Lady Doak community.

The Alumnae Store, open from 10 AM to 3:30 PM and managed by work scholars, offers a variety of products, including stationery and mementos. Anandha Hall provides accommodation for alumnae and guests, and the Alumnae Bus, donated by the Association, supports college activities. Special tailoring classes are also offered to aided students, self-financed students, and non-teaching staff to improve skills. These initiatives reflect the Association's commitment to the holistic development of the Lady Doak College community.

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

5.4.2 - Alumni's financial contribution during the year

A. ? 15 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Leadership in Lady Doak College 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 and 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 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 holistic education through both academic and non-academic programmes.

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

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

The Principal prepares the annual committee list, harmonising the institution's requirements with the preferences 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. Members of this institution are encouraged to participate in the decision-making process.

The Office of the Deans of Student Affairs serves as a central hub for both resident and non-resident student activities. They collaborate with Resident Hall Supervisors, the Residential Health Officer, the Student Cabinet, and members of the Discipline Committee to oversee and facilitate various initiatives. These include hostel admissions, reorientation, student induction program, ICM, IDM, leadership programs, hostel picnics, assembly programs, and events such as Independence Day, Republic Day, College Birthday, Elections, etc. The Student Cabinet, a part of the office of the DSA, under the guidance of the Principal and the Deans of Student Affairs, represents the student community, bridging communication between students and the college administration.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://ladydoakcollege.edu.in/Photo.html

6.2 - Strategy Development and Deployment

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

Competence in Communication

In its efforts to achieve international standards in communication, Lady Doak College partnered with Cambridge University Press to enhance communication skills across the college community. This initiative introduced the Cambridge English Placement Test (CEPT), a standardised test assessing English proficiency for non-native speakers. CEPT evaluates individual language skills, guiding students and faculty to appropriate courses or programmes based on their proficiency level, thus facilitating access to global academic opportunities requiring strong language capabilities. Additionally, CEPT supports students and faculty in refining skills for research, developing MOOCs, and writing research articles.

CHRD Coordinators attended the Cambridge Annual Coordinators Meet, which was followed by administrative meetings to ensure the programme's feasibility. In January 2023, a workshop highlighted the importance of implementing these tests at Lady Doak College. Following a Linguaskills trial taken by 50 faculty members, CEPT was made mandatory for all teaching faculty, non-teaching staff, and students starting the next academic year, with an official agreement in place. The test has been administered by the Controller of Examinations and CHRD in collaboration with the Centre for Information Technology for students and faculty. Beginning with the 2024 cohort, CEPT will be used to categorise Part II students into basic and advanced levels.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/chrd_activities.html
Upload any additional information	View File

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. The Principal works in liaison with the Vice Principal, Bursar, Controller of Examinations, Deans of Academic Affairs (DAA), Deans of Students Affairs (DSA), 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 Student 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 co-ordinates the Student Christian Movement activities, Christian Studies, College Choir, Chapel Services and Counselling Centre. The Alumnae Development Officer and an Assistant Institutional Development Officer posts were created during this period to facilitate the growing needs of the college. During this

period, the position of Assistant Chaplain was established to expand the spiritual outreach in a broader context.

File Description	Documents
Paste link to Organogram on the institution webpage	https://www.ladydoakcollege.edu.in/website/general/Organogram.pdf
Upload any additional information	View File
Paste link for additional Information	https://ladydoakcollege.edu.in/AQAR/2023-2024/Criteria VI/6.2.2/6.2.2 Adminmeetingmintues.pdf

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

The college offers a range of welfare measures to reinforcing its commitment to holistic staff well-being and career growth. For non-teaching staff, the institution provides scholarships for their children, management loans, special tailoring classes, adhoc bonus, and a dedicated Wellness Fund. Faculty welfare includes opportunities for career advancement, such as sabbatical leave for up to six months or leave without pay of one to two years for management faculty pursuing Ph.D. studies. Upon successful completion of a Ph.D., faculty are rewarded with two salary increments. Additional support includes funding for attending conferences and presenting papers, seed money for research, the

Katie Wilcox award for Ph.D. recipients, Early Career and Lifetime Achievement Awards, and cash awards for publications.

All staff members benefit from initiatives promoting work-life balance, retreats, sports activities, maternity leave, festival advances, free legal aid, crèche facilities, health camps, life and accidental death insurance, PF and gratuity benefits, counselling sessions, and, for those in self-financed roles, two salary increments upon reaching 10 years of service. Career development is fostered through techno-sharing sessions, training, and workshops. The institution also hosts monthly community programs like "Harmony," which bring together staff and their families for shared celebrations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/website/counselling/2023-24.pdf

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

79

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

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

22

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

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

99

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Lady Doak College is a unit of KWEA which 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. The annual budget is prepared by the Bursar in consultation with the Principal to meet the infrastructure and maintenance needs in addition to the salary payment to management teaching and non-teaching staff.

The institution conducts statutory audit every year as per the requirement of section 8 of the Companies Act 2013. In the statutory audit, the Government Aided accounts and management accounts are audited based on the approved budget. Statutory Compliance that includes Income Tax Compliance, TDS, Employee Provident fund, ESI, gratuity, GST are audited by the auditor. The audited accounts of Katie Wilcox Educational Association and government funds are certified by a statutory auditor who is a Chartered Accountant. The audited documents are filed with the Registrar of Companies by the Company secretary.

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 the college does not have an internal audit system.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://ladydoakcollege.edu.in/AOAR/2023-2024/Criteria VI/6.4.1/6.4.1 Directorsreport.pdf

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)

101.4257388

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

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

Resource generation for the college is mainly through the collection of fees and donations. Interest generated from long-term and short-term fixed deposits also build the internal corpus. Other means of fund inflow include projects approved by UGC, Central Government and other organisations. Lady Doak College also practices a strict cashless/online transaction policy.

Internal funds are generated through rental income from State Bank of India housed on campus, Golden Jubilee Indoor Stadium cum 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.

Quarterly report is prepared and presented to the Finance and Development Sub-committee and to the Board of Directors. 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	View File
Paste link for additional Information	https://ladydoakcollege.edu.in/AOAR/2023-2024/Criteria VI/6.4.3/2_Resource Mobilisation.pdf

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)

Integration of Industry Insights into the Academic Curriculum Framework

IQAC has consistently organised programs focused on underscoring the importance of aligning academic programs with the evolving demands of the industry. This approach ensured that students acquire relevant, real-world skills, while faculty integrated current industry trends into their teaching methods, fostering a more practical and industry-aligned curriculum. In pursuit of this objective, a National Conference on "Integrating Academia and Industry Perspectives in the Curriculum Framework" was organised on 11th March 2024 for all the teaching faculty. This conference empowered the departments to plan for industry-aligned courses like BBA Retail management and guided the students to take Virtual Internship Programme conducted by ICT academy and Open Weaver.

Interim Feedback system

For the academic year 2023-24, the feedback questionnaires for all courses were revised, and interim feedback was introduced. The purpose of implementing the system was to enable faculty members to address challenges before they impact the overall learning outcomes. It also allowed for adjustments to teaching strategies based on students' needs, fostering engaging and effective learning experience. Additionally, the system improved student

morale and engagement by making them feel that their opinions matter, while promoting a more responsive and collaborative learning environment.

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

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

PSO-CO attainment

The institution has adopted the Outcome-Based Education model since 2011 to align its curriculum with clear learning outcomes and enhance student employability. The COs and cognitive levels were made accessible on the institution's website. To streamline the assessment, an in-house software was developed and PSO-CO attainment calculations were automated. Faculty members got detailed attainment reports which guided them towards better academic planning and implementation. The PSO-CO attainment was calculated for the 2023 batch students

Digitalisation of Evaluation Process

The digital uploading of exam schemes in the students' portal provided several practical advantages for both students and educators. It enriched the learning experience by enabling students to immediately review their performance post-exam. It enhanced accessibility by allowing students to view the exam scheme anytime, anywhere, and receive immediate updates after their summative examination. This approach has supported environmental sustainability through paperless communication, reducing the need for physical copies. Additionally, the system offered centralised storage and searchable content, making it easier for both students and educators to access and manage exam-related information. Students have given positive feedback towards such a transparent system in examinations.

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

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

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://ladydoakcollege.edu.in/sites/default/files/iqac/Annual%20Report%20June%2023%20to%20March%202024%20.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Lady Doak College, has always been a pioneer in promoting gender equity, as the first women's educational institution in Madurai.

Centre for Women's Studies [UGC Supported] organises various gender sensitisation activities under six domains, namely, 1. Teaching & Learning (7 valued-based courses) 2. Research 3. Field Action & Advocacy 4. Training 5. Information Dissemination 6. Networking and Collaborations. Uliyin Oli is a dynamic student

club involved in novel initiatives like documentary screening towards promoting gender sensitivity. Her Silence (Domestic Violence), Avalin Ava (Transgender Rights), and Migazhi (Educational Rights for Women) were documentary movies screened for the gender studies students in The American College and Yadava College. There are two exclusive gender-based courses offered by the Departments of Tamil and English each, apart from the multiple courses offered with gender as a component for discussion in our overall curricula.

International Women's Day 2024 was celebrated with a weeklong celebration on the theme, 'Invest in Women: Accelerate Progress'. The celebration included Health Camps, Breast Cancer Screening, Oru Naal Gramam: Expo on Millet Products, Session and panel discussion on Wellness and Well-being for the staff members and Menstrual Health Awareness camp and expo in collaboration with HLL Lifecare Ltd.

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

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

A. Any 4 or All of the above

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

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

The institution implements a comprehensive waste management system focused on environmental sustainability. Various strategies include leaf composting, dual-bin waste segregation, and paper recycling initiatives that support student enterprises. The campus maintains a plastic-free environment and uses incinerators for

sanitary napkin disposal.

The college runs a specialised vocational course, Paper Recycling CED3258VS and operates a dedicated Paper Recycling Unit producing environment friendly paper products. Groundwater sustainability is achieved through a percolation pond, preventing water stagnation and ensuring steady supply. Additionally, wastewater from residential areas is treated and repurposed for garden irrigation.

Proper disposal protocols are followed for sharp objects and biological waste, including autoclaving and segregation procedures. The institution actively promotes the 3R principle (reduce, reuse, recycle) as part of its energy conservation initiative. These combined waste management efforts have successfully minimised the institution's environmental footprint while conserving energy and resources. Overall, the college's commitment to effective waste management has played a crucial role in achieving sustainable environmental practices.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

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

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

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	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

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	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres

A. Any 4 or all of the above

Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	View File
Any other relevant information	View File

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

Lady Doak College aspires to empower women through the principles of equality, justice, love, and peace. All of these principles are focused on creating a welcoming atmosphere for the college community, which consists of staff members from various social classes and with a variety of identities. By participating in the fellowship that the college offers, the organization guarantees a safe and secure environment in which everyone may work efficiently and gain strength. A monthly gathering for employees' families called "Harmony" fosters team building and provides a chance for people to get to know one another.

Another important effort of the college to foster an inclusive environment for the students is "Peace Education." The United Board has provided funding for the project called "Reorientation of the Inner Compass towards Peace." It aims to address the tensions and identity crisis facing the digital generation. To promote cultural peace and unity among all, special days such as Pasumai Thiruvizha, Hindi Day, and French Day were observed. In order to make learning effective and pleasurable, resident students from other nations, states, and regions are also provided with sufficient support. Numerous scholarship opportunities

provide a welcoming atmosphere for those who deserve it.

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

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

Lady Doak College invests a lot of effort and energy in inculcating values. The Guest Lectures organised by the Centre for Value Education on "Values for Success in Life", and "Re-imagining Beauty" has enlightened the young adult women of the college. The Centre for Human Rights Education (CHRE) hosted a guest lecture on "Constitution of India". On-the-Spot Study visits to police stations, district courts, Madurai Bench of Madras High Court, NGOs, and Indian Association for the Blind gave learners a real time experience on human rights and duties. Martin Macwan Annual Endowment Lecture spearheaded by the CHRE 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. The Centre for Women's Studies organised

Lectures and Training Programmes for faculty and students to create awareness on gender perspectives. The Centre for Life Frontier Engagement has taken the initiative to collaborate with the office of the Honourable Member of the Parliament, Mr. S. Venkatesan where he suggested the prospects of creation of model villages under Saansad Adarsh Gram Yojana (SAGY) promoted by the Ministry of Rural Development in which MP's-Local Area Development Schemes (LADS) are applicable.

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

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts A. All of the above

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

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

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

The institution emphasises the importance of commemorating national and international events and festivals to foster cultural awareness and promote national pride. To ensure vibrant and inclusive celebrations, various student-led initiatives, including the student cabinet and departmental clubs, organized a range of activities. A special tradition of the institution involves inviting retiring faculty members to hoist the National Flag and deliver the Republic Day address, symbolising respect and appreciation for their contributions.

Several key events were successfully organized as part of this initiative. These included International Yoga Day, 77th Independence day celebrations, National Literacy Day, World Mental Health Day, National Unity day, and Meri Maati Mera Desh which featured an awareness program and pledge. Additional events like National Pollution Control Day, Cloth bag day to

reduce plastic usage by encouraging the use of reusable bags and the International Year of Millet Celebration, Yogathon 2023, were also observed. The 75th Republic Day Celebrations and Bonded Labour Abolition Day Pledge were held. Other notable events

included the International day against Drug Abuse and Illicit Trafficking collaborating with the State welfare program office, Chennai and National Blood Donation Day in collaboration with Meenakshi Mission Hospital further highlighted the institution's commitment to national causes.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

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

<https://www.ladydoakcollege.edu.in/Bestpractices.html>

File Description	Documents
Best practices in the Institutional website	https://www.ladydoakcollege.edu.in/Bestpractices.html
Any other relevant information	https://www.ladydoakcollege.edu.in/AOAR/2023-2024/Criteria_VII/7.2.1/7.2.1_BestPractices.pdf

7.3 - Institutional Distinctiveness

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

Sustainability and Efficiency: A 100% Digital Transaction Campus Model

Our institution is dedicated to creating a cashless campus, prioritising transparency, efficiency, and sustainability. By integrating advanced digital payment systems, we have streamlined

financial processes, minimised waste, and cultivated an eco-friendly, innovative culture. Transitioning to paperless operations has addressed challenges related to manual cash handling, improved financial accountability, and reduced our environmental impact.

Key initiatives include implementing digital systems for tuition fees, event registrations, library fines, and payments. Adopting mobile payment platforms, UPI, and RFID card systems has ensured secure, efficient, and rapid transactions, reducing administrative burdens and enhancing transparency. These efforts align with Sustainable Development Goals (SDG 8) by fostering sustained economic growth and SDG 12 by promoting sustainable consumption through reduced reliance on physical cash management. Since implementing these systems, 100% of student transactions have been processed digitally, significantly reducing cash handling and paper usage while increasing trust in institutional processes. Adherence to regulatory frameworks like the Foreign Contribution Regulation Act (FCRA) has facilitated international donations, particularly from alumni.

Investments in secure payment gateways and comprehensive training have ensured seamless adoption, supported by continuous monitoring and technical assistance. This model showcases how institutions can enhance operations, promote sustainability, and collaborate with service providers to encourage modern payment adoption.

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.

Outcome-based education implemented through a comprehensive four-stage educational framework encompasses curriculum design, teaching and learning activities, assessment and evaluation, and ongoing quality improvement. This approach prioritises the achievement of specific outcomes by students at all levels, thereby facilitating significant advancements in their learning experiences. The programmes are crafted by the Institution's Vision and Mission, as well as the guidelines outlined by the UGC, NAAC, and the Quality Mandate(2018). The Programme Educational Objectives(PEO), Programme Specific Outcomes(PSO), Programme Outcomes(PO), and Course Outcomes(CO) are formulated to address the requirements at local, national, and global scales. The COs for 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.

In compliance with UGC directives and NAAC's institutional accreditation guidelines the Value-added Courses span across disciplines and aim to connect academic learning and industry requirements.

Experiential learning methods embedded in the curriculum of every department foster 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.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://www.ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_I/1.1.1/1.1.1.%20Additional%20Information.pdf

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

2

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

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

550

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

1.2 - Academic Flexibility

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

16

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

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

41

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

1.3 - Curriculum Enrichment

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

Lady Doak College 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. 17 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 52 courses on professional ethics and 35 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 59 "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	View File
Any additional information	View File

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

12

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

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

367

File Description	Documents
List of students enrolled	View File
Any additional information	View File

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

2094

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://www.ladydoakcollege.edu.in/IOAC_feedback.html
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://www.ladydoakcollege.edu.in/AOAR/2023-2024/Criteria I/1.4.2/1.4.2 Action%20Taken Main Page.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

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

1576	
File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

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

1576	
File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

Lady Doak College is committed to supporting students at every stage of their academic journey, providing resources for both high achievers and for slow learners. To help all students succeed in their language courses, the college offers basic and advanced levels to enhance students' communication abilities and foster confidence. The college tracks progress and identifies students who require extra support through the continuous assessments. Remedial classes and peer teaching are provided to support students in need, ensuring that every learner has the opportunity to excel. The college provides various opportunities for advanced learners, including self-learning courses, industrial training, internships, mini projects, term papers, e-assessments, and online courses, allowing them to earn extra-credits. Students also have access to inter-departmental collaborations and inter-collegiate programmes such as seminars, conferences and competitions. Coaching for NET examination is provided to prepare students for research and teaching careers. Additionally, the student exchange programmes connect students with renowned universities, broadening their global exposure. Overall, the college offers a well-rounded educational experience that caters to the diverse needs and aspirations of students, fostering both academic and personal growth.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_II/2.2.1/2.2.1 - Additional Information.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
19/12/2024	4435	253

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

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

To achieve the learning objectives, student-centred approaches such as experiential learning, participative learning, and problem-solving methods are used to enhance and sharpen the learning experience. The college employs a variety of student-focused activities to create a hands-on learning environment. The college provides hands-on training to students through well-equipped laboratory facilities - bioinformatics, cheminformatics, information technology, fashion designing, animal cell culture, plant tissue culture, psychology, computational and GIS lab. Experiential learning methods such as hands-on experience, internship, on-the-spot study and industrial visit, soft skill programmes, peer teaching, and study abroad opportunities encourage students to prepare for real-world challenges, develop transferrable skills, and promote collaboration and teamwork. Participatory learning is fostered through engaging activities such as interactive sessions, academic clubs, case studies, role playing, classroom activities, project-based learning, presentations and brainstorming sessions, enabling students to develop practical skills and a deeper understanding of concepts. Participation in problem-solving activities such as academic and company-based projects, paper presentations and publications, crossword and

word search activities, strengthen the students' creative problem-solving skills. The activities not only contribute to their academic development but also help to cultivate a strong sense of cooperation and teamwork.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://ladydoakcollege.edu.in/AOAR/2023-2024/Criteria II/2.3.1/Laboratories.pdf

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

The college has equipped its classrooms with advanced ICT tools to create an interactive and engaging learning environment. It provides opportunities for faculty to develop their skills and stay up-to-date with contemporary teaching methods by incorporating ICT tools into the teaching and learning process. Faculty members remain engaged with the latest trends and consistently adopt new tools and methodologies each year to address the evolving needs of students and the educational environment. Google Workspace and LMS (Moodle) enable students, teachers, and peers to collaborate and share resources. The college utilises a variety of non-premium versions of the following digital tools, artevirtual. gallery, Canva, ChatBot, Edu Games, Genially, Instagram, Padlet, Plickers, Quizizz, and teacherscorner.net to spark curiosity, assess understanding, and provide instant feedback. ICT-enabled classrooms play a key role, integrating tools to enrich the learning experience. In lectures, teachers use non-premium versions of video and online apps like animaker, steve.ai and KAPWING to make lessons dynamic. They also create custom presentations and videos, drawing from digital resources such as e-journals, e-books and online articles. These resources are paired with specific tasks to deepen students' understanding and offer a personalised learning experience, ensuring active engagement and academic growth.

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

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

2.3.3.1 - Number of mentors

253

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

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

The college emphasises careful planning and adherence to its Academic Calendar to ensure smooth academic progress. The College Calendar Committee, led by the Principal and coordinated by the Vice Principal, collaborates with academic and administrative departments to create the calendar. A draft is presented to the administrators, the Senatus, and faculty for feedback, and after revisions, the final version is shared with the college community at the start of the academic year. The calendar outlines important dates including the beginning and end of semesters, holidays, exam schedules, and significant events, helping students and faculty stay organised. It follows a day order format, covering class timetables, assessment schedules, meetings, college events, fee deadlines, and public holidays. In case of emergency holidays declared by the government, the Vice Principal's office records these days for compensation.

At the beginning of each semester, faculty members prepare detailed teaching plans uploaded on Moodle, which include lectures, student-centred activities, and an assessment schedule. These plans are shared with students to help them

stay organised and track their progress throughout the semester. By adhering to this structured timeline, the college ensures the seamless delivery of courses, timely assessments, and clear communication of academic expectations to students.

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

2.4 - Teacher Profile and Quality

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

253

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

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

139

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

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

2431

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

2.5 - Evaluation Process and Reforms

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

22

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

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

322

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

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

Lady Doak College is committed to an efficient, transparent, and student-centred examination management system.

From semester-wise course listings to result publication, each stage is carefully managed to provide a streamlined experience. The examination office offers access to view formative and summative marks to current students, provides academic transcripts and verifies certificates on completion. The

college automation has enhanced the efficiency of key functions, including mark entry, result processing and publication for Continuous Assessments, Summative, and Supplementary examinations.

IT integration simplifies exam scheduling, hall ticket generation, supplementary exam registration, and online fee payment, enhancing accessibility and efficiency. Overall operation efficiency has improved for external examiners to upload question papers, and remuneration claims. Transparency is ensured by uploading detailed valuation schemes for regular and supplementary papers, with results accessible on the student portal.

The institution remains aligned with examination reforms, incorporating best practices to promote academic excellence. Special consideration is given for Sports and NCC students, and June supplementary exams are offered to final-year students and passed out students with only one arrear, facilitating timely graduation.

By using technology and process advancements, a seamless examination experience is assured for all stakeholders, with the objective of providing high-quality education and supporting student performance.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_II/2.5.3/2.5.3_Additional_information.pdf

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 pioneer academic innovations by continuously refining its curriculum development models. The institution transitioned to designing courses based on learning outcomes in 2011. This shift to the Outcome Based Education (OBE) framework has played a crucial role in enhancing employment prospects for students.

From the 2020 batch onwards, all undergraduate and postgraduate programmes at the college strictly adhere to the OBE framework, incorporating COs. Faculty members are regularly oriented on COs, PSOs, and Course Attainment facilitated by the Curriculum Planning and Evaluation Cell (CPEC). The entire process and methodology are transparently displayed on the college website and the students are oriented by the faculty handling the course.

At the beginning of each semester, the 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 has emphasised the institution's commitment to stay at the forefront of educational advancements.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://www.ladydoakcollege.edu.in/cpec_o_be.html

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

The college initiated the evaluation of COs as a trial for the 2021 batch to quantify OBE employing a direct method in 2022-2023. This involved assessing student performance through continuous formative assessments (60%) and summative examinations (40%). Full-fledged implementation of OBE has been done from the 2022 batch onwards.

The quantification of COs, PSOs, and POs through the Direct Assessment Method for the 2022 batch in Semesters I and II followed an established methodology. The attainment of COs-PSOs was computed for each course and made available on the faculty portal. The scores and outcomes obtained were analysed by the faculty and the reports were validated by the Head of the Department.

Generated discipline-wise reports are collated by the CPEC for

scrutiny by the Deans of Academic Affairs and the Controller of Examinations. Cognitive levels of the units, teaching pedagogy and assessment methodology are revisited based on the PSO attainment report.

CO attainment, defined for each course and aligned with PSOs and POs, is evaluated continuously through student performance, providing evidence of PSO and PO attainment.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.ladydoakcollege.edu.in/AOAR/2023-2024/Criteria II/2.6.2/2.6.2 Additional Information.pdf

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

1290

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://www.ladydoakcollege.edu.in/AOAR/2023-2024/Criteria II/2.6.2/2.6.2 Additional Information.pdf

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/2023-2024/Criteria II/2.7.1/2.7.1.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

The Research & Development (R&D) Cell established as a hub to foster research culture across the Sciences and Humanities, consists of The Principal as the chairperson, Deans, and Committee members representing each department to promote research culture. The College has eight recognized research centers with 56 research scholars. The R & D Cell has encouraged collaborative and inter/multidisciplinary research through seed and institutional grants. The College has provided incentives for quality publications and research leave with pay for faculty to complete their PhD. Research Scholars were motivated by the Management Scholarship and faculty with the Early Career Award, Annual Research Award, and Lifetime Achievement Awards. Scholars from national and international universities were invited to upskill evolving technologies and file patents. Technical review meetings were conducted to ensure quality presentations at National and International conferences. External funds from the Indian Council of Social Science Research (ICSSR) and the United Board of Christian Higher Education were mobilised for research. The Science Instrumentation Centre has supported research for in-house and collaborating researchers. It also organised workshops on high-end data acquisition, processing, and interpretation equipment. The R&D Cell framed internship and consultancy policies to streamline coordination within and beyond the institution.

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

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

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

5.45

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

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

2

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

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)

3.8

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

3

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://icssr.org/
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

30

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

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

2

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://www.tndce.tn.gov.in/
Any additional information	View File

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 Centre for Entrepreneurship Development (CED) has fostered a vibrant culture of innovation by encouraging interdisciplinary collaboration. Notably, it has supported initiatives like the Students Trade Corner and spearheaded technology transfer efforts, such as the eco-friendly sanitary napkins developed by the Chemistry department and an AI-based app connecting doctors with menstruators from the Centre for Information Technology.

CED extends its mentorship to community stakeholders, empowering destitute women through entrepreneurship programs that include skills training and promoting handwoven and handmade products. The Centre also champions sustainable solutions by introducing green technologies like composting to wider audiences.

In its mission to bridge gender gaps in technology, CED offers cutting-edge skills training in emerging fields, including IoT for smart cities, Generative AI, Computer Vision, automotive maintenance, and hardware technologies for home and workplace appliances.

As an active member of the Institutions Innovation Council of MHRD and an academic partner of STARTUP TN, CED has forged meaningful collaborations with MSME startups, industry partners, and incubators, including the Thiagarajar College of Engineering's TBI and the Maxelerator Foundation at IIT Research Park, Chennai. These partnerships enrich its ecosystem, positioning CED as a catalyst for innovation, skill development, and social empowerment.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/website/CED/CED%20Annual%20Report%202023-24.pdf

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

53

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

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

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

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

69

File Description	Documents
URL to the research page on HEI website	https://www.ladydoakcollege.edu.in/Research_Home.html
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

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

74

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

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

49

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/AOAR/2023-2024/Criteria_III/3.4.4/3.4.4%20Books.pdf

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

3.4.5.1 - Total number of Citations in Scopus during the year

23

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

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

3.4.6.1 - h-index of Scopus during the year

3

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

3.5 - Consultancy

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

2.5306

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

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

0.2025

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

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	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/part_v_overall_activities.html

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

17

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

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)

60

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

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

1543

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

3.7 - Collaboration

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

1028

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

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

19

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

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.

The institution is housed in a serene, verdant campus, conducive to intellectual growth. The academic infrastructure is state-of-the-art, with 70 classrooms equipped with ICT facilities including high-speed Wi-Fi, 52 LED display monitors, 4 large interactive panels, and LCD projectors. Advanced scientific laboratories, furnished with high-throughput equipment, support both teaching and research activities. Specialized facilities such as the Science Instrumentation Centre, Bioinformatics and Cheminformatics labs, Fashion designing lab, Media lab and Recording Studio further enhance the scientific capabilities of the institution.

The institution boasts seminar halls and auditoriums with a seating capacity of up to 4000, equipped with live-streaming capabilities for remote participation. It serves as a venue for state and national competitive examinations. The well-stocked library with a comprehensive collection of books, journals and e-resources, offers both on-campus and off-campus access.

The institution provides residential accommodation for 762 students across 13 hostels, ensuring uninterrupted electricity and Wi-Fi facilities. A well-equipped clinic and counselling centre, staffed by qualified professionals, cater to the physical and mental health needs of students and staff. The green campus, labyrinth walk, Chapel, and meditation room promote spiritual and emotional well-being. Additionally, a well-furnished guest house accommodates national and international resource persons and exchange students.

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

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

The college has provided a comprehensive sports infrastructure to nurture athletic talent. The sprawling 1862.28 sq.m. playground has hosted diverse sports like Athletics, Ball Badminton, Football, Hand Ball, Hockey, Kabaddi, Kho Kho, and Weight Lifting intramural competitions, culminating in the annual Sports Day. The 1710 sq.m. Golden Jubilee Indoor Stadium-cum-Auditorium (GJ) facilitated indoor games like Basketball, Table Tennis and Badminton, while also serving as a training hub for Gymnastics, Yoga, Silambam, Taekwondo, Judo, Fencing and Cultural activities. The 836 sq.m. Floodlight Volleyball Court has hosted State-level Intercollegiate Tournaments for students, staff and NTS for Volleyball & Throw Ball matches, and coaching camps.

To support aspiring athletes, the college has offered complimentary boarding and lodging at a well-equipped sports hostel. The institution's versatile event spaces, including two auditoriums, four large indoor meeting spaces, three outdoor

stadiums and arena has accommodated a wide array of activities, from intercollegiate meets and departmental competitions to cultural events like dramas, dances, and folk-arts displays. The GJ Auditorium, Wilcox Chapel (309.40 sq.m.), and a dedicated meditation room further has enriched the campus environment, fostering holistic development through spiritual practices and physical fitness.

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

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

77

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

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

595.79

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

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The J.X. Miller Memorial Library has been a primary repository of knowledge for the college, encompassing both print and electronic resources. Comprising one central library and 11 departmental libraries, it has a collection of 1,53,230 books, along with 45 print journals, newspapers, and periodicals. Students can access over 6000 e-journals and 1,99,500 e-books via UGC N-LIST through the Digital library. The Indiastat database has furnished secondary-level socio-economic statistical information.

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

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

The Helm Archives has preserved and chronologically organised documents, photographs, artefacts, and manuscripts of historical significance, adhering to archival standards.

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

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

A. Any 4 or more of the above

Databases Remote access to e-resources

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

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

6.44

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

324

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

4.3 - IT Infrastructure

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

The Centre for Information Technology (CIT) at Lady Doak College has undergone a comprehensive technological upgrade, incorporating advanced solutions to enhance functionality. This includes fully automated, cloud-based services in a secure, virus-resistant environment fortified by firewalls. High-speed

Wi-Fi (1 Gbps) spans 153 access points across campus, exclusively for authenticated users and seamlessly linked to robust server systems.

CIT's in-house software team has developed custom cloud-based applications within a secure setting, covering processes from admission to graduation. These applications manage functions like attendance tracking, e-assessment, exam processing, feedback, Outcome-Based Education (OBE) attainment, proctored exams, and course registration. Administrative processes—such as faculty recruitment, biometric attendance, payroll, fee management, leave tracking, performance appraisals, hostel management, online service registers, e-complaints, student elections, hall booking, alumnae database management, and online donations—are also automated.

To assist applicants, Lady Doak College has offered an AI-powered chatbot, while AI-enabled systems with GPS track assets. Security is a priority, with CCTV coverage, frequent website updates, and fortified security features. CIT's adoption of open-source tools and AWS infrastructure enables students to acquire skills aligned with industry trends, complemented by access to Learning Management Systems (LMS) like Moodle.

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

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
4435	745

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	A. 50 Mbps
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File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

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

4.4 - Maintenance of Campus Infrastructure

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

1495.52

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

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

The institution upholds a comprehensive and effective infrastructure management system designed to ensure optimal functionality and safety. All laboratories operate in accordance with clearly defined policies and standard operating procedures (SOPs), which include routine maintenance of

equipment, meticulous record-keeping, and regular inspections. The library is sustained through a dedicated maintenance policy that integrates technical processing and automation systems to enhance its services. Furthermore, the Centre for Information Technology is tasked with the efficient maintenance of all computer hardware, software, and network infrastructure. It maintains proper functioning of e-complaints and also has cybersecurity with a protected firewall. AMS (annual maintenance) is done regularly.

Utmost priority is given to campus safety, supported by continuous surveillance measures, including 24/7 security and CCTV monitoring. Sports facilities receive routine maintenance and refurbishments to provide quality recreational spaces. Essential infrastructure, such as the Sewage Treatment Plant, Sanitary Napkin Incinerator, UPS and Battery units, solar-powered street lamps, air conditioning systems, and elevators, are regularly inspected and serviced to ensure uninterrupted operation. Additionally, the institution employs an automation portal for the efficient online management of complaints and requests concerning physical infrastructure. To further support development, a structured, year-wise development plan outlines the strategic advancement of the college's infrastructure.

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

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

639

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

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

630

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

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

A. All of the above

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

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

1377

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

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	A. All of the above
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File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

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

363

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

666

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

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

68

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

220

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

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

The Student Cabinet serves as the elected body representing students, chosen democratically by their peers to facilitate communication between the student body and the college administration. Guided by the Principal and Deans of Student Affairs (DSA), the Cabinet plays a vital role in both college

and residential life, actively contributing to academic, administrative, and campus life activities.

Members of the Student Cabinet play key roles in numerous college committees, including the Academic Council, Career Guidance and Placement Cell, Hostel - Joint Council for Action in Residence, Campus Cleanliness, Extension Activities, Sports and Cultural Activities Committee, Grievance Redressal Cell, Anti-ragging Committee, and College Magazine Committee. They are instrumental in organising events for national and international days of celebration, as well as college events such as Independence Day, Teacher's Day (Tharagai'23), World Mental Health Day, Republic Day, Christmas, Pongal, Founder's Day, Student Induction Programme, Intercollegiate meet (Thazhal'23), and Interdepartmental competition (Naruvee'24).

The Student Cabinet actively contributes to community service by promoting social awareness campaigns, assisting in medical check-up, overseeing campus traffic, maintaining discipline, and encouraging peer involvement in outreach initiatives. Their dedication and contributions significantly enhance the effective functioning of various college committees and are highly commendable.

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

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

106

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

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, founded in 1953, has played a vital role in the college's growth, contributing both financially and through various initiatives that foster global alumnae connections. The Association actively engages its members through platforms such as Facebook (Lady Doak College, Madurai), Instagram (@alumnae_ladydoakcollege), Twitter (Lady Doak College), and YouTube (Lady Doak College, Madurai).

It organizes programs with prominent alumnae on academic advancements, entrepreneurship, social well-being, and sustainability in collaboration with different departments. Notable initiatives include scholarships for underprivileged students and the establishment of CRIB (Caring Residence for Infants and Babies) to assist young mothers. Additionally, the CHILd (Children's Haven in Lady Doak) project offers weekday care for children of the Lady Doak community.

The Alumnae Store, open from 10 AM to 3:30 PM and managed by work scholars, offers a variety of products, including stationery and mementos. Anandha Hall provides accommodation for alumnae and guests, and the Alumnae Bus, donated by the Association, supports college activities. Special tailoring classes are also offered to aided students, self-financed students, and non-teaching staff to improve skills. These initiatives reflect the Association's commitment to the holistic development of the Lady Doak College community.

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

5.4.2 - Alumni's financial contribution during the year

A. ? 15 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Leadership in Lady Doak College 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 and 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 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 holistic education through both academic and non-academic programmes.

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

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

The Principal prepares the annual committee list, harmonising the institution's requirements with the preferences 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. Members of this institution are encouraged to participate in the decision-making process.

The Office of the Deans of Student Affairs serves as a central hub for both resident and non-resident student activities. They collaborate with Resident Hall Supervisors, the Residential Health Officer, the Student Cabinet, and members of the Discipline Committee to oversee and facilitate various initiatives. These include hostel admissions, reorientation, student induction program, ICM, IDM, leadership programs, hostel picnics, assembly programs, and events such as Independence Day, Republic Day, College Birthday, Elections, etc. The Student Cabinet, a part of the office of the DSA, under the guidance of the Principal and the Deans of Student Affairs, represents the student community, bridging communication between students and the college administration.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://ladydoakcollege.edu.in/Photo.html

6.2 - Strategy Development and Deployment

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

Competence in Communication

In its efforts to achieve international standards in communication, Lady Doak College partnered with Cambridge University Press to enhance communication skills across the college community. This initiative introduced the Cambridge English Placement Test (CEPT), a standardised test assessing English proficiency for non-native speakers. CEPT evaluates individual language skills, guiding students and faculty to appropriate courses or programmes based on their proficiency level, thus facilitating access to global academic opportunities requiring strong language capabilities. Additionally, CEPT supports students and faculty in refining

skills for research, developing MOOCs, and writing research articles.

CHRD Coordinators attended the Cambridge Annual Coordinators Meet, which was followed by administrative meetings to ensure the programme's feasibility. In January 2023, a workshop highlighted the importance of implementing these tests at Lady Doak College. Following a Linguaskills trial taken by 50 faculty members, CEPT was made mandatory for all teaching faculty, non-teaching staff, and students starting the next academic year, with an official agreement in place. The test has been administered by the Controller of Examinations and CHRD in collaboration with the Centre for Information Technology for students and faculty. Beginning with the 2024 cohort, CEPT will be used to categorise Part II students into basic and advanced levels.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/chrd_activities.html
Upload any additional information	View File

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. The Principal works in liaison with the Vice Principal, Bursar, Controller of Examinations, Deans of Academic Affairs (DAA), Deans of Students Affairs (DSA), 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 Student 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 co-

ordinates the Student Christian Movement activities, Christian Studies, College Choir, Chapel Services and Counselling Centre. The Alumnae Development Officer and an Assistant Institutional Development Officer posts were created during this period to facilitate the growing needs of the college. During this period, the position of Assistant Chaplain was established to expand the spiritual outreach in a broader context.

File Description	Documents
Paste link to Organogram on the institution webpage	https://www.ladydoakcollege.edu.in/website/general/Organogram.pdf
Upload any additional information	View File
Paste link for additional Information	https://ladydoakcollege.edu.in/AOAR/2023-2024/Criteria VI/6.2.2/6.2.2 Adminmeeting mintues.pdf

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

The college offers a range of welfare measures to reinforcing its commitment to holistic staff well-being and career growth. For non-teaching staff, the institution provides scholarships for their children, management loans, special tailoring classes, adhoc bonus, and a dedicated Wellness Fund. Faculty

welfare includes opportunities for career advancement, such as sabbatical leave for up to six months or leave without pay of one to two years for management faculty pursuing Ph.D. studies. Upon successful completion of a Ph.D., faculty are rewarded with two salary increments. Additional support includes funding for attending conferences and presenting papers, seed money for research, the Katie Wilcox award for Ph.D. recipients, Early Career and Lifetime Achievement Awards, and cash awards for publications.

All staff members benefit from initiatives promoting work-life balance, retreats, sports activities, maternity leave, festival advances, free legal aid, crèche facilities, health camps, life and accidental death insurance, PF and gratuity benefits, counselling sessions, and, for those in self-financed roles, two salary increments upon reaching 10 years of service. Career development is fostered through techno-sharing sessions, training, and workshops. The institution also hosts monthly community programs like "Harmony," which bring together staff and their families for shared celebrations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.ladydoakcollege.edu.in/website/counselling/2023-24.pdf

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

79

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

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

22

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

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

99

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Lady Doak College is a unit of KWEA which 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. The annual budget is prepared by the Bursar in consultation with the Principal to meet the infrastructure and maintenance needs in addition to the salary payment to management teaching and non-teaching staff.

The institution conducts statutory audit every year as per the requirement of section 8 of the Companies Act 2013. In the statutory audit, the Government Aided accounts and management accounts are audited based on the approved budget. Statutory Compliance that includes Income Tax Compliance, TDS, Employee Provident fund, ESI, gratuity, GST are audited by the auditor. The audited accounts of Katie Wilcox Educational Association and government funds are certified by a statutory auditor who

is a Chartered Accountant. The audited documents are filed with the Registrar of Companies by the Company secretary.

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 the college does not have an internal audit system.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://ladydoakcollege.edu.in/AOAR/2023-2024/Criteria VI/6.4.1/6.4.1 Directorsreport.pdf

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)

101.4257388

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

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

Resource generation for the college is mainly through the collection of fees and donations. Interest generated from long-term and short-term fixed deposits also build the internal corpus. Other means of fund inflow include projects approved by UGC, Central Government and other organisations. Lady Doak College also practices a strict cashless/online transaction policy.

Internal funds are generated through rental income from State Bank of India housed on campus, Golden Jubilee Indoor Stadium cum 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.

Quarterly report is prepared and presented to the Finance and Development Sub-committee and to the Board of Directors. 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	View File
Paste link for additional Information	https://ladydoakcollege.edu.in/AOAR/2023-2024/Criteria VI/6.4.3/2 Resource mobilisation.pdf

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)

Integration of Industry Insights into the Academic Curriculum Framework

IQAC has consistently organised programs focused on underscoring the importance of aligning academic programs with the evolving demands of the industry. This approach ensured that students acquire relevant, real-world skills, while faculty integrated current industry trends into their teaching methods, fostering a more practical and industry-aligned curriculum. In pursuit of this objective, a National Conference on "Integrating Academia and Industry Perspectives in the Curriculum Framework" was organised on 11th March 2024 for all the teaching faculty. This conference empowered the departments to plan for industry-aligned courses like BBA Retail management and guided the students to take Virtual Internship Programme conducted by ICT academy and Open Weaver.

Interim Feedback system

For the academic year 2023-24, the feedback questionnaires for

all courses were revised, and interim feedback was introduced. The purpose of implementing the system was to enable faculty members to address challenges before they impact the overall learning outcomes. It also allowed for adjustments to teaching strategies based on students' needs, fostering engaging and effective learning experience. Additionally, the system improved student morale and engagement by making them feel that their opinions matter, while promoting a more responsive and collaborative learning environment.

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

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

PSO-CO attainment

The institution has adopted the Outcome-Based Education model since 2011 to align its curriculum with clear learning outcomes and enhance student employability. The COs and cognitive levels were made accessible on the institution's website. To streamline the assessment, an in-house software was developed and PSO-CO attainment calculations were automated. Faculty members got detailed attainment reports which guided them towards better academic planning and implementation. The PSO-CO attainment was calculated for the 2023 batch students

Digitalisation of Evaluation Process

The digital uploading of exam schemes in the students' portal provided several practical advantages for both students and educators. It enriched the learning experience by enabling students to immediately review their performance post-exam. It enhanced accessibility by allowing students to view the exam scheme anytime, anywhere, and receive immediate updates after their summative examination. This approach has supported environmental sustainability through paperless communication, reducing the need for physical copies. Additionally, the system offered centralised storage and searchable content, making it easier for both students and educators to access and manage exam-related information. Students have given positive feedback

towards such a transparent system in examinations.

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

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

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://ladydoakcollege.edu.in/sites/default/files/igac/Annual%20Report%20June%2023%20to%20March%202024%20.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Lady Doak College, has always been a pioneer in promoting gender equity, as the first women's educational institution in Madurai.

Centre for Women's Studies [UGC Supported] organises various gender sensitisation activities under six domains, namely, 1.

Teaching & Learning (7 valued-based courses) 2. Research 3. Field Action & Advocacy 4. Training 5. Information Dissemination 6. Networking and Collaborations. Uliyin Oli is a dynamic student club involved in novel initiatives like documentary screening towards promoting gender sensitivity. Her Silence (Domestic Violence), Avalin Ava (Transgender Rights), and Migazhi (Educational Rights for Women) were documentary movies screened for the gender studies students in The American College and Yadava College. There are two exclusive gender-based courses offered by the Departments of Tamil and English each, apart from the multiple courses offered with gender as a component for discussion in our overall curricula.

International Women's Day 2024 was celebrated with a weeklong celebration on the theme, 'Invest in Women: Accelerate Progress'. The celebration included Health Camps, Breast Cancer Screening, Oru Naal Gramam: Expo on Millet Products, Session and panel discussion on Wellness and Well-being for the staff members and Menstrual Health Awareness camp and expo in collaboration with HLL Lifecare Ltd.

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

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

A. Any 4 or All of the above

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

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

The institution implements a comprehensive waste management system focused on environmental sustainability. Various

strategies include leaf composting, dual-bin waste segregation, and paper recycling initiatives that support student enterprises. The campus maintains a plastic-free environment and uses incinerators for sanitary napkin disposal.

The college runs a specialised vocational course, Paper Recycling CED3258VS and operates a dedicated Paper Recycling Unit producing environment friendly paper products. Groundwater sustainability is achieved through a percolation pond, preventing water stagnation and ensuring steady supply. Additionally, wastewater from residential areas is treated and repurposed for garden irrigation.

Proper disposal protocols are followed for sharp objects and biological waste, including autoclaving and segregation procedures. The institution actively promotes the 3R principle (reduce, reuse, recycle) as part of its energy conservation initiative. These combined waste management efforts have successfully minimised the institution's environmental footprint while conserving energy and resources. Overall, the college's commitment to effective waste management has played a crucial role in achieving sustainable environmental practices.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

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

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

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

A. Any 4 or All of the above

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

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	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

<p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</p>	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	View File
Any other relevant information	View File

<p>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).</p>
<p>Lady Doak College aspires to empower women through the principles of equality, justice, love, and peace. All of these principles are focused on creating a welcoming atmosphere for the college community, which consists of staff members from</p>

various social classes and with a variety of identities. By participating in the fellowship that the college offers, the organization guarantees a safe and secure environment in which everyone may work efficiently and gain strength. A monthly gathering for employees' families called "Harmony" fosters team building and provides a chance for people to get to know one another.

Another important effort of the college to foster an inclusive environment for the students is "Peace Education." The United Board has provided funding for the project called "Reorientation of the Inner Compass towards Peace." It aims to address the tensions and identity crisis facing the digital generation. To promote cultural peace and unity among all, special days such as Pasumai Thiruvizha, Hindi Day, and French Day were observed. In order to make learning effective and pleasurable, resident students from other nations, states, and regions are also provided with sufficient support. Numerous scholarship opportunities provide a welcoming atmosphere for those who deserve it.

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

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

Lady Doak College invests a lot of effort and energy in inculcating values. The Guest Lectures organised by the Centre for Value Education on "Values for Success in Life", and "Re-imagining Beauty" has enlightened the young adult women of the college. The Centre for Human Rights Education (CHRE) hosted a guest lecture on "Constitution of India". On-the-Spot Study visits to police stations, district courts, Madurai Bench of Madras High Court, NGOs, and Indian Association for the Blind gave learners a real time experience on human rights and duties. Martin Macwan Annual Endowment Lecture spearheaded by the CHRE 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. The Centre for Women's Studies organised

Lectures and Training Programmes for faculty and students to create awareness on gender perspectives. The Centre for Life Frontier Engagement has taken the initiative to collaborate with the office of the Honourable Member of the Parliament, Mr. S. Venkatesan where he suggested the prospects of creation of model villages under Saansad Adarsh Gram Yojana (SAGY) promoted by the Ministry of Rural Development in which MP's-Local Area Development Schemes (LADS) are applicable.

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

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

A. All of the above

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

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

The institution emphasises the importance of commemorating national and international events and festivals to foster cultural awareness and promote national pride. To ensure vibrant and inclusive celebrations, various student-led initiatives, including the student cabinet and departmental clubs, organized a range of activities. A special tradition of the institution involves inviting retiring faculty members to hoist the National Flag and deliver the Republic Day address, symbolising respect and appreciation for their contributions.

Several key events were successfully organized as part of this initiative. These included International Yoga Day, 77th Independence day celebrations, National Literacy Day, World Mental Health Day, National Unity day, and Meri Maati Mera Desh which featured an awareness program and pledge. Additional events like National Pollution Control Day, Cloth bag day to

reduce plastic usage by encouraging the use of reusable bags and the International Year of Millet Celebration, Yogathon 2023, were also observed. The 75th Republic Day Celebrations and Bonded Labour Abolition Day Pledge were held. Other notable events included the International day against Drug Abuse and Illicit Trafficking collaborating with the State welfare program office, Chennai and National Blood Donation Day in collaboration with Meenakshi Mission Hospital further highlighted the institution's commitment to national causes.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

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

<https://www.ladydoakcollege.edu.in/Bestpractices.html>

File Description	Documents
Best practices in the Institutional website	https://www.ladydoakcollege.edu.in/Bestpractices.html
Any other relevant information	https://www.ladydoakcollege.edu.in/AQAR/2023-2024/Criteria_VII/7.2.1/7.2.1BestPractices.pdf

7.3 - Institutional Distinctiveness

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

Sustainability and Efficiency: A 100% Digital Transaction Campus Model

Our institution is dedicated to creating a cashless campus, prioritising transparency, efficiency, and sustainability. By integrating advanced digital payment systems, we have streamlined financial processes, minimised waste, and cultivated an eco-friendly, innovative culture. Transitioning to paperless operations has addressed challenges related to manual cash handling, improved financial accountability, and reduced our environmental impact.

Key initiatives include implementing digital systems for tuition fees, event registrations, library fines, and payments. Adopting mobile payment platforms, UPI, and RFID card systems has ensured secure, efficient, and rapid transactions, reducing administrative burdens and enhancing transparency. These efforts align with Sustainable Development Goals (SDG 8) by fostering sustained economic growth and SDG 12 by promoting sustainable consumption through reduced reliance on physical cash management. Since implementing these systems, 100% of student transactions have been processed digitally, significantly reducing cash handling and paper usage while increasing trust in institutional processes. Adherence to regulatory frameworks like the Foreign Contribution Regulation Act (FCRA) has facilitated international donations, particularly from alumni.

Investments in secure payment gateways and comprehensive training have ensured seamless adoption, supported by

continuous monitoring and technical assistance. This model showcases how institutions can enhance operations, promote sustainability, and collaborate with service providers to encourage modern payment adoption.

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

7.3.2 - Plan of action for the next academic year

A documentation centre will be established to facilitate the efficient collection, storage, and retrieval of data along with supporting evidence. Considering the distinctiveness and academic autonomy of the institution, the college will adopt a comprehensive curriculum aligned with UGC quality mandate and guidelines named Unified Curricular Framework. Capacity building programmes will be conducted to equip faculty to frame and teach industry-based skill courses and studio-based environment courses. Roadmaps will be prepared by the departments in accordance with UGC guidelines based on the Institutional Development Plan (IDP) of Higher Education Institutions (HEIs). A new programme B.Sc. Data Science will be introduced by the Department of Computer Science. Student exchange programmes are being planned with Handong Global University (South Korea) and Petra Christian University (Indonesia). A 'Quality Circle' initiative, involving the student cabinet and student volunteers, will be launched to promote discipline, cleanliness, and foster cultural awareness on campus. A 360-degree feedback process will be implemented for all faculty members to continuously monitor their performance and act based on the insights gathered. Workshops on Patent filing will be conducted to create awareness on IPR.