

THEIVANAI AMMAL COLLEGE FOR WOMEN (Autonomous)

(Affiliated to the Annamalai University, Chidambaram - Tamil Nadu)

(Accredited by NAAC (3rd Cycle) with CGPA of 3.24 at 'A' Grade), (Recognized under 2(f) and 12(B) by UGC)

DST-FIST Sponsored College under 'College as a whole' Scheme.

Vilupuram - Tamil Nadu, Pincode:- 605401, Phone:- 04146 - 259674, Website:- www.taow.in | Email:- info@taow.in



IQAC

**STANDARD OPERATING
PROCEDURE (SOP)**



THEIVANAI AMMAL COLLEGE FOR WOMEN (Autonomous)

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ADMISSION POLICY

As Villupuram is one of the Most Backward District in Tamilnadu, the female literacy rate is 63.15% which is lower than the male literacy rate of 80.55%. So, the college takes the following admission promotion activities to increase the demand ratio and also to promote the Women's Education in Villupuram district.

Student admission is conducted as per Tamilnadu Government and Annamalai University norms. Admission promotion activities and fee concession policies ensure equity and wide access of ensuring admission from Villupuram, neighboring districts and Pondicherry. Student diversity is catered through Academic counseling at the time of admission.

TACW Admission Procedures

- Start of application sale after the announcement of Board Exam results.
- Counseling to students and parents about eligibility criteria and other facilities of the college.
- Counseling to select the course and help to fill up application is provided by the Help Desk for Arts and Science fields separately.
- Application Sale and Admission Registration is automate with the ERP.
- Verification of original Marksheets, Transfer certificate and Community Certificates.
- Receiving Student and Parent Declaration certificates
- Students from other Board and other University are asked to produce eligibility certificate from Annamalai University.
- Verification of filled in applications by the Head of the Department and the Vice Principal.
- Approval of Admission by the Principal of the College.
- Fee Payment in Accounts Office after the approval.
- Issue of Admission Card after completing the admission.



ADMISSION POLICY

Rules of Reservation for Admission

As per the guidelines of Tamilnadu Government and Annamalai University the admission are made purely on Merit basis. The reservation of seats is as follows.

1. 31% for open Competition (OC)
2. 26.5% for Backward Classes (BC) other than BC Muslims and 3.5% for Backward Classes Muslims.
3. 20% for Most Backward Classes (MBC) and Denotified Communities (DNC)
4. 15% for Schedule Castes (SC), and 3% for Arunthathiyars (SCA)
5. 1% for Schedule Tribes (ST)

Fee Concession for Admission

- Fee concession to the special category students and early bird admission.
- Sports scholarships and concessions for sports students.

UG:

Category	Concession(%)
Sports: National & State Level Players	100
Physically Challenged	50
Widow/Divorced	50
Recipient of State/National Govt.Awards	50
Overall School Topper	20
Group Wise School Topper	10
Student of ES School At+2	10
Government School Students	15
For All Students	10

PG:

10% fee concession for all Students (TACW & Others).



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ADMISSION POLICY

ADMISSION COMMITTEE:

It is formed every year to look after the admission. The composition of Admission committee is given as follows

Composition of the Committee:

Principal	Chairperson
Vice Principal	Admission committee Coordinator
Heads of Department - 2 Senior Members - 2	Member



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SC/ ST CELL

In accordance with the guidelines of the Government of India and directives issued by the UGC Theivanai Ammal College for Women (Autonomous) has established the Scheduled Caste/Scheduled Tribes (SC/ST) Welfare and Grievance Cell. The primary objective of this committee is to ensure the continual welfare and protection of individuals belonging to the reserved categories within the institution. Additionally, it serves as a redressal forum for SC/ST students and employees to address any grievances they may encounter

Objectives of the Committee:

1. **Elimination of Discrimination:** To eradicate caste-based discrimination within the institution.
2. **Achievement of Government Objectives:** To fulfill the objectives and targets mandated by the Government of India for SC/ST students and employees.
3. **Guidance and Sensitization:** To sensitize SC/ST students to maximize the benefits of schemes offered by governmental bodies, and all staff members are sensitized to constitutional mandates and UGC guidelines.

Functions:

1. **Grievance Redressal:** Acting as a grievance redressal cell for academic and administrative issues faced by SC/ST students and employees.
2. **Dealing with Representations:** Addressing representations regarding admission, recruitment, promotion, and related matters.
3. **Dissemination of Information:** Circulating government orders, collecting information, and monitoring various aspects of education, training, and employment for these communities.
4. **Monitoring Remedial Coaching Scheme:** Overseeing the functioning of the remedial coaching scheme within the institution.



SC/ ST CELL

5. **Data Analysis and Reporting:** Analyzing data on admissions, education, training, and employment of SC/ST individuals and preparing reports for relevant authorities.
6. **Maintenance of Grievance Register:** Keeping a register for grievances of SC/ST/OBC individuals within the institution.

Process of Submitting Complaints:

Individuals belonging to the reserved category can submit complaints through multiple channels:

- Online Portal: Provided on the institution's website
- Suggestion Boxes: Available in the campus

Grievance Mechanism:

Upon receiving a complaint, the Committee follows a structured process:

1. **Meeting Initiation:** Commencing a meeting within 5 days of receiving the complaint.
2. **Hearing Process:** Fixing a date for hearing the complaint and communicating it to the aggrieved person. The aggrieved party can appear in person or submit written complaint.
3. **Reporting and Recommendations:** Reporting findings to the Principal along with recommendations, if any, within 10 days.

In conclusion our College is committed to promoting equality, addressing grievances, and ensuring the welfare of SC/ST individuals within its community through the establishment of the SC/ST Welfare and Grievance Cell and the implementation of a transparent grievance mechanism.



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SC/ ST CELL

Composition of the Committee:

Chairperson	Dr. S Akila, Principal, TACW.
Convener	Ms.B.Sridevi, Controller of Examination, TACW.
Coordinator	Mr.A.Kandavel, Head & Assistant Professor of Commerce.
Members	Ms. Tharanya , Head & Assistant Professor of Clinical Nutrition. Mr.Senthil Kumarane, A.O, TACW Ms. Dharani, Accountant, TACW.



MINORITY CELL

The Minority Cell:

The Minority Cell at Theivanai Ammal College for Women (Autonomous) in Villupuram is established with a commitment to fostering inclusivity and supporting the holistic development of students from minority communities including Muslims, Jains and others.

Objectives:

1. **Equal Opportunities:** Ensure access to equal opportunities for education, participation in college activities, and career advancement for minority students.
2. **Financial Assistance:** Facilitate access to scholarships, grants, and financial aid from governmental and non-governmental sources for minority students.
3. **Empowerment and Awareness:** Raise awareness about scholarship schemes, educational opportunities, and career pathways to empower informed decision-making among minority students.

Roles and Responsibilities:

1. **Scholarship Assistance:** The Minority Cell is responsible for providing guidance and support to minority students in applying for scholarships and financial aid programs. This includes disseminating information about available opportunities, assisting with application procedures, and facilitating access to necessary resources.
2. **Grievance Redressal:** The cell serves as a dedicated platform for minority students to address any concerns, grievances, or challenges they may encounter during their academic journey. It is responsible for promptly addressing and resolving issues in a fair, transparent, and confidential manner, thereby ensuring the well-being and satisfaction of minority students.
3. **Awareness and Advocacy:** The cell plays a crucial role in raising awareness about the rights, needs, and interests of minority students within the college community. It engages



MINORITY CELL

in advocacy efforts to promote inclusivity, diversity, and equality, and works towards creating a more supportive and welcoming environment for minority students.

Expected Outcome: By fulfilling its objectives and responsibilities, the Minority Cell of our college aims to achieve the following outcomes.

- Increased access to educational opportunities and financial support for minority students.
- Enhanced awareness and empowerment among minority students regarding scholarship schemes, career pathways, and educational resources.
- Improved satisfaction, well-being, and sense of belonging among minority students, leading to a more inclusive and supportive college environment conducive to their academic and personal growth.

Composition of the Committee:

Chairperson	Dr. S. Akila Principal, TACW.
Coordinator	Ms. S. Farzana, Assistant Professor of Mathematics, TACW.
Members	Mr. Arul, Librarian, TACW. Ms. M. Vijayalakshmi, Physical Directress, TACW. Ms .S. Usha, Head Clerk & Nodal officer for Minority Scholarship, TACW.



INTERNAL COMPLIANTS COMMITTEE

Introduction:

The Internal Compliance Committee (ICC) is an essential component of an institution's commitment to maintaining a safe and inclusive environment, free from sexual and gender discrimination. In compliance with the guidelines set forth by the University Grants Commission (UGC) and the government, Theivanai Ammal College for Women (Autonomous) has established an Internal Compliance Committee. The primary aim of this committee is to prevent and address sexual harassment and gender-based problems faced by women students, teaching staff, and non-teaching staff within our institution.

Objectives:

- To create a safe and inclusive environment where all individuals, irrespective of their gender, can study and work without fear of sexual harassment or discrimination.
- To raise awareness among the students and teaching and non-teaching staff about the issues related to sexual harassment and gender-based problems.

To develop and implement preventive measures, such as workshops, training, and awareness campaigns, to foster a culture of respect and equality.

Responsibilities:

Awareness and Training

Conduct regular awareness programs and training sessions for all students, teaching and non-teaching staff of the institution to educate them about the prevention of sexual harassments.

Complaint Handling

The college has established a confidential mechanism for reporting incidents of sexual harassment. The cell ensures a prompt and unbiased investigation of complaints and maintain records of all complaints and their outcomes.

Support and Counseling

In cases where the complaints received, the committee is intended to provide support to victims of gender discrimination and sexual harassment, including access to counseling services. Offer guidance on legal procedures and avenues available for redressal.



INTERNAL COMPLIANTS COMMITTEE

Preventive Measures

Develop and implement a code of conduct for all members of the institution.

Organize workshops and seminars on gender sensitivity and the prevention of sexual harassment.

Outcomes:

The establishment of the Internal Compliance Committee has led to several positive outcomes:

- Increased awareness among members of the institution about the issue of sexual harassment and gender-based problems.
- Improved reporting and handling of complaints related to gender based and sexual harassment, leading to a safer environment.
- A decrease in the number of reported incidents of sexual harassment, indicating the success of preventive measures.
- A more inclusive and respectful institutional culture, where all individuals can work and study without fear of discrimination or harassment.
- **Composition of the Committee:**

Chairperson	Ms. V. S. Selvi, Vice Principal, TACW.
Convener	Ms. R. Rajeswari, Dean S, TACW.
Members	Dr. S. Akila Principal, TACW. Dr. T. R. Anandhi Faculty Development Coordinator Associate Prof. of Commerce, TACW. Ms. M. Kalaivani, College Student Council Coordinator, Asst. Prof of Computer Science, TACW.



ANTI RAGGING COMMITTEE

Introduction:

The Anti Ragging Committee at Theivanai Ammal College for Women (Autonomous) is established to prevent and address the issue of ragging within our institution. Ragging, in any form, is strictly prohibited, and this policy outlines the roles, responsibilities, and procedures of the committee in ensuring a safe and inclusive campus environment.

Policy / Objectives:

The primary objectives of the Anti Ragging Committee are as follows:

- To create awareness among students about the harmful consequences of ragging.
- To foster a culture of a ragging-free campus environment.
- To promptly and effectively address incidents of ragging.

Responsibilities:

1. Framing of Rules and Regulations

The committee has formulated and implemented comprehensive rules and regulations that clearly define what constitutes ragging and outline the punishments for offenders. These rules are communicated to all students during the admission process, and awareness campaigns are conducted to ensure their understanding.

2. Awareness and Education

Regular awareness programs and workshops are conducted for students to educate them about the harmful effects of ragging. These programs emphasize the importance of reporting incidents without fear of retaliation and promote a culture of respect and dignity. The committee encourages students to take an active role in promoting a ragging-free environment.

3. Regular Meetings

The committee convenes meetings at least twice a year to assess the effectiveness of anti-ragging measures, review reported incidents, and plan future initiatives. These meetings provide a platform for stakeholders to discuss and address issues related to ragging on campus.



ANTI RAGGING COMMITTEE

4. Complaint Mechanism

To ensure the safety of students and create a secure platform for reporting ragging incidents, the committee has established a robust complaint mechanism. Students can submit their complaints through suggestion boxes or online QR codes available in the college campus.

5. Imposing Punishments

In cases where ragging incidents are confirmed, the committee takes appropriate action. The nature and severity of punishments are determined based on the institution's regulations and may include suspension or expulsion depending on the gravity of the offense.

6. Reporting and Documentation

The committee Maintains records of all reported ragging incidents, investigations, and the outcomes of each case. They are responsible for submitting periodic reports to the appropriate authorities as required by UGC guidelines (particularly Anti ragging Affidavit.)

Outcomes:

As a result of the Anti-Ragging Committee's efforts, several positive outcomes have been achieved:

- The incidence of ragging on campus has significantly reduced.
- Students have become more aware of the consequences of ragging and are actively participating in awareness programs.

Composition of the Committee:

I	Chairperson	Dr.S.Akila Principal,TACW.
II	Designated Officials	Ms.V.S.Selvi Vice Principal,TACW.
		Ms.R.Rajeswari, Dean S,TACW.
		Ms.R.Usha, Senior Assistant, TACW.
Representatives:		



ANTI RAGGING COMMITTEE

III	Civil Administration	Dr.SasiRekha,M.B.B.S.,D.G.O Assistant Surgeon, Government Hospital, Villupuram
	Police Administration	Mr.P.Pattabiraman, S.I, West Police Station, Villupuram.
	Local Media	Mr.Raffiq Reporter, Freelancer, Villupuram.
	Non-Government Organization	Mr.Mohan, Founder & Secretary, Vela Deaf & Dump School, Villupuram.
IV	Student Members	V. Sai Gayathri, III - B com, Ms.A.Parveen Begum, II B.Sc. Computer Science Ms.S. Iswarya, I B.Sc Chemistry Ms,N Nelofer Aaleeyeah I B.Sc Biochemistry



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OBC CELL

In order to ensure the effective implementation of reservation policies and to address the grievances of employees and students belonging to the Other Backward Classes (OBC), Theivanai Ammal College for Women (Autonomous), Villupuram, has established the OBC Cell.

Objectives:

1. **Implementation and Monitoring of Reservation Policy:** To continuously implement, monitor, and evaluate the reservation policy within the college, ensuring compliance with government directives and programs.
2. **Education and Empowerment:** To educate, enlighten, and empower OBC students and staff by providing information about available facilities and opportunities for their educational and occupational advancement.
3. **Financial Support:** To facilitate financial support to OBC Students from Central and State government agencies through scholarship.

Functions:

1. **Dissemination of Orders and Circulars:**
 - Circulate relevant orders and circulars issued by the college, government, and regulatory bodies regarding admissions, appointments, and other matters related to OBC candidates.
2. **Monitoring of Remedial Coaching Scheme:**
 - Oversee the effectiveness of the remedial coaching scheme for OBC students, ensuring their academic support and advancement.
3. **Coordination for Scholarships and Financial Benefits:**
 - Coordinate with government agencies, regulatory bodies, and other organizations to facilitate scholarships, freeships, and other financial benefits for OBC students. Conduct meetings once in a six month and informs the scholarship details to the students.



OBC CELL

4. Handling of Representations and Maintaining Database:

- Address representations from OBC candidates regarding admissions, scholarships, recruitment, promotions, and maintain a database of OBC candidates.

5. Promotion of Higher Education:

- Organize seminars, workshops, and awareness campaigns to promote higher education among OBC students and staff

Composition of the Committee:

Chairperson	Dr. S Akila, Principal, TACW.
Convener	Ms. V.S.Selvi Vice Principal, TACW.
Coordinator	Ms. N.Prabha Head and Assistant Prof. of Computer Science, TACW.
Members	Ms.P.Vishnapriya, Assistant Professor of Mathematics, TACW. Ms.Usha, Senior Office Assistant, TACW.



DISCIPLINARY COMMITTEE

The Disciplinary Committee at Theivanai Ammal College for Women (Autonomous), is dedicated to fostering a peaceful academic environment by regulating student behavior and promoting positive practices, ensuring a conducive atmosphere for learning and growth.

Objectives:

1. **Norm Development:** Develop regulations to govern student behaviour and maintain a conducive academic environment.
2. **Conflict Reduction:** Take proactive measures to minimize instances of violence and confrontation among students.
3. **Promotion of Positive Practices:** Encourage and foster good and healthy practices among students to enhance the overall campus atmosphere.

Functions:

1. **Discipline Maintenance:** Ensure strict adherence to discipline policies and regulations within the college campus.
2. **Punctuality Monitoring:** Monitor student punctuality to campus activities and events to instil a sense of responsibility and accountability.
3. **Complaint Handling:** Receive and investigate complaints to ascertain the facts and resolve disputes in a fair and impartial manner.
4. **Enforcement of Rules:** Administer appropriate disciplinary actions, including punishments, to students who violate established rules and regulations.



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DISCIPLINARY COMMITTEE

Composition of the Committee:

Chairperson	Dr. S. Akila Principal, TACW.
Convener	Ms. V. S. Selvi Vice Principal, TACW.
Coordinator	Ms. R. Rajeswari Dean of Student Affairs, TACW.
Members	Ms. M. Kalaivani Student Council Coordinator, TACW. Ltd.A.Vijayasamundeeswari, NCC ANO, TACW.



RESIDENT COUNCIL

The objectives and functions of the Resident Council appear to be well-defined and focused on addressing key aspects of the residential student experience.

Objectives:

1. **Provide a safe and secured home away from home:** This objective emphasizes creating a supportive and secure living environment for residential students, ensuring they feel comfortable and protected in their residential accommodation.
2. **Provide healthy and hygienic food:** Ensuring that students have access to nutritious and clean meals is essential for their overall well-being and academic success. This objective highlights the importance of maintaining high standards of food quality and hygiene in the residential facilities.
3. **Inculcate and promote self-discipline:** Encouraging self-discipline among students fosters a sense of responsibility and accountability, contributing to a positive living community and conducive learning environment.

Functions:

1. **Internal governance through various committees:** Establishing various committees for internal governance allows for the efficient management and coordination of different aspects of residential life, such as facilities management, social events, and student welfare.
2. **Preparation of Annual Plan and Budget:** Developing an annual plan and budget ensures proper allocation of resources to support the objectives of the Resident Council and meet the needs of residential students effectively.
3. **Preparation of monthly mess menu:** Planning and preparing a monthly mess menu ensures that students have access to a diverse and balanced diet, promoting their health and well-being.



RESIDENT COUNCIL

4. **Taking students on picnics twice a year:** Organizing recreational activities like picnics provides students with opportunities for social interaction, relaxation, and stress relief, enhancing their overall residential experience.
5. **Monitoring students' discipline:** Maintaining discipline within the residential community is essential for ensuring a safe and respectful environment for all students. Monitoring and enforcing disciplinary policies help uphold standards of behavior and promote a positive living environment.

Composition of the Committee:

Chairperson	Dr. S. Akila Principal, TACW.
Convener	Ms. V. S. Selvi Vice Principal & Warden, TACW.
Coordinator	Ms. Amutha Assistant Warden, TACW.
Members	Ltd.A.Vijayasamundeeshwari NCC ANO, TACW.



GRIEVANCE REDRESSAL POLICY

The Grievance Redressal Cell at Theivanai Ammal College for Women (Autonomous) plays a crucial role in addressing student concerns and ensuring their well-being. The committee aims to create a conducive and supportive environment for students, ensuring their well-being and enhancing their overall learning experience.

OBJECTIVES:

- To encourage students to express their grievances without fear or hesitation.
- To identify students' problems and work towards finding effective solutions for them.

Responsibilities:

1. **Online Grievance Submission**

The college has implemented an online grievance submission system for students' convenience. The online form is prominently displayed on the college website and accessible via QR codes strategically placed around the campus. Once registered, grievances are promptly brought to the attention of the principal for immediate action within two days.

2. **Offline Grievance Submission**

Students are encouraged to submit their grievances through the Grievance Boxes located across the college. Mentor-mentee meetings and grievance submissions will be treated with the utmost confidentiality to encourage open and honest communication.

3. **Mentor-Mentee Meetings:**

Regular mentor-mentee meetings will be conducted to provide a platform for students to express their concerns and grievances in a confidential and supportive setting. Mentors will actively listen to mentees' concerns and guide them towards possible solutions or escalate the issues as necessary.

4. **Weekly Review:**

Grievance Box letters are collected every two days by the committee members and in presence of the head of the institution the committee will review all cases reported and compile a summary for further action.

5. **Counseling Support:**

A psychologist will be available for counseling sessions to address emotional and psychological concerns among students.



GRIEVANCE REDRESSAL POLICY

6. Issue Resolution:

Minor problems will be resolved by the Chairperson of the Grievance Cell.

For major problems that cannot be resolved within the committee's scope, the Chairperson will escalate the issues to the institution's management for resolution. Upon receiving grievances from students, we aim to discuss and resolve them within 3-4 working days. This commitment ensures that student concerns are promptly addressed and resolved, fostering a responsive and supportive environment within the college community.

Expected Outcomes:

- **Improved Student Well-being:** Through regular mentor-mentee meetings, students will have a platform to express their concerns and seek guidance, which will contribute to improved emotional and psychological well-being.
- **Timely Resolution:** The committee's systematic approach will ensure grievances are addressed promptly, leading to a more supportive and positive learning environment.
- **Enhanced Learning Experience:** By actively resolving students' concerns, our college aims to create a conducive and supportive atmosphere for a better overall learning experience.

Composition of Committee

The Grievance Redressal Committee consists of:

- Principal as Chairperson
- Vice Principal/ Senior Professor as Coordinator
- Dean of Student Affairs as Coordinator
- Two faculty member as member
- One Students as member

Frequency of meetings:

GRC will conduct its meeting at least twice a semester or as and when required.



COLLEGE DEVELOPMENT COMMITTEE

The Committee serves as the Principal Advisory Body of the college, entrusted with the task of formulating policies aimed at enhancing the overall functioning of the institution. It plays a pivotal role in coordinating developmental activities, improving quality initiatives, and supporting the activities of the Internal Quality Assurance Cell (IQAC).

Objectives:

1. **Execution and Coordination:** Execute and coordinate developmental activities within the college to ensure continuous progress and improvement.
2. **Quality Enhancement:** Enhance the quality initiatives undertaken by the college to maintain and improve standards of education and services.
3. **Support for IQAC:** Provide support and guidance to the activities of the Internal Quality Assurance Cell (IQAC) to facilitate continuous improvement and accreditation processes.

Functions:

1. **Approval of Quality Initiatives:** Review and approve quality initiatives proposed by various departments and committees within the college.
2. **Guidelines Framing:** Formulate general guidelines for college activities to ensure consistency and alignment with institutional objectives.
3. **Monthly Administrative Presentations:** Receive monthly presentations on administrative office activities, providing an opportunity for review and feedback.
4. **Activity Review and Suggestions:** Regularly review college activities, providing constructive feedback and suggestions for improvement to ensure efficient and effective functioning.



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COLLEGE DEVELOPMENT COMMITTEE

The meeting will be constituted once in a semester/ whenever required.

Composition of the Committee:

- Chairman
- Secretary
- Principal
- Vice Principal
- Dean of Academics, Research and Student Affairs
- Controller of Examination
- Finance Manager



FACULTY DEVELOPMENT CELL

The Faculty Development Cell is dedicated to enhancing the professional growth of academic faculty through various programs and initiatives, fostering a culture of continuous improvement and innovation.

Objectives:

1. **Ethical Teaching:** Understand the ethics of teaching and the pivotal role of teachers in shaping academic environments.
2. **Professional Development:** Organize diverse professional development programs across various domains to enhance faculty skills.
3. **Skill Enrichment:** Enrich teaching, learning, and evaluation skills to promote effective educational practices.
4. **Teaching Excellence:** Develop and refine teaching skills to achieve excellence in higher education delivery.

Functions: The Faculty Development Cell plays a crucial role in enhancing faculty vitality across key domains of teaching, assessment, research, professionalism, and administration.

- Conduct faculty development programs on updated curriculum design, ICT-enabled teaching and learning, skill-oriented instruction, outcome-based education, and research methodologies.
- Facilitate monthly meetings for teachers to engage in knowledge sharing and innovative pedagogical practices.
- Organize birthday celebrations to foster a positive work environment, boost morale, and alleviate stress among faculty members.
- Supporting faculty members in pursuing higher education, research projects, and attending relevant training programs.
- Promote student welfare through the provision of Faculty scholarships to economically disadvantaged students.



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FACULTY DEVELOPMENT CELL

Composition of the Committee:

Chairperson	Dr. S. Akila Principal, TACW.
Convener	Ms. V. S. Selvi Vice Principal, TACW.
Coordinator	Dr. T. R. Anandhi Associate Prof of Commerce, TACW. Ms. K. Manohari HoD/Asst. Prof of Computer Science, TACW.
Members	Each Department one faculty member.



VALUE-ADDED COURSE POLICY

INTRODUCTION

TACW offers a wide variety of Value-Added courses are designed and integrated into the curriculum to increase students' employability with essential life skills. These courses aim to provide practical, and interdisciplinary learning experiences. They are often developed in response to the dynamic demands of the job market, equipping students with relevant skills and competencies to succeed in their chosen career paths. These courses shall be conducted by experts or in-house staff. These value added courses will be mostly independent to each type of the fields.

OBJECTIVES

- To acquaint students with industry demanding skills.
- To enhance students' employability skills.
- To bridge skill gaps and prepare students for the industry.
- To foster the development of interdisciplinary skills among students.
- To empower students to become job creators rather than just job seekers.

DESIGNING THE COURSES

- Prior to syllabus design, feedback from employers, alumni, and industry professionals will be thoroughly analyzed to identify the gaps.
- Discussions with employers, alumni, and industry experts will also be conducted to align courses with current and emerging trends.
- Any new Value Added Course proposed by a Department must undergo review by the Board of Studies and approval by the Academic Council.
- The course content should differ from any existing curriculum within the respective program or other programs offered by the Departments.
- Each course will be assigned a unique course code for identification purposes.



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VALUE-ADDED COURSE POLICY

GUIDELINES

- Value Added Course is not mandatory to qualify for any program. It is open to all students.
- Classes will be scheduled during the 6th hour of the reserved slot (after regular class time).
- Value added courses may also take place on weekends or during vacation periods.
- Each student can register for only one Value Added Course per semester.
- Students may enroll in value added courses offered by other departments.

DURATION AND TIME SLOT

No.	Type of Course	Programme	Duration	Reserved Time Slot
1	Certificate	UG/PG (I Year)	50	Monday, Tuesday
2	Diploma	UG (II Year)	80	Wednesday, Thursday, Friday
3	Employability	Final Year	30	One week/ weekends / vacation period

CREDIT ALLOTMENT

From 2023-2024 onwards, 2 credit is allotted for Certificate course is 3 credits for Diploma course.

PROCEDURE FOR REGISTRATION

The list of Value Added Courses will be displayed in the auditorium, where the Head of the Department can elaborate on their significance and employment opportunities. Based on this information, students can register for a Value Added Course for the semester by completing the registration form. The vocational coordinator and team will then organize registrations according to student preferences and forwarded to the Dean Academics and to the respective faculty handling Value Added Courses.



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VALUE-ADDED COURSE POLICY

ATTENDANCE

- Each faculty incharge is responsible for maintaining Attendance and Assessment Record for registered candidates.
- The records include students' attendance, marks scores in the Internal Assessment Tests, assignments and seminars.
- The coordinator had to submit the progress of course to principal.
- Students are required to have a minimum of 75% attendance.
- Relaxation of the attendance requirement, up to 10%, may be granted for valid reasons such as illness, participation in extracurricular activities, or representing NCC.

PASSING REQUIREMENT AND GRADING

- The passing threshold is set at 40% of the total marks designated for the course.
- A candidate failing to secure the minimum 40% mark (combined Internal and External) will need to retake the course in the subsequent semester or year.
- Grades achieved in VACs are excluded from CGPA calculations.

COURSE COMPLETION

- Upon registration, completion of the exam, and successful passing, learners will receive a certificate and credits in the mark statement.
- Students who successfully finish the Value Added Course will be awarded a certificate signed by the authorized signatories.



INTERNSHIP POLICY

INTRODUCTION

The primary objective of the internship program is to provide interns with opportunities for skill development and practical learning experiences in their chosen field. This includes gaining hands-on experience with relevant tools, technologies, and methodologies, as well as developing soft skills such as communication, teamwork, and problem-solving.

OBJECTIVES

The internships designed for students enrolled in HEIs aim to achieve the following objectives:

- Exposing students to industrial environments that offer unique learning experiences beyond the classroom setting.
- Providing opportunities to develop and improve analytical and managerial skills essential for future professional endeavors.
- Offering hands-on experience in teamwork to enhance vital professional skills such as communication, work ethics, and conflict resolution, fostering lifelong learning and professional growth.
- Establishing connections between students and potential future job or research opportunities, facilitating their transition into the professional world.

INTERNSHIP GUIDELINES

1. Head of the department will send the request letter/ Email to the industry
2. Departments to submit a List of Suitable Industries and Laboratories in their Discipline to Dean A office.
3. Industry will confirm the training and the number of students allocated for internships via Confirmation Letter/ Email. In case the students arrange the training themselves the confirmation letter will be submitted by the students through concerned department.
4. When students commence training at the respective industry/organization, they are required to submit a joining report, letter, or email.



INTERNSHIP POLICY

5. Students participate in their internship at the designated industry/organization. If possible, faculty member(s) may evaluate student performance once or twice by visiting the industry/organization. Evaluation reports are then submitted to the COE Office with the consent of industry personnel/trainers
6. Concern class Teachers are responsible to organize and monitor the Internship.
7. Internships may be conducted through either offline or online modes.
8. Students will submit Completion report after completion of internship.
9. Completion Certificate and Attendance Certificate to be obtained from industry.
10. List of students who have completed their internship successfully will be issued by Dean A Office.
11. At the end of semester, viva-voce examination will be conducted for the Internship report submitted.

Types of Internship Categories

- Internship – 30 Hours – 1 Credit
- Summer Internship – 30 days – 2 Credits
- Global Immersion Internship – 15 days – 3 Credits

I. INTERNSHIP

Internship opportunities offer invaluable hands-on experience, typically lasting around 30 hours, and are seamlessly integrated into the course profile across various semesters (II/IV/VI) for credit entry on the mark statement. Each student may complete an internship of 1-3 credits during after the 1st / 3rd /5th semester of the UG/PG degree programme during the vacation focusing on Hands-on Training/Short Research Project.



INTERNSHIP POLICY

GUIDELINES FOR THE STUDENTS:

- 30 Hrs training programme in Industries / Research Institutes / Laboratories / Rural Field / any other concern related to any discipline for all UG, PG Students in every Academic Year.
- 30 Hrs has to be completed by the Students before the end of the Year.
- 1 credit can be awarded under Extra Credit Earning Provision.

II. SUMMER INTERNSHIP

During the summer vacation following the 2nd or 4th semester, students are prepared to gain valuable industrial experience. Hence, students have the option to engage in Internship, Innovation, or Entrepreneurship-related activities. They may opt to focus on innovation or entrepreneurial endeavors leading to the establishment of a startup, or pursue internships with industry, NGOs, government organizations, or Micro/Small/Medium enterprises, preparing themselves effectively for the demands of the industry.

GUIDELINES FOR THE STUDENTS:

- Incorporated in the UG & PG course profile as Extra Credit Earning Provision.
- 30 Days training programme in Industries / Research Institutes / Laboratories / Rural Field / any other concern related to any discipline for all UG, PG Students in every Academic Year.
- 30 Days has to be completed by the Students before the end of the Year.
- 2 credits can be awarded under Extra Credit Earning Provision.

III. GLOBAL IMMERSION INTERNSHIP

TACW offers students a unique opportunity to gain hands-on experience under Global Immersion Internship Program. This program is designed to provide participants with valuable insights into global business practices, intercultural communication, and personal development.



INTERNSHIP POLICY

GUIDELINES FOR THE STUDENTS:

- 15 Days training programme in Global Immersion offers to all UG, PG Students in every Academic Year.
- 15 Days has to be completed by the Students before the end of the Year.
- 3 credits can be awarded under Extra Credit Earning Provision.

EVALUATION

- Power Point Presentation and Viva Voce to be conducted with the External Expert.
- Assessment by the Internal and External expert.

1. Report – 20

2. Presentation – 20

3. Viva voce – 10

Total – 50



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INTERNSHIP POLICY

DECLARATION FORMAT



THEIVANAI AMMAL COLLEGE FOR WOMEN
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Summer Internship Programme _____ Month _____ Year

Name of the Student :

Register number :

Name of the Industry with address :

Training period : From DD/MM/YYYY to DD/MM/YYYY

Timing : _____ a.m to _____ p.m.

I hereby agree to *abide* by the *rules* and *regulations* of our College and the organization during the period of my *training*.

Date:

Signature of the Student

Signature of HOD



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Summer Internship _____ Month _____ Year

Student Declaration



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INTERNSHIP POLICY

I _____ of _____ hereby declare that I will complete my summer internship programme at _____ from _____ to _____ without any deviation and I am solely responsible for my own actions.

Student Signature



THEIVANAI AMMAL COLLEGE FOR WOMEN

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Summer Internship Programme _____ Month _____ Year

Permission Slip

Name: _____ Reg no. _____ of Class & Major _____ is permitted to undertake Summer Internship Programme at _____ from _____ to _____.

COE

HOD



PROJECT EVALUATION POLICY

OBJECTIVES OF THE PROJECT

- Introduce students to various research approaches.
- Develop practical knowledge of the fundamental steps involved in research design, including tools and techniques.
- Provide insights into the analysis and findings of research studies.

PROJECT GUIDELINES

The project is an integral component of the program. Under the guidance of a faculty member, students are required to undertake innovative work, applying the knowledge gained during their studies.

EXPECTATIONS:

- Conduct a literature survey.
- Carry out development and/or experimentation.
- Demonstrate both analytical and practical skills through the project work.

SUPERVISION:

- Projects must be conducted under the guidance of a faculty member
- Any alternate arrangements must be specifically permitted by the Head of the Department (HOD).

PROJECT REVIEWS FOR FINAL YEAR STUDENTS

Three Project Reviews are an essential component of the final year for UG/PG students. These reviews are scheduled as follows:

- Two-year Programme: Reviews are conducted during the fourth semester.
- Three-year Programme: Reviews are conducted during the fifth semester.

ATTENDANCE REQUIREMENT:

- Students must attend all three Project Reviews to qualify for Internal Marks.
- If a student misses more than one Review, they will not be allowed to submit their Project during that semester.
- Such students will be permitted to submit their Project in the next even semester.



PROJECT EVALUATION POLICY

UG/PG EVALUATION

S.No	Criteria	Duration	Evaluation	
			CIA (Valuation by- Guide)	ESE (Average of Internal & External Marks)
1	Research Proposal – Statement of the Problem, Research Methodology	June-July	10	
2	Analysis of Data/ Implementation Results & Findings, Conclusion	August-September	10	
3.	Preparation of Report I Draft II Draft III Draft	October I Week October II Week October III Week	10	
4.	Research Publications	October- December	30	
5.	Project Report			30
6.	Viva-voce			10
		Total	60	40

- At each stage Power Point Presentation is to be made for Assessment.
- Project proposal and Final Project Report are to be presented in Power Point in the presence of all Teachers of the Departments and their Class Students
- Faculty with 2 years of Teaching Experience will be guiding the PG students for Projects.
- Emphasis is given to Inter-Disciplinary Projects.



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EXAM OFFICE

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EXAM OFFICE

I. PREFACE

1. EXAMINATION CELL

As per the guidelines of UGC, Theivanai Ammal College for Women has conferred the status of Autonomy from the academic year 2009-2010. Autonomy facilitates an academic freedom that the college can formulate its own syllabus for all UG and PG programmes and carries out the assessments also. The Examination Cell therefore, has been restructured to carry out all the examination activities. The Examination Cell of the college is a confidential section with the responsibility of conduction of examinations both internal and external, evaluation, publication and display of results, maintenance of student records for all approved courses offered by the college which falls under the preview of Autonomy. Apart from central examination system every department has departmental examination committee comprising Head of the Department and Examination committee member for each year.

1.1 EXAMINATION COMMITTEE

Chief Controller	:	Dr. S.Akila, Principal, TACW
Controller of Examinations	:	Ms B Sridevi
Members	:	Administrative Officers, Heads of the Department & One faculty from each Department

2. EXAMINATION MANAGEMENT SYSTEM

Theivanai Ammal College Examination Management module is used for overall examination related work of the college. The college examination software has been developed by the professionals of MasterSoft Group. It is a powerful, integrated, and easy-to-use system for computerizing the total examination work of an Institute. Hosted on a highly secure cloud, the



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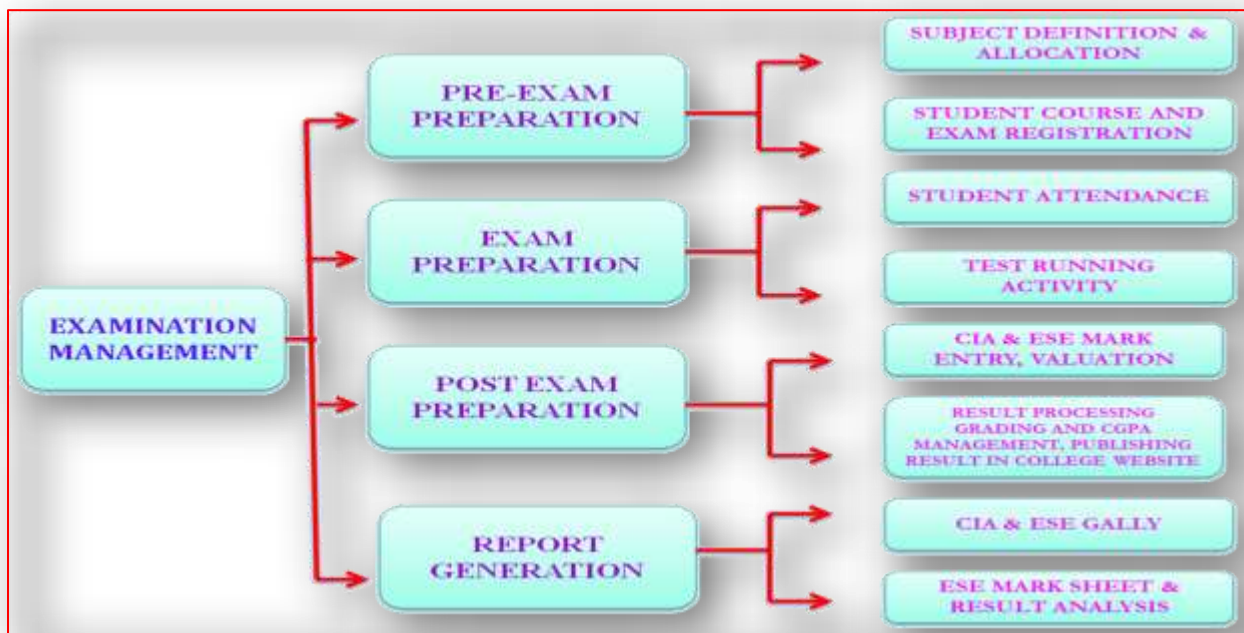
system is robust and able to handle large volumes of institutional data with a proper back-up disaster recovery system. It has a comprehensive test engine and role-based access security allowing multiple levels of encryption & permissions for users.

Basic use of this module is to maintain the complete data of examination of each sessions conducted by the college under defined rules. It contains Pre and Post examination work such as exam Creation, Exam Mark patterns, exam time Table, exam registration, Mark entry by the faculty, result processing and printing grade cards etc. The MasterSoft Exam Package is totally flexible & can be configured for any number of courses, medium of instructions, subjects in course, and any type of examination. Any type of grace & condonation rules can be defined. It takes care of all the user requirements & strong validations are provided for minimizing human errors. This is also offers an online platform for secure and hassle-free conduction of examinations virtually.





EXAM OFFICE



3. ACTIVITIES OF EXAMINATION CELL

- ☞ Preparation of semester/ annual plan and budget of the examination cell.
- ☞ Collect CIA & ESE Performa from the Heads of the department.
- ☞ Defining and Allocation of courses to the course teacher.
- ☞ Students Course registration in ERP.
- ☞ Scheduling the CIA & ESE Examination dates (theory & practical).
- ☞ Sending blue print to the external examiner for question paper setting.
- ☞ Receives the question papers from the setters.
- ☞ Makes arrangement for Printing of question papers after the conduct of scrutiny.
- ☞ Declares End Semester Examination Time Table as per the academic calendar.
- ☞ Prepares of the list of students, who are eligible to appear in various subjects as Regular, and out gone students.



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EXAM OFFICE

- ☞ Organizes orientation programme to students and faculty members related to end semester examination and circulates the exam schedule.
- ☞ Allocate members for the conduct of examination under four/three control rooms.
- ☞ Oversees the preparation of the results of examinations
- ☞ Calls the meeting of results award committee for final recommendations of the results on the basis of result analysis before the declaration of the results.
- ☞ Oversees the declaration of the result
- ☞ Makes provision to the students for applying re-valuation / re-totalling and photo copy of answer scripts.
- ☞ Manages the preparation and distribution of Mark Sheets.
- ☞ Issuing provisional and degree certificate to all successful candidates collected from the Annamalai University, Chidambaram after the completion of a Programme.
- ☞ Providing endowment prizes for the toppers on the day of conduct of Annual convocation.
- ☞ Strictly adhere to the university instructions regarding Autonomous Examinations.
- ☞ Notifications, timetable, instructions, guidelines etc. any additions and modifications are invariably being notified to departments and on the website from time to time
- ☞ Publication of results of undergraduate, post graduate and research examinations is announced in website.
- ☞ Verifies documents of the pass out students (as per the request of the employer)
- ☞ Organizes payment of remuneration and TA/DA to the External Examiners and all the other work related to the examination.

II. STANDARD PROCEDURE FOR CONDUCTION OF EXAMINATION

EXAMINATION & EVALUATION GUIDELINES



EXAM OFFICE

The Examination and Evaluation guideline planned to explain the rationale and importance of assessment, post assessment measures to publish the results and award of degree. UG and PG examinations are designed according to the guidelines framed separately approved by the Academic Council from time to time. Ph.D. programs will remain under the direct supervision and control of parent university, Annamalai University, Chidambaram. The formative and summative assessments are used to evaluate the performance of students. The formative assessment is based on Continuous Internal Assessment (CIA) and summative assessment is based on the End Semester Examination (ESE)

4. WEIGHTAGE FOR CIA & ESE:

Nature of the Course	CIA %	ESE %
Theory	30	70
Practical	60	40
Project	60	40

The CIA & ESE schedules are prepared for both odd and even semester for the academic year before the commencement of the class. As a regular exercise the schedules are communicated to the students through orientation programme, inclusion in college calendar, sending circulars to the departments, announcement in public address system, sharing in what's app and college website. The changes made in the schedule due to unexpected situation was also intimated to the students through What's App. Examination fee payment also made entirely through online via feepayr.com. Students those are eligible as per the stipulations of exam office are permitted to appear for the end semester examination with hall ticket.



EXAM OFFICE

ADMISSION TO EXAMINATIONS

1. Examination registration is mandatory for all the courses offered in part I to part V of the curriculum in each semester.
2. There will be a registration fee for each course which is to be reflected in the mark sheet.
3. The prescribed examination fees are posted in online through student's portal via fee payr.com.
4. A student has to complete all the assessment components before appearing for the end semester examinations.
5. In the case of out gone student, the application for admission to an examination shall be accompanied by a certificate signed by the Head of the department ensuring that the candidate has completed the prescribed course and earned the credits, within the period specified.
6. If a candidate, before issue of hall ticket or before appearance in an examination, is found to be ineligible to take the examination, her candidature shall be cancelled by the Controller of Examinations.
7. If a candidate, subsequent to the issue of hall ticket or subsequent to appearance in an examination, is found to be ineligible to take the examination, her candidature shall be cancelled by the Controller of Examinations.
8. Provided that the condition of maximum period prescribed for passing an examination shall not apply to the candidates who are allowed additional chance as per the guidelines of Parent University.

5. CONTINUOUS INTERNAL ASSESSMENT

Continuous Internal Assessment (CIA) will be done by the course teacher on the dates fixed by the examination cell. For theory courses there will be two compulsory written test for 20 marks and two components for 10 marks. Similarly for practical courses there will be two compulsory practical tests for 20 marks, daily practical assessment for 30 marks and viva voce for 10 marks. The Continuous Internal Assessment will be awarded as per the regulations of the examination



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EXAM OFFICE

cell. The Internal assessment marks has to be entered in the automation by the course teacher after the completion of each CIA and before the commencement of End Semester Examinations.

CIA COMPONENTS AND WEIGHTAGE FOR UG & PG PROGRAMMES

Theory		Practical		Theory cum practical (NME)			
				Theory		Practical	
Components	Weightage	Components	Weightage	Comp	Weightage	Comp	Weightage
Test-I	10	Daily Practical Assessment	30	Test-I	5	Practical Assessment	10
Test-II	10	Test - I	10	Test-II	5	Test	5
Component-III	5	Test - II	10	Com-III	5	---	---
Component-IV	5	Viva Voce	10		---	---	---
Total	30	---	60		15		15

No passing minimum for CIA.



EXAM OFFICE

III & IV EVALUATION COMPONENTS OF CIA



PG PROJECT EVALUATION

CIA

- Internal Assessment will be done for 60 marks

ESE

- Guide and External assessment for 40 marks (Report:30 marks, Viva 10 marks)
- The project has to be presented in the presence of the entire department faculty and submit for final assessment.



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EXAM OFFICE

6. PROVISION FOR IMPROVEMENT / RETEST IN CIA TEST I & II

Provision for Retest:

Semester I to VI for UG & I to IV for PG

- Students have to be present for the entire CIA test as per the schedule.
- If a student is absent due to her illness alone, she can take the retest with the payment of registration fee only after the approval of the Principal through course teacher, head of the department and controller of examinations and medical certificate has to be submitted.
- If a student did not fall in the above said category, she has to take the odd semester courses in the odd semester and even semester courses in the even semester.

6. PROVISION FOR IMPROVEMENT:

Semester I for UG & PG

- Provision for improvement in CIA is allowed in the first semester to the failed candidates without any registration fee.
- Improvement test will be administered within 10 days after the distribution of valued answer script.
- This provision can be availed for both the CIA test and best of the two marks will be taken.

II to VI for UG & PG

- Only the students who have failed in both the CIA test I & II are eligible for improvement with payment of registration fee 25/- per paper.
- Improvement provision will be available for test II only.
- Can appear only in Part II – English and Part III – Major and Allied subject to a maximum of three papers.
- Highest mark will be taken as the final mark.

Note:



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- ✓ Students who are permitted to write retest have to appear for the same along with the improvement test during improvement schedule.
- ✓ If a student did not complete the CIA components within the scheduled date she is not eligible for ESE.

Continuous Internal Assessment Components (Practical):

Provision for Retest:

- Provision for the retest (Practical) in CIA will be provided only for the CIA test I and this has to be completed before CIA test II with the approval of the Principal through Controller of Examinations.

7. END SEMESTER EXAMINATION:

7.1 Question Papers and Appointment of Examiners

- The question papers for the end semester examinations are collected from the external examiners of reputed autonomous college in and around Tamil Nadu.
- The examiners are fixed according to the list suggested by the Board of Studies approved by the academic council once in three years.
- An External Examiner shall be one who is not having any nephews / relatives/ children studying in this college.
- The approved syllabus, blue print, sample question paper, question paper pattern collected from the department for the courses offered in the semester and sent to external examiners.
- The appointment of any Paper-Setter/Examiner is cancelled under any emergency, to meet a particular situation; the Controller of Examinations is empowered to appoint a substitute as deemed suitable.
- External Paper-Setters and External Examiners shall be appointed on semester to semester basis, but no such person will ordinarily continue to act as such for a period of more than



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two successive examinations continuously in the same paper and shall not be eligible for re-appointment unless there is a gap of at least one semester.

- The Controller of Examinations shall issue instructions to the Paper- Setters/Examiners with regard to due provision for secrecy and any other matter incidental thereto.
- The Paper-Setters shall send the question-papers to the Controller of Examinations in sealed covers before a date notified in their appointment letters.
- Two different sets of hand written / soft copy of the question papers are collected confidentially from the examiners for each course one month before the commencement of examination.

7.2 Question paper scrutiny

- Constitution of scrutiny board comprising of external experts for question paper scrutiny.
- The question papers are typed at the office of COE at the confidential section and are submitted to the scrutinizing committee for scrutinizing the question papers.
- After scrutiny, one question paper is selected by COE and will maintain complete secrecy in printing, copying and distribution of question papers.
- The printed question papers are packed and sealed under the custody of COE.

7.3 Conduct of End Semester Examination

- Regular examination will be conducted for the theory courses.
 - ✓ Odd Semester in the month of November / December
 - ✓ Even semester in the month of April / May
- The Head of the Institution recommend head of the department or senior faculty as the control room coordinator for smooth conduct of the examinations.
- The attendance sheets are sent to the CR through the exam office well in advance for planning and smooth conduct of the examinations.
- Hall / Seating arrangements for the conduct of theory examinations are prepared and displayed at all notice boards by the examination cell for the benefit of the students.



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- The question papers are handed over to the CR 45 minutes before the commencement and on the day of Examination.
- Different series of answer scripts are only used for end semester examinations.
- After the examinations, the answer scripts in the sealed covers along with attendance sheets are handed over to the Controller of Examinations, for further process.
- Students suffering from contagious diseases like chicken pox, mumps, and Madras eye are isolated and allowed to take up the examinations, in a separate hall with a hall superintendent.
- The administrative officers of the college act as Squad Members. These squad members visit the various venues of Examinations to ensure the smooth conduct of examinations as well as to check malpractices.
- If any malpractice is noticed by the squad members, they will report to the COE through CR.

Mal Practice

- Scale of punishment of malpractice involved by the student as per the guidelines approved by Academic Council.

7.4 ELIGIBILITY CRITERIA TO APPEAR FOR END SEMESTER EXAMINATIONS

Minimum Attendance Requirement (As per Annamalai University Guidelines)

- Securing minimum of 75% attendance as on last working day.
- Students with the attendance in the range of 65-74% are allowed only after the payment of condonation fee.
- In case of married women students the minimum attendance requirement shall be 55% of the total instructional days



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Minimum CIA Requirements

- Theory – All the CIA Components (CIA Test I, CIA Test II, Component III and component IV) have to be completed.
- Practical - All the CIA components (DPA (30), CIA Practical I (10) & II (10) Viva (10) to be completed.

Payment of prescribed fee

- Students are eligible to take the ESE practical / theory after the payment of term fee, exam fee and vocational course fee before the commencement of examination.

7.5 PASSING MINIMUM

Programme	ESE	Aggregate (CIA + ESE)
UG	40%	40%
PG	50%	50%
Ph.D	50%	50%

7.6 MODERATION:

- Moderation is applied upto 5% of marks in ESE by automation.

7.7 ESE SUPPLEMENTARY EXAMINATIONS (Theory Courses / Practical Courses / Comprehensive Viva-voce / Project Viva-Voce / Value Education / Soft Skill Courses / Extension (UG & PG).

ESE –November:

- Students with arrear /absent in theory / practical / theory cum practical / project courses of Semesters I, III &V are eligible to appear in ESE -November.



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ESE –April:

Students with arrear / absent in theory / practical / theory cum practical / Project/ Comprehensive viva voce courses of semesters II, IV & VI are eligible to appear in ESE-April.

- Final year students with arrear /absent in courses of semester V of UG, Semester III of PG are eligible to appear in ESE – April along with final semester Examination. June Supplementary Examinations (Theory)
- Final year students who have only one arrear in the courses of I –VI semesters of UG, I – IV semesters of PG are eligible to appear for June Supplementary Examinations.

III. STANDARD OPERATING PROCEDURE FOR EVALUATION

8. VALUATION

- Central valuation on campus.
- UG and PG valuation will be done only by external examiner.

9. PROVISION FOR RE-TOTALING, PHOTO COPIES OF ANSWER SCRIPTS AND REVALUATION FOR ALL UG COURSES

- Last date to apply for re-totaling /photo copies / revaluation, provide seven working days from the date of result publication.
- The photo copies of answer scripts, to be issued to the students within 7 working days after the receipt of application, from the students.
- If the student desires to go for revaluation after verifying photocopies of answer scripts, it is to be applied within next 7 working days after receiving photocopies.



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10. PROVISION FOR EARNING FOR EXTRA CREDIT

Provision for earning extra credit is given to the students by choosing any one of the following options. A minimum of 30 hours must be spent by the students for earning extra credit.

- Self study paper
- Online courses
- Internship
- Term paper
- Field work / Study survey report
- Case study
- Experiments
- Mini project

11. TRANSPARENCY IN EVALUATION SYSTEM

Answer scripts of CIA were distributed to the students and scheme of valuation will be displayed end-term exam are shown to students for maintaining transparency and credibility after the declaration of result through online mode after submitting fee of Rs 100 per answer book.

The COE notify the dates to students regarding the availability of evaluated answer books for viewing. Students can view valuated answer books after making online payment of Rs 100 through a link shared by COE on Institute website.

12. COMPLETION OF COURSE OF STUDY

A student who is not able to pass in a course has the following two options to complete the course after finishing her programme in all six semesters for UG / four semesters of PG. She can choose any one of the two options.



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Option 1

- She can register for the courses and appear for supplementary exam on the payment of exam fee.

Option 2

- She can register for the courses and appear for all four components of CIA and also ESE.
- Registration fee of Rs. 750/- for the theory has to be paid for all the courses offered in odd semester in the month of July and offered in even semester in the month of December.

This provision will be available

- For all theory courses.
- For Odd semester courses, a student can avail above provisions only in odd semester. Similarly, for even semester courses, the above provision is applicable in the even semester.
- Only for the students who have completed their course of study i.e., 6 semesters for UG / 4 semesters for PG.

IV. STANDARD OPERATING PROCEDURE FOR RESULT PREPARATION AND DECLARATION

14. PUBLICATION OF RESULT

- CIA & ESE marks are processed through automation.
- Online publication (college website) of results and issue of galley to the departments.

EXAMINATION AWARD COMMITTEE SOP

1. Controller of examinations prepares the end semester examination (November/April) results report and to be presented in the award committee.
2. The report contains Pass percentage of the students both course wise and class wise.



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3. Number of students passed with moderation.
4. The award committee has to be convened at the office of COE before the declaration of results for finalizing the results.
5. The award committee comprises of Principal, Controller of examinations, Administrative officers and Heads of the department.
6. If there is any discrepancy, it has to be considered and taken for revision.
7. With the approval of award committee the results has to be declared by the exam office for every semester.
8. The result has to be declared within ten working days from the last date of the end semester examinations.
9. The results are uploaded in the master soft ERP and are made available till next session from the date of declaration of results.
10. The minutes of the meeting have to be recorded and signature has to be obtained from all the members of the award committee.

13. ISSUE OF MARK STATEMENT

- A consolidated mark statement is issued to students after the publication of results who have completed the course successfully.
- For a completion of a UG programme a student has to earn a minimum of 140 / 146 credits and PG minimum of 90 credits.
- Extra credits are highlighted separately in the bottom of the mark sheet.
- The grade obtained by a student in the co – curricular activities is also reflected in the mark statement.
- Cumulative mark statement is issued from second semester.
- CGPA will be mentioned in final semester.



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GRADE AND GRADE POINT

Range of Marks	Grade	Grade Point
90 - < 100	O	9.0 -< 10.0
80 - < 90	E	8.0 -< 9.0
70 - < 80	D	7.0 -< 8.0
60 - < 70	A	6.0 -< 7.0
50 - < 60	B	5.0 -< 6.0
40 - < 50	C	4.0 -< 5.0
Less than 40 (UG)	NC	0
Less than 50 (PG)	NC	0

RESULT CLASSIFICATION

CGPA	Classification of Final Result
9. -< 10	I Class - Outstanding *
7.5 -< 9	I Class - Distinction *
6 -< 7.5	I Class
5 -< 6	II Class
4.0-<5.0	III Class



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*only for the candidates who have passed in the first appearance in the prescribed semester of the course of study.

- Cumulative Grade Point Average (GCPA) = ((Sum of Grade Point of the course X Credits) / Total Credits).
- The class obtained by a student will be indicated in the cumulative Marks statement issued to her on successful completion of the course.

14. ISSUE OF PROVISIONAL AND DEGREE CERTIFICATE

- Controller of examination will send the list of successful candidates to the affiliated university and receive the provisional and degree certificates.
- Degree certificates is issued on the day of convocation.

15. REGULATIONS FOR PROGRAMME DURATION / COMPLETION OF PROGRAMME

1. Undergraduate Programmes:

- The undergraduate degree programmes is for three academic years.
- Each academic year is comprises of two semesters (odd and even semesters) typically the odd semester is from June to November and the even semester is from December to April.
- Each semester will have 90 working days (18 weeks / 450 teaching hours).
- The maximum period of completion of UG programme is 5 years (3 + 2 years).
- In exceptional cases like major accidents and child birth an extension of one year be considered beyond maximum period of time.
- After the completion of five years, if a student wishes to continue her studies she has to re register as per the stipulations of the parent university (Annamalai University).



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2. Postgraduate Programmes:

- The two year postgraduate Programmes consist of two academic years. Each academic year is divided into two semesters, typically the first from July to November and the second from December to April. Each semester will have 90 working days (18 weeks).
- The maximum period of completion of PG programme is 4 years (2 + 2 Years).
- There is no extension for PG programme.
- After the completion of four years, if a student wishes to continue her studies she has to re-register as per the stipulations of the parent university (Annamalai University).

Note: The above condition is applicable to the Re-do/ Re-admitted candidates

9. DOCUMENTATION

Maintain comprehensive documentation of all examination-related activities, including:

- Semester plan
- Examination schedules
- Question paper distribution records
- Attendance registers
- Answer scripts
- Question Bank
- Examination results
- Correspondence and communications with stakeholders

V. COURSE ATTAINMENT

16. COURSE ATTAINMENT:



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The Curriculum for all the Programmes of Theivanai Ammal College for Women (Autonomous) were framed according to Outcome Based Education (OBE) and implemented from the academic year 2022-2023 onwards.

Program Outcomes (POs), Program Specific Outcomes (POs) and Course Outcomes (COs) of all Programs and courses are prepared in alignment with college vision, mission and the learning requirements of the students. Course outcomes are mapped with the Program Outcomes and aligned with Bloom's learning levels. Course outcomes are aligned with the teaching pedagogy adopted for each course delivered in class room and it was finalized through department course teachers.

After mapping the questions to the course outcomes, it is required to set the reference or the bench mark/threshold for each CO. for example, if it is set to 60%, then all those students will be considered for computation of percentage of CO attainment who has scored greater than or equal to the 60% of maximum marks allocated to that CO. Once the benchmark/threshold is set, then % attainment is computed by counting the number of students who have reached the benchmark.

Measurement of CO attainment

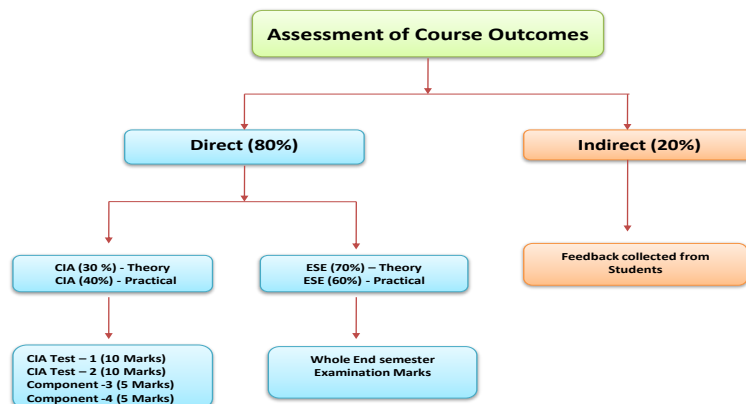
The Course Outcome (CO) is measured through the performance of students in the various assessment tools for the particular course. The first step is to collect the marks obtained by the students in each assessment tool. Also mapping of CO to the question asked is done shown in the sample sheet given below.

Procedure for Course Attainment calculation

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



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A. CO Attainment by Direct Assessment Method

1. Assessment from Continuous Internal Assessment (CIA):

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

2. Assessment from End semester Exam (ESE):

End Semester Examinations for 70% and 40 % of weightage in Theory and practical courses
A threshold of 50% was fixed and based on the threshold; the attainment level for the COs of each Course is calculated.as given below:

Step-I: Data Collection

Step-II: Computation of Percentage of Course Attainment

- Enter the students mark in the given excel format and the total mark for CIA I & CAI II will be calculated automatically based on the formula incorporated in the excel sheet.

Step III: Percentage Calculation for COs



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Mark obtained by the student in CO1

$$\text{Percentage of CO1} = \frac{\text{Mark obtained by the student in CO1}}{\text{Total mark allotted for CO1}} \times 100$$

Step IV: Attainment for CO1

Based on the percentage obtained in CO1, the CO1 attainment is calculated as

Level 1 (Low) : 40% students getting 50% marks

Level 2 (Medium) : 50% students getting 50% marks

Level 3 (High) : 60% students getting 50% marks

For, Level 1 : 35 (CO1 allotted mark) X 0.4 (50% of 100) = 14

For, Level 2 : 35 (CO1 allotted mark) X 0.5 (50% of 100) = 17.5

For, Level 3 : 35 (CO1 allotted mark) X 0.6 (50% of 100) = 21

Step V: Average for CO1 is obtained by the sum of all the digits divided by total number of values is the CO1 attainment.

$$\text{Average} = \frac{\text{Sum of all values}}{\text{Total number of values}}$$

$$= \frac{3+2+1+3+2+1}{6} = 12 / 6 = 2$$

Step VI: Evaluation Chart (Insert a Table)

Course Outcome	CIA I	CIA II	CIA III	Component III	Component IV	Total	ESE
CO1	2.8					2.8	2.11
CO2	2.8			3		2.9	2.51
CO3		2.94				2.94	2.2
CO4		2.77			3	2.89	1.34



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CO5	2.54	2.54	1.37
Average		2.81	1.91
Weightage (%)		30	70
Internal / ESE		0.84	1.33
Final Attainment		2.17	

Step VII : Final CO Attainment Calculation

Average of total is taken (CIA & ESE Separately).

For CIA I :

CO1 attainment is calculated based on the average of conversion marks scored by the total number of students. This conversion of marks is done by the simple calculation,

$$\frac{\text{Mark scored by the student in CO1}}{\text{Total marks attended in CO1}} \times \text{X Mark allotted for CO1}$$

$$18.5 / 20 \times 35 = 32.4$$

Same can be repeated for CO2, CO3, CO4 & CO5 in CIA I, II & III

For C3 & C4, the attainment can be obtained by the rubric method.

Total: Sum of all the entries and average is taken for consideration & same can be applicable for ESE evaluation.

CIA Attainment

$$\frac{\text{CIA attainment}}{\text{Total CIA average}} \times 0.3 \text{ (Weightage)}$$

$$\frac{2.8+2.9+2.94+2.89+2.54}{5} \times 0.3 = 0.84$$



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ESE Attainment

ESE attainment
_____ X 0.7 (Weightage)
Total ESE average

$$\frac{2.11+2.51+2.2+1.34+1.37}{5} \times 0.7 = 1.33$$

Final attainment; sum of CIA attainment and ESE attainment

(Or)

Final Attainment = CIA Attainment + ESE Attainment

For Clinical Biochemistry

$$\text{Final Attainment} = 0.84 + 1.33 = 2.17$$



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ANDREW SHEET EVALUATION ANALYSIS - ESE

CLASS: BBA 1
SEMESTER: I
SUBJECT: BUSINESS MATHEMATICS

S.No	NAME	MARKS				TOTAL	PERCENTAGE	GRADE
		Q1	Q2	Q3	Q4			
1	ABHIRAM	10	10	10	10	40	100	A
2	ABHIRAM	10	10	10	10	40	100	A
3	ABHIRAM	10	10	10	10	40	100	A
4	ABHIRAM	10	10	10	10	40	100	A
5	ABHIRAM	10	10	10	10	40	100	A
6	ABHIRAM	10	10	10	10	40	100	A
7	ABHIRAM	10	10	10	10	40	100	A
8	ABHIRAM	10	10	10	10	40	100	A
9	ABHIRAM	10	10	10	10	40	100	A
10	ABHIRAM	10	10	10	10	40	100	A
11	ABHIRAM	10	10	10	10	40	100	A
12	ABHIRAM	10	10	10	10	40	100	A
13	ABHIRAM	10	10	10	10	40	100	A
14	ABHIRAM	10	10	10	10	40	100	A
15	ABHIRAM	10	10	10	10	40	100	A
16	ABHIRAM	10	10	10	10	40	100	A
17	ABHIRAM	10	10	10	10	40	100	A
18	ABHIRAM	10	10	10	10	40	100	A
19	ABHIRAM	10	10	10	10	40	100	A
20	ABHIRAM	10	10	10	10	40	100	A
21	ABHIRAM	10	10	10	10	40	100	A
22	ABHIRAM	10	10	10	10	40	100	A
23	ABHIRAM	10	10	10	10	40	100	A
24	ABHIRAM	10	10	10	10	40	100	A
25	ABHIRAM	10	10	10	10	40	100	A
26	ABHIRAM	10	10	10	10	40	100	A
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97	ABHIRAM	10	10	10	10	40	100	A
98	ABHIRAM	10	10	10	10	40	100	A
99	ABHIRAM	10	10	10	10	40	100	A
100	ABHIRAM	10	10	10	10	40	100	A

ASSESSMENT CIA 1 ASSESSMENT CIA 2 ASSESSMENT CIA 3 ASSESSMENT ESE EVALUATION



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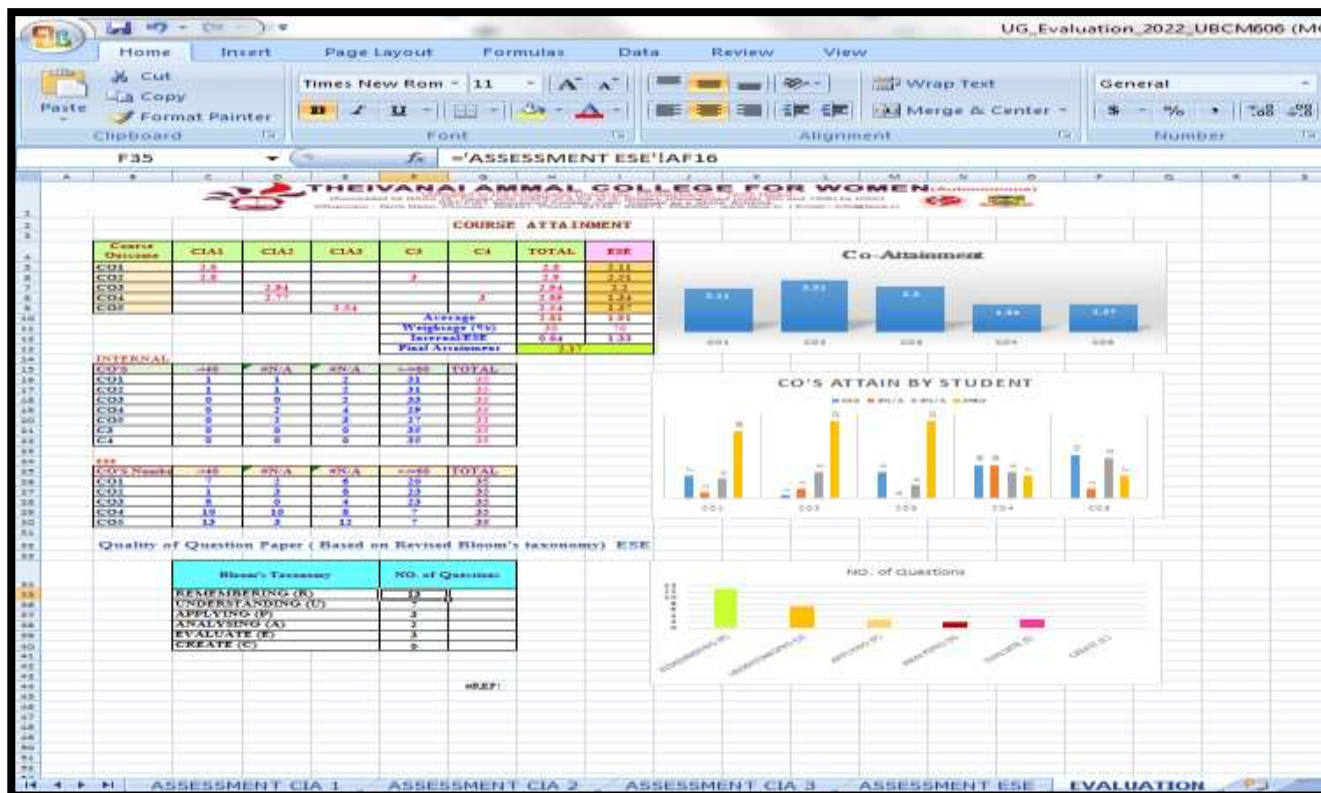
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Rubrics for CO and RBTL Attainment

CO1 - K1, K2

CO2 - K3

CO3 - K4

CO4 - K5

CO5 - K6

- The above-said rubrics illustrates the maximum Cognitive Level assigned to each CO.
- Our LOCF Model calculates CO and RBTL attainment separately. If this linking is not specified clearly it would be difficult for us to distribute Questions and marks unit wise, CO wise and RBTL wise.



EXAM OFFICE

If CO descriptive statements are written as per these rubrics the cognitive level-specific action verbs could be used lavishly.

So in short the understanding is that

- Attainment of K1 and K2 Level from all the units of the Syllabus ensures the attainment of CO1
- Attainment of K3 Level from all the units of the Syllabus ensures the attainment of CO2
- Attainment of K4 Level from all the units of the Syllabus ensures the attainment of CO3
- Attainment of K5 Level from all the units of the Syllabus ensures the attainment of CO4
- Attainment of K6 Level from all the units of the Syllabus ensures the attainment of CO5.

Step VIII :

B. CO Attainment by Indirect Assessment Method

Assessment from Students Feed back

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

Graduate Exit Survey (GES):

Question Asked	Response Received	Satisfaction Number	% of Attainment
	35	28	80

10 Points Scaling System

- A : 8.0 - 10.0
B : 6.0 - 7.9
C : 4.0 - 5.9
D : 0 - 3.9



EXAM OFFICE

Step IX :

Direct Assessment 1: refers to evaluation through internal assessments which majorly include Continuous Internal Assessments (CIA1/CIA2/CIA3) and Internal Assessment components like Assignments, Presentations, quizzes, etc.

Direct Assessment 2: refers to evaluation through End Semester Examination (ESE)

Indirect assessment: refers to the exit feedback survey taken by students/faculty/employers. The exit feedback survey must be taken up before the end of the semester. The exit survey may be based on a marking scheme (1-3) for each CO.

Further steps to follow for the calculation of Course Outcome attainment (COA) level:

1. Assign the attainment level (3 for >80%; 2 for >70%; 1 for >60%) for Direct Assessment 1, Direct Assessment 2, and Indirect Assessment.
2. Attainment based on internal assessment (CIA) = Average of [CIA1 (a) and CIA2 (b)]
3. Direct CO Attainment Level (DA) = 30% CIA + 70% ESE (c)
4. Indirect CO Attainment Level (IA)
5. Finally, Course Outcome Attainment (COA) level = 80% of DA and 20% of IA

Final Course Attainment

Direct Attainment (80%)	Indirect Attainment (20%)	Final Attainment (100%)
58	16	5

On similar basis, the assessment for all courses is carried out



EXAM OFFICE

Table 5: CO – PO / PSO ATTAINMENT:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	1	1
CO2	3	3	2	2	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	2	2	2
CO5	3	3	3	3	3	3
Average	3.0	2.8	2.6	2.2	2.2	2.4
PO/PSO Attainment (COAtXM/3)	2.17	2.02	1.88	1.59	1.59	1.73

RUBRICS FOR COMPONENT III & IV ASSESSMENT

Rubrics are scoring or grading guides used to evaluate the quality of students' work. They are structured that outline the criteria for assessment and the corresponding levels of performance or achievement for each criterion. Rubrics are taken in various forms depending on the nature of the component assigned, subject, and course teacher level. They are commonly used in grading assignments, projects, presentations, essays, and even assessing performances in cultural or sports.

Rubrics effectively enhance the fairness, transparency, and efficiency of the component assessment process for promoting a clearer understanding of expectations for both course teacher and students.



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Table:6 Sample Rubrics for Presentation in Seminars as Component III

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Content	Comprehensive, clear, and well-organized information. Demonstrates deep understanding of the topic.	Mostly clear with adequate information.	Adequate information with some gaps in information	Lacks depth or clarity of information.
Delivery	Engaging, confident, and articulate delivery. Maintains audience engagement throughout.	Mostly clear and confident delivery.	Adequate delivery with minor hesitations.	Lacks engagement confidence, or clarity,
Visuals	Visually appealing, relevant visuals that enhance the presentation.	Mostly relevant visuals that support the presentation.	Adequate use of visuals, some may not enhance presentation effectively.	Visuals are distracting or irrelevant to the presentation.
Time Management	Within time limit and well-paced.	Mostly within time limit with minor deviations.	Slightly exceeds time limit or rushes at the end.	Significantly exceeds time limit, affecting overall presentation.
Overall Impact	Outstanding impact memorable, and leaves a, lasting impression.	Good impact on the audience, but could be more engaging.	Adequate impact on the audience, but lacks memorability.	Little to no impact on the audience.

Points to Remember while framing rubrics

1. Align with Course Outcomes: Ensure that the criteria in the rubric directly relate to the learning objectives of the course.
2. Be Clear and Specific: Provide explicit descriptions for each level of performance to guide grading consistency.
3. Use Measurable Criteria: Make criteria observable and measurable to facilitate fair assessment.
4. Balance Criteria: Include criteria that cover various aspects of the task or assignment.
5. Communicate the Rubric: Share the rubric with students beforehand so they understand the expectations for their work.

VI. REDRESSAL OF GRIEVANCES & BEST PRACTICES

17. EXAMINATION GRIEVANCE REDRESSAL

Theivanai Ammal College for Women (A) has a well structured and dynamic internal examination grievance cell, linking the students with the faculty in the continuous evaluation process. College Exam Committee, Controller of Examinations along with Principal and other



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Teaching, Administrative faculty ensure smooth conduct of the end semester examination (ESE) and continuous internal assessment (CIA). If any grievance occurs it will be immediately considered and redressed. Following mechanism is set to deal with examination related different grievances.

OBJECTIVES:

- Monitor the internal examination process.
- Solve the student's grievances related to CIA and ESE.
- Timely conduction of test / distribution of answer scripts/ issue of mark sheets/ provisional and degree certificate for the needy based on the guidelines.
- Emphasize on prevention of errors rather than controlling through punitive measures

GRIEVANCES RELATED TO CONTINUOUS INTERNAL ASSESSMENT (CIA)

There is complete transparency in the internal assessment. Academic calendar for internal examination is prepared by the Controller of examinations. College Examination Cell monitors internal evaluation process. The student's grievances related to internal examination are solved by College examination committee

- An application is to be submitted by the student to the examination cell in the prescribed form available in the exam cell / download from the students app / college website explaining their grievance.
- The examination cell on going through the application forward it to the Principal.
- The Principal in consultation with committee, solve the grievance and make the remark on the application which then comes back to the examination department.
- After taking necessary steps, students are informed.
- The process is completely transparent.



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The Examination cell also deals with mistakes/errors related to internal assessment of the students promptly. All internal examinations are conducted adhering to the norms of college. Internal marks are given considering assignment, quiz, oral presentation, poster presentation etc. The system of internal marks is very transparent. The students are given opportunity to redress their grievances concerning internal marks if any. CoE can intervene and seek opinion of another course teacher. The grievances are resolved by showing her performance in the answer sheet or the answer sheet is reassessed by the faculty once again in his/ her presence. Any corrections in the total of marks or assessment of answer are immediately done by the faculty members.

GRIEVANCES RELATED TO END SEMESTER EXAMINATION (ESE)

The grievances related to problem in submission of examination forms and queries related to mistakes in hall tickets and mark sheets regarding name, course name, and programme name are resolved promptly by the CoE by communicating with Principal.

If grievance is related to revaluation of marks, student is supposed to fill revaluation form available in the examination office. Student gets photo copy of answer sheet of the concerned paper. After studying answer sheets, student can apply for verification and revaluation of answer sheet. The result of revaluation is given by the college within 7 days of the application.

GRIEVANCE FORM LINK:

http://www.tacw.in/UserPanel/Grievance_Exam_Form.aspx

18. BEST PRACTICES @ TACW

- 100% Examination Management System through Master soft ERP.
- Transparency in Internal Assessment by distribution of Answer Scripts to the students with Answer Key.



THEIVANAI AMMAL COLLEGE FOR WOMEN (Autonomous)

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- Periodic Continuous Internal Assessments via CIA Test I, CIA Test II, CIA Test III, Component III & Component IV.
- Extra Credit Earning Provision - Online courses, Self study paper, Mini project, Internship, Term paper, Field work / Study survey report, Case study, Experiments.
- Question paper pattern based on OBE based on RBT.
- End Semester Exam Question Bank in the Portal.
- Special provision for Sports/NCC students.
- Publication of Continuous Internal Assessment results through Students app and CIMS portal.
- Transcript with added security features.



OUTCOME BASED EDUCATION (OBE)

S. No	Content	Page No
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2	Introduction to Outcome Based education	3
3	Implementing OBE Framework of College	4
4	Programme Outcomes, Programme Specific Outcomes & Course Outcomes	4
5	Course Attainment and Programme Attainment	34
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OUTCOME BASED EDUCATION (OBE)

EMBRACING OBE FOR EMPOWERING WOMEN @ THEIVANAI AMMAL COLLEGE:

Outcome-Based Education (OBE) is an educational approach that emphasizes defining desired learning outcomes first and then designing teaching and assessment methods to achieve the outcomes. As Theivanai Ammal College for Women takes pride in empowering women through education, implementing OBE to enhance the quality and relevance of education, preparing students to meet the challenges of a rapidly changing world.

VISION, MISSION, GOALS AND QUALITY POLICY OF THE COLLEGE

VISION

To Empower Rural Women through Quality and Global Education for the purpose of serving the Humanity with Social Responsibility and Leadership Commitment.

MISSION

To empower young women from rural areas with emphasis on Academic Excellence and Holistic Development to face the challenges of life with courage and commitment, to be builders of humane and just society with value orientation and to contribute to the process of Nation Building.

GOALS

- To promote academic excellence
- To form women of character
- To make students employable
- To sensitize students to serve for community development
- To develop effective leadership qualities

QUALITY POLICY

Our thrust is on the social empowerment of women through quality education, which enables the transformation of aspiring young girls into confident women.

INTRODUCTION TO OBE:



OUTCOME BASED EDUCATION (OBE)

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance (i.e. outcomes) at different levels. It has been framed based on the feedback collected and in adherence to affiliating university, accreditation agency, guidance and conduction meetings with the stake holders.

The outcome based education system, also referred to as standard based education and has proven to be a success in helping institutions to measure the learning outcomes and at the same time enabling students to develop new skills that prepare them to stand out with their global counterparts. This document gives an overview of the OBE then followed by the ways of achieving the outcome based education. The process of defining the PO & PSO based on vision and mission of the college and then defining the course outcomes. The COs are mapped to POs and through defined procedure CO & PO attainment is calculated.

The OBE comes in the form of competency-based learning standards and outcomes-based quality assurance monitoring. It is being recognized as the most important educational component of societies with knowledge based economy and designed to achieve the predefined learning outcomes. OBE starts with a clear picture of what a student should be able to do, design the curriculum, teaching-learning process. OBE model facilitates Continuous Quality Improvement (CQI) of educational institutions.

OBE specifies identification of the primary outcomes from education. This is done at different levels starting from Program Outcomes, Program Specific Outcomes to Course Outcomes. The purpose is to spell out what the learner will be able to do after a Program and after each course in the Program. Anderson's Blooms Taxonomy was used to familiarize the trainees with the process of OBE. The short terms program envisaged imparting inputs on design of outcomes, delivery of the syllabi as well as mapping of attainment of Outcomes.

Defining Programme Outcomes (PO) and Programme Specific Outcomes (PSO):

Program Outcomes (POs):

Program Outcomes describe, what students are expected to know and be able to do by the time they graduate from a particular academic program. These outcomes are typically aligned with the goals and objectives of the program and reflect the knowledge, skills, and attitudes that students should have acquired. Program Outcomes are often formulated to meet accreditation standards and may encompass a wide range of abilities, including disciplinary knowledge, critical thinking, communication skills, ethical behavior, and lifelong learning skills.



OUTCOME BASED EDUCATION (OBE)

Program Specific Outcomes (PSOs):

Program Specific Outcomes are a subset of Program Outcomes that are more focused and specific to a particular specialization or concentration within the program. While Program Outcomes apply to all students in the program, PSOs are tailored to the specific needs and objectives of a particular track or option within the program. PSOs may reflect specialized knowledge, skills, or competencies that are unique to a particular area of study or career path. They provide a more detailed description of the expected learning outcomes for students following a specific curriculum pathway.

OBJECTIVES OF THE OBE

- To facilitate student - centric teaching and learning process in the institution.
- To create and maintain a quality learning experiences that lead to attainment of the PEOs, POs, PSOs and COs.
- To impart and reveal the graduate attributes focused on by the college.
- To frame COs, POS, PSOs in alignment with vision and mission statement of the college.
- To define course outcomes as per classification of RBTL that reflect higher order thinking skills of cognitive domain in terms of global competencies for the sustainable future.
- To adopt multiple and tailored assessment tools that suit the students of diverse nature and measures the learning outcomes/ performances.
- To assess the Total Quality Management of the college and initiate a wide concept for the quality enrichment and enhancement initiatives.
- To practice Continuous Quality Improvement (CQI) on real time basis through reviews, feedbacks, gap analysis and corrective measures.

BENEFITS OF OUTCOME BASED EDUCATION:

Student – Centric Approach:

OBE puts students at the center of the learning process. It helps identify their strengths, weaknesses,



OUTCOME BASED EDUCATION (OBE)

and interests, enabling a personalized learning experience for each student.










Clarity in Learning Objectives:

By defining specific learning outcomes, faculty members can create clear and measurable goals for each course, ensuring a focused and coherent curriculum.

Enhancing Employability:

OBE aligns the curriculum with the needs of industries and employers. It equips students with practical skills and knowledge, making them more employable upon graduation.

KEY COMPONENTS OF OBE

-  Vision and Mission of the College
-  Vision and Mission of the Department
-  Programme Outcomes (POs)
-  Programme Specific Outcomes (PSOs)
-  Course Outcomes (COs)
-  Graduate Attributes (GAs)
-  Course Attainment (CA_t)
-  CO-PO Mapping
-  Programme Attainment (PA_t)

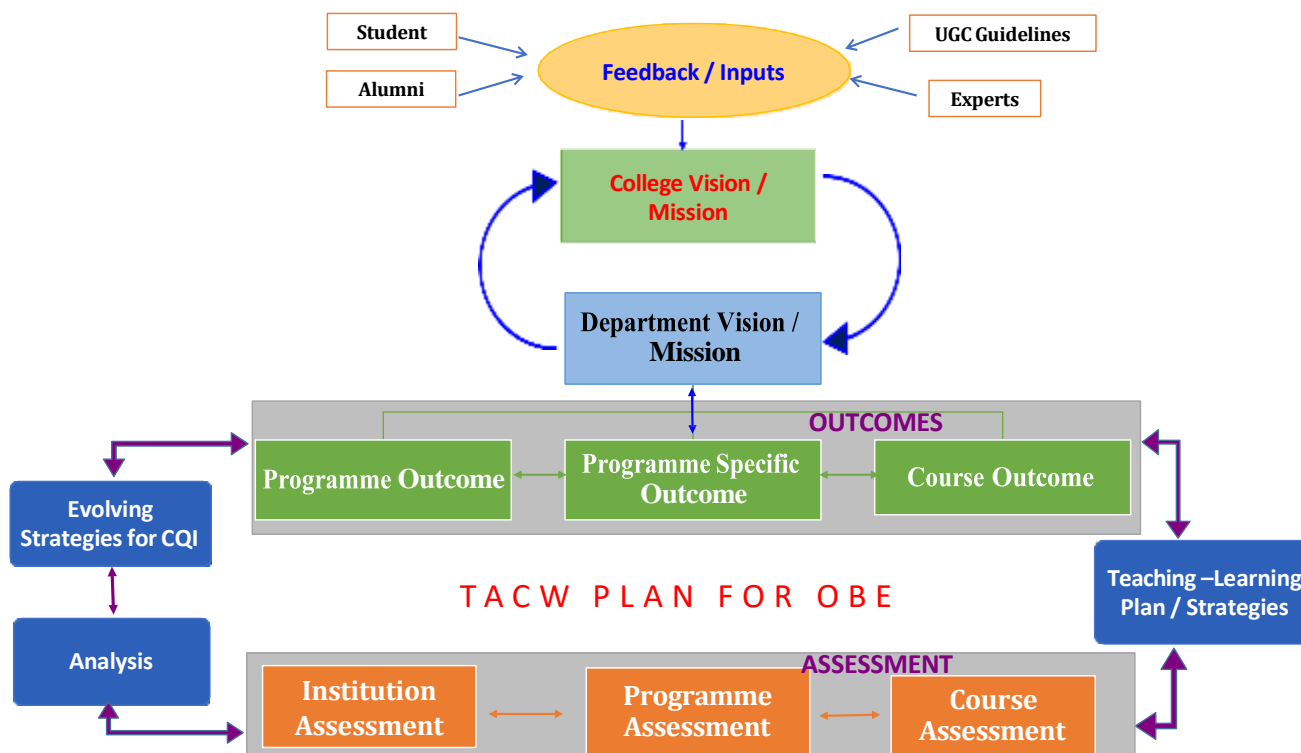
OBE - MAPPING OF COURSE OUTCOMES

Mapping course outcomes ensures that the content, teaching methods, and assessments are all working cohesively towards achieving the intended learning objectives, fostering a clearer understanding of what students are expected to achieve by the end of the course.

TACW OUTCOME BASED EDUCATION FLOW CHART



OUTCOME BASED EDUCATION (OBE)



GRADUATE ATTRIBUTES

In Outcome-Based Education (OBE), graduate attributes refer to the specific qualities, skills, knowledge, and attitudes that students are expected to possess upon completion of their educational program or degree. These attributes go beyond academic knowledge and encompass a broader set of competencies that prepare graduates for success in their careers and as active members of society.

In this context, the college prepares the curriculum framework based on the basis that every student or graduate should have her own characteristics in terms of learning levels and experiences, life experiences, learning styles and approaches to shape their future career based actions. The graduate attributes of TACW reflect disciplinary knowledge and understanding, generic skills, including global competitiveness all students in different academic fields of study should acquire and demonstrate. The characteristic graduate attributes are as follows and they are reflected in PO & PSO statements (minimum of 6 and maximum of 8 GA).

- **Domain knowledge & Skills:**

Graduates will demonstrate a deep understanding of their field of study and possess the necessary technical skills relevant to their discipline.



OUTCOME BASED EDUCATION (OBE)

▪ **Effective Communication Skills:**

Proficiency in oral, written, and digital communication, enabling effective interaction with diverse audiences in various contexts.

▪ **Critical thinking & Problem solving:**

Ability to analyze information critically, evaluate arguments, solve complex problems, and make informed decisions, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

▪ **Research skills:**

Establish a sense of inquiry and capability for asking relevant/ appropriate questions, problematising, synthesizing and articulating; Ability to define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, ability to plan, execute and report the results of an experiment or investigation.

▪ **Team work:**

Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

▪ **Scientific reasoning:**

Ability to analyze interprets and draws conclusions from quantitative/qualitative data; and critically evaluates ideas, evidence and experiences from an open-minded and reasoned perspective.

▪ **Information/digital literacy:**

Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

▪ **Self-directed learning:**

Ability to work independently, identifies appropriate resources required for a project, and manage a project through to completion.

▪ **Multicultural and Global competence:**



OUTCOME BASED EDUCATION (OBE)

Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

▪ **Moral and ethical awareness/reasoning:**

Understanding of ethical principles and demonstrating professional conduct, integrity, accountability in their field and truthful actions in all aspects of work.

▪ **Leadership readiness/qualities:**

Demonstrating leadership qualities, taking initiative, and being proactive in addressing challenges or opportunities and inspiring team members to engage with the vision, and be able to manage projects, teams, and resources effectively.

▪ **Adaptability and Lifelong learner:**

Ability to adapt to changing environments, embrace lifelong learning, and acquire new knowledge and skills as needed throughout their careers.

▪ **Innovation and Entrepreneurship qualities:**

Graduates should have the ability to identify opportunities, think innovatively, generate new ideas and apply creative solutions to complex problems. They also able to develop themselves as independent / self-reliant from tailor teaching to a range of different scenarios and educational contexts through entrepreneurship programmes.

PROGRAMME EDUCATIONAL OUTCOMES (PEO)

PEO1: To produce Graduates with the ability to think critically, analyze information, and solve problems effectively across various disciplines within the arts and sciences.

PEO2: To produce Graduates with strong written, oral, and visual communication skills, enabling them to express ideas clearly and coherently across diverse audiences.

PEO3: To produce Graduates with an understanding and appreciation of diverse cultures, societies, and global issues, fostering a sense of empathy and global citizenship.

PEO4: To produce Graduates with an ability to recognize ethical issues and demonstrate responsible behavior, considering the impact of their actions on society, the environment, and their respective



OUTCOME BASED EDUCATION (OBE)

fields.

PEO5: To produce Graduates with the capacity and motivation for lifelong learning, adapting to new technologies, and acquiring new skills to thrive in evolving professional environments.

PROGRAMME SPECIFIC OUTCOMES (PO)

UNDERGRADUATE GENERAL DEGREE PROGRAMMES

PO1: Domain Knowledge: A deep understanding of the core concepts, theories, and practices within the chosen field of study.

Provision in Course Profile: 1. Part III: Core papers – Theory & Practical

PO2: Critical Thinking: The ability to analyze and evaluate information critically, make reasoned judgments, and solve problems effectively.

Provision in Course Profile: 1. Part III: Core papers – Theory & Practical 2. Allied papers Theory & Practical 3. Part IV: Non-Major Electives

PO3: Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

Provision in Course Profile: 1. Part I: Language 2. Part II: English

PO4: Research, Ethical and Professional Responsibility: Ability to conduct research, gather relevant information, and apply critical thinking to solve problems or explore new ideas. Understanding of professional ethics and responsibilities within the field, including societal and environmental impacts.

Provision in Course Profile: Part III: Core papers: Theory & Practical and Project.

PO5: Teamwork and Collaboration: The capability to work effectively in diverse teams, demonstrating respect for others' contributions and working towards common goals.

Provision in Course Profile: Part III Group Project, Part V Extension and Assessment Components.

PO6: Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

Provision in Course Profile: 1. Part V: Value Education 2. Part III: Core & Major Optional papers- Women oriented, Recent Trends based courses.



OUTCOME BASED EDUCATION (OBE)

PO7: Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

Provision in Course Profile: 1.Part V: Extension Activities- Environmental Science

PO8: Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

Provision in Course Profile: 1.Part III: Core/Major – Project/ Self - Study paper 2. NPTEL/FOSS- Online courses

PO9: Economic Independence & Employability Potential: Acquire the ability to be involved in economically sustainable employment opportunity and inculcate entrepreneurial abilities.

Provision in Course Profile: 1. Part VI - Certificate & Diploma Courses, Part III-Skill based courses.

POST GRADUATE GENERAL DEGREE PROGRAMMES

PO1: Advanced Subject Mastery: Demonstrate a comprehensive and advanced understanding of the specialized field of study, including its theories, methodologies, and current trends.

Provision in Course Profile: Core / Major Courses

PO2: Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

Provision in Course Profile: Core / Major Courses

PO3: Professional Development and Leadership: Enhanced leadership qualities and professional development skills, including project management, team leadership, and strategic decision-making.

Provision in Course Profile: Core courses Assessment Components III & IV

PO4: Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

Provision in Course Profile: 1. Value Education Courses 2. Celebration of National festivals

PO5: Ethical and Social Responsibility: Understanding and application of ethical principles within the specialized field, considering social and global implications of professional practice.

Provision in Course Profile: PG Service learning course



OUTCOME BASED EDUCATION (OBE)

PO6: Research Proficiency: Ability to conduct independent research, design experiments, gather and analyze data, and draw meaningful conclusions based on rigorous investigation.

Provision in Course Profile: 1. PG Project 2. Research Methodology course

PO7: Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

Provision in Course Profile: Core / Major courses

PO8: Adaptability and Innovation: Ability to adapt to rapidly changing environments, integrate new technologies, and innovate within the field of study.

Provision in Course Profile: PG Project

PO9: Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

Provision in Course Profile: 1.Core/Major papers 2.Compulsory Project

RESEARCH PROGRAMMES - M.Phil. & Ph.D.

PO1: Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

Curricular Provision: Core/Major papers

PO2: Patriotism & Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

Non-Curricular Provision: Celebration of national festivals



THEIVANAI AMMAL COLLEGE FOR WOMEN (Autonomous)

(Affiliated to the Annamalai University, Chidambaram - Tamil Nadu)

(Accredited by NAAC (3rd Cycle) with CGPA of 3.2/4 at 'A' Grade), (Recognized under 2(f) and 12(B) by UGC)

DST-FIST Sponsored College under 'College as a whole' Scheme.

Vilupuram - Tamil Nadu, Pincode:- 605401, Phone:- 04145 - 259674, Website:- www.taow.in | Email:- info@taow.in



OUTCOME BASED EDUCATION (OBE)

PO3: Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

Curricular Provision: Research Methodology

PO4: Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

Non-Curricular Provision: Study Circle & Research based paper presentation on & off campus mode.

PO5: Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological change.

Curricular Provision: Research Projects

PROGRAMMES SPECIFIC OUTCOMES (PSOs)

DEPARTMENT OF TAMIL

PROGRAMME SPECIFIC OUTCOMES (PSO) – BA TAMIL

PSO No.	On completion of this programme, the students will be able to
PSO-1	தமிழ் இலக்கியம் மற்றும் இலக்கணங்களின் வளம் சீ நிலலகலள அறிந்F ககIIள்வர்.
PSO-2	தமிழர் வரலIIற்றிலனயும் பண் பIIட்டிலனயும் புரிந்F ககIIள்வர்.



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OUTCOME BASED EDUCATION (OBE)

- PSO-3 இலக்கியம் வழி கண்டறிந்த கநறிகலள வாழ்வியல் கபாருத்திப் பாரசுக்கும் திறலனப் கபறுவர்.
- PSO-4 தமிழியல் கூறுகின்ற கமய்லமகலளக் காரண காரிய அடிப்படையில் பகுத்தாய் வர்.
- PSO-5 தமிழ் இலக்கியம் முன் கமாழிகின்ற கசந்கநறிகலள மதிப்பிட்டு ஆராயும் திறன் கபறுவர்.
- PSO-6 தமிழ் இலக்கிய வலகலமகலள கற்றுக்கதளிந் புத்திலக்கியங் கலளப் பலடக்கும் திறன் மற்றும் பணி வாய்ப்பிலன கபறும் திறன் கபறுவர்.

PROGRAMME SPECIFIC OUTCOMES (PSO) – MA TAMIL

- PSO No.** **On completion of this programme, the students will be able to**
- PSO-1 தமிழ் இலக்கியம் மற்றும் இலக்கண ககாள்லககலள அறிந் ககாள்வர்.
- PSO-2 தமிழர் வரலாறு மற்றும் பண் பாட்டிலன ககாட்பாடுகள் அடிப்படையில் புரிந் ககாள்வர்.
- PSO-3 இலக்கியம் வழி கண்டறிந்த வாழ்வியல் கநறிகலள சமுதாயத்தில் நலடமுலறப்படுத் அல்ல கபாருத்திப்பாரசுக்கும் திறலனப் கபறுவர்.
- PSO-4 தமிழியல் கூறுகின்ற கமய்லமகலளக் காரண காரிய அடிப்படையில் பகுத்தாய்வர்.
- PSO-5 தமிழ் இலக்கியம் முன் கமாழிகின்ற கசந்கநறிகலள மதிப்பிட்டு ஆராயும் திறன் கபறுவர்.
- PSO-6 தமிழ் இலக்கிய வலகலமகலள கற்றுக்கதளிந் புத்திலக்கியங் கலளப் பலடக்கும் திறன் மற்றும் பணி வாய்ப்பிலன கபறும் திறன் கபறுவர்.

DEPARTMENT OF ENGLISH

PROGRAMME SPECIFIC OUTCOMES (PSO) – BA ENGLISH



OUTCOME BASED EDUCATION (OBE)

- PSO. No** **On completion of the programme, the students will be able to**
- PSO-1 Understand literary texts and theoretical framework of literature.
- PSO-2 Apply the theoretical and communication knowledge of different theories in English Learning and Teaching.
- PSO-3 Compare the cultural context of different nations through literature.
- PSO-4 Acquire employability skills to excel in literary and media professions.
- PSO-5 Critique the socio-political and environmental inequalities.
- PSO-6 Develop a research skill through project and present their independent ideas effectively.

PROGRAMME SPECIFIC OUTCOMES (PSO) – MA ENGLISH

- PSO. No** **On completion of the programme, the students will be able to**
- PSO-1 Acquaint with the historical and conceptual understanding of literature from 16th century to 21st century.
- PSO-2 Categorize the major trends, ideas and genres of the different ages of literature.
- PSO-3 Interpret the classical literary text and its rich translation.
- PSO-4 Improve the pronunciation skills through phonetics and linguistics terms.
- PSO-5 Defend equalities in all sectors of literature such as race, age and gender and practice them in real life.
- PSO-6 Create their own idea of complex nature of literary studies and apply them in their original world research framework.

DEPARTMENT OF BUSINESS ADMINISTRATION

PROGRAMME SPECIFIC OUTCOMES (PSO) – BBA

- PSO No.** **On completion of the Programme, the students will be able to**
- PSO-1 Understand and remember the concepts of various disciplines of management, economics, accounting, marketing, finance, human resource and corporate governance.
- PSO-2 An ability to apply conceptual foundations of management to solve practical decision-making problems.



OUTCOME BASED EDUCATION (OBE)

- PSO-3 Execute technical competence in domestic and global business through the study of various dimensions in the field of business studies.
- PSO-4 Develops overall personality through proper education skill enhancement courses & inculcate human values.
- PSO-5 Creating the ability to understand the impact of managerial decisions on global economic and environmental context.
- PSO-6 Acquire Entrepreneurial traits start to manage their own innovative business successfully.

DEPARTMENT OF COMMERCE PROGRAMME SPECIFIC

OUTCOMES (PSO) – B.COM

- PSO No.** **On completion of the programme, the students will be able to**
- PSO-1 Understand and acquire knowledge on various concepts in the discipline of Commerce
- PSO-2 Develop business skills, positive attitude to meet the expectation of the industry at the national and global level.
- PSO-3 Apply the statutory regulations that govern business of corporate sectors.
- PSO-4 Discover the business opportunities to create and manage social innovations for sustainable entrepreneurship.
- PSO-5 Adapt to rapidly changing environment with learned knowledge and skills and become socially responsible citizen.
- PSO-6 Build a professional career and/or further higher education in the specified areas of specialization.

PROGRAMME SPECIFIC OUTCOMES (PSO) – M.COM

- PSO No.** **Upon completion of the Programme, the students will be able to**
- PSO-1 Understand the advanced theories, methodologies, and current trends within the specialized field of study.
- PSO-2 Identify underlying assumptions that frame thinking and actions in commerce-related scenarios, demonstrating the ability to recognize implicit beliefs influencing decision-making.
- PSO-3 Apply advanced project management skills to successfully plan, execute, and evaluate complex business projects within the commerce domain.



OUTCOME BASED EDUCATION (OBE)

- PSO- 4 Analyze and critically assess issues of social concern related to commerce, including economic disparities, ethical business practices, and corporate social responsibility.
- PSO-5 Evaluate and critically assess the application of ethical principles within the specialized field of commerce, considering the complexities of business decision-making
- PSO-6 Design and develop independent research projects and strategies, to get an employability in the field of commerce and industry.

PROGRAMME SPECIFIC OUTCOMES (PSO) – B.COM (CA)

- PSO No.** **Upon completion of the programme, the students will be able to**
- PSO-1 Understand the operative systems fundamental knowledge of software commonly used in academic and professional environments.
 - PSO-2 Develop business skills, positive attitude to meet the expectation in the industry at the national and global level.
 - PSO-3 Apply the statutory regulations that govern business of corporate sectors.
 - PSO-4 Discover e- business opportunities to create and manage social innovations for sustainable e- entrepreneurship and become socially responsible citizen. .
 - PSO-5 Adapt to recent office automation with computers and computer software applications
 - PSO-6 Build a professional career and/or further higher education in the specified areas of specialization.

DEPARTMENT OF MATHEMATICS

PROGRAMME SPECIFIC OUTCOMES (PSO) – B.SC MATHEMATICS

- PSO No.** **On completion of the Programme, the students will be able to**
- PSO-1 Understand the fundamentals of Pure and Applied Mathematics and think possibilities for problems and find alternate solutions.
 - PSO-2 Demonstrate mathematical thoughts and ideas clearly and concisely to others by effective communication
 - PSO-3 Apply Mathematics in real life situations aiming at service to the society.



OUTCOME BASED EDUCATION (OBE)

- PSO-4 Analyze mathematical systems utilizing rich experiences that encourage independent, nontrivial, constructive exploration in mathematics.
- PSO-5 Determine professional and ethical responsibility that has an impact on their higher studies and Professional career.
- PSO-6 Develop sound mathematics knowledge to take competitive exams and get placed

PROGRAMME SPECIFIC OUTCOMES (PSO) – M.SC MATHEMATICS

PSO No. On completion of the Programme, the students will be able to

- PSO-1 Gain knowledge an advanced models and methods of Mathematics.
- PSO-2 Understand the societal and ethical responsibilities of the professionals in their respective discipline.
- PSO-3 Inculcate the habit of self-learning throughout life, through self- paced and self- directed learning aimed at personal development.
- PSO-4 Create awareness to become an enlightened citizen with commitment to deliver one's responsibilities within the scope of bestowed rights and privileges
- PSO-5 Deduct deep and advanced learning on topics in pure and applied mathematics, empowering the students to do research.
- PSO-6 Create the proficiency for the preparation of National level Competitive Examination

DEPARTMENT OF PHYSICS

PROGRAMME SPECIFIC OUTCOMES (PSO) – B.SC PHYSICS

PSO No On completion of this programme, the students will be able to

- PSO-1 Understand the core knowledge in Physics, including the major premises of Classical Mechanics, Electricity and Magnetism and Modern Physics.
- PSO-2 Develop proficiency in mathematics derivatives and the mathematical concepts needed for a proper understanding of Physics.



OUTCOME BASED EDUCATION (OBE)

- PSO-3 Apply advanced tools, equipments and laboratory skills in Physics experiments draw logical conclusions and interpret the results into a research report.
- PSO-4 Enhance their oral and written scientific communication, and will prove that they can think critically and work independently.
- PSO-5 Adapt physics concepts to solve simple problems in electronic devices and perform jobs in the relevant field.
- PSO-6 Establish themselves in research and technology through mini project, projects, working models, demonstrations, etc.,

PROGRAMME SPECIFIC OUTCOMES (PSO) – M.SC PHYSICS

- PSO No** **On completion of this programme, the students will be able to**
- PSO-1 Articulate fundamental and advance concepts, principles and processes underlying physical phenomena in different branches of physical sciences.
 - PSO-2 Perform the calculations in theoretical physics using qualitative and quantitative reasoning including sophisticated mathematical techniques.
 - PSO-3 Comprehend, design and construct electronic circuits, Develop the experimental and data analysis skills through a wide range of lab experiments.
 - PSO-4 Analyze and interpret data collected using appropriate methods, including the use of suitable software and customized worksheets, and relating the conclusions to relevant theories of physics
 - PSO-5 Conduct independent study to discover and review research articles, select a research topic, strategize, execute and report findings for research projects.
 - PSO-6 Evaluate the role of Physics in enhancing the life of the people and involve in community building activities.

DEPARTMENT OF CHEMISTRY

PROGRAMME SPECIFIC OUTCOMES (PSO) – B.SC CHEMISTRY

- PSO No** **On completion of this programme, the students will be able to**
- PSO-1 Understand the fundamental concepts in Organic, Inorganic, Physical, Theoretical, Nano, Bioinorganic, Polymer and Forensic Chemistry.
 - PSO-2 Identify and Estimate the component of organic and Inorganic chemical using classical and modern methods, and to determine the physical properties of compounds.



OUTCOME BASED EDUCATION (OBE)

- PSO-3 Predict the structures of compounds, separate and characterize them and understand the mechanism of reactions of chemical compounds and their synthesis through Practical & Project.
- PSO-4 Apply chemical techniques relevant to academia and industry, generic skills and global competencies to complete the competitive World
- PSO-5 Demonstrate importance of Advanced Material, pharmaceutical Drug and polymer material and Devise chemical processes with Green approach in Society needs.
- PSO-6 Develop problem solving abilities for successful career in pharmaceuticals, chemical industry, teaching, research, environmental monitoring, product quality, consumer goods industry, food products, cosmetics industry etc.

PROGRAMME SPECIFIC OUTCOMES (PSO) – M.SC CHEMISTRY

PSO No **On completion of this programme, the students will be able to**

- PSO-1 Understand the specialized chemical reactions and their mechanisms to design new synthetic pathway.
- PSO-2 Design and synthesize new compounds, which have potential applications in Industry and Medicine.
- PSO-3 Carry out experiments and analysis in the area of organic analysis, estimation, separation, inorganic semi micro analysis.
- PSO-4 Deduce the structure of compounds using various characterization techniques
- PSO-5 Acquire to synthesize, separate and characterize compounds using laboratory and instrumentation techniques.
- PSO-6 Build new research oriented skills to maintain their competence and to allow them to contribute to the advancement of knowledge
- PSO-7 Adopt to qualify in competitive exams and developed theoretical and become successful career in chemistry.

DEPARTMENT OF BIOCHEMISTRY

PROGRAMME SPECIFIC OUTCOMES (PSO) – B.SC BIOCHEMISTRY

PSO No. **On completion of this programme, students will be able to**

- PSO-1 Understand fundamental principles and concepts of biochemistry, including the structure and function of biomolecules present in living cells.



OUTCOME BASED EDUCATION (OBE)

- PSO-2 Acquire proficiency in laboratory techniques commonly used in biochemistry, including cell biology, chromatography, spectroscopy, biochemical analysis etc.,
- PSO-3 Inculcate the basic concepts of Biochemistry, fundamental biochemical Principles and their applications in a systematic, methodological and scientific, evidence-based process.
- PSO-4 Relate the applications of biochemistry in biotechnology and pharmaceutical industries, including the development of new drugs and biotechnological processes in securing a successful career and pursue higher studies.
- PSO-5 Communicate scientific ideas and findings effectively through written reports, oral presentations, and other forms of scientific communication.
- PSO-6 Develop problem solving and analytical skills through case studies, research projects, experimentation, internship, experiential learning and hands-on-experience.

PROGRAMME SPECIFIC OUTCOMES (PSO) – M.SC BIOCHEMISTRY

- PSO No.** **On completion of this programme, students will be able to**
- PSO-1 Acquire in-depth knowledge in courses like cell biology, enzymology, biotechnology, metabolism, endocrinology, immunology, genetics, genetic engineering and clinical biochemistry.
- PSO-2 Detect various disorders and identify the defect in the metabolic pathways and evaluate solutions for metabolic disorders by applying the knowledge of metabolism.
- PSO-3 Undertake biochemical experiments using classical and modern instruments of biochemistry & molecular biology, record and interpret the results, draw conclusions.
- PSO-4 Explore the leadership skills to manage projects in multidisciplinary and interdisciplinary courses and develop skills beyond the syllabus as an individual to become a successful entrepreneur through PG Service learning.
- PSO-5 Instill knowledge and awareness on professional ethics, bioethical and health issues, intellectual property rights and become life-long learner through professional courses such as IPR, biosafety and bioethics
- PSO-6 Develop research experience by identifying the problem, analyse, interpret and draw conclusions on social cause through innovative PG project in adherence to ethical standards.

DEPARTMENT OF COMPUTER SCIENCE

PROGRAMME SPECIFIC OUTCOMES (PSO) – B.SC COMPUTER SCIENCE

- PSO No.** **On completion of this programme, students will be able to**



OUTCOME BASED EDUCATION (OBE)

- PSO-1 Understand the fundamental principles and theories of computer science, including algorithms, data structures, programming languages, and computer architecture
- PSO-2 Create proficiency in multiple programming languages and software development tools to design, implement, and test software solutions
- PSO-3 Apply problem-solving skills and critical thinking to analyze and Knowledge for developing server based Languages such as Node.js, PHP, ASP.NET/C#, Python etc.
- PSO-4 Analyze the principles of computer security and adhere to ethical and professional standards in computer science, including issues related to intellectual property, privacy, and social responsibility.
- PSO-5 Develop software projects in teams to collaborate and demonstrate effective communication and project management skills based on emerging technologies such as cloud Computing, Big data, and Artificial intelligence, Internet of things, and apply them to solve real-world problems.
- PSO-6 Demonstrate the ability to learn and adapt to new technologies and tools, and engage in lifelong learning to stay current in the field of computer science.

PROGRAMME SPECIFIC OUTCOMES (PSO) – B.SC INFORMATION TECHNOLOGY

- PSO No.** **On completion of this programme, students will be able to**
- PSO-1 Understand and apply fundamental principles of Information Technology, including computer systems, networks, and software development
- PSO-2 Acquire analytical and problem solving skills and to develop proficiency in programming languages, database management, and web development to design and implement IT solutions to solve the real world problems
- PSO-3 Demonstrate knowledge and skills in areas such as cyber security, data analytics, and cloud computing to ensure the security and efficiency of IT systems and Information sharing and retrieval for the usage of Applications
- PSO-4 Apply project management principles and practices to effectively plan, execute, and manage IT projects.
- PSO-5 Evaluate the efficiency and effectiveness of different Computational solutions and adhere to ethical and professional standards in information technology,
- PSO-6 Design, develop and test software systems for world-wide network of computers to provide solutions to real world problems and engage in lifelong learning in the field of Information Technology

PROGRAMME SPECIFIC OUTCOMES (PSO) – M.SC COMPUTER SCIENCE

- PSO No.** **On completion of this programme, students will be able to**



OUTCOME BASED EDUCATION (OBE)

- PSO-1 Understand the advanced computing technology and to develop creative applications and innovative solutions to the complex problems.
- PSO-2 Develop strong analytical skills, critical thinking and experimental skills in various programming languages and to conduct independent research and apply advanced research methodologies to investigate and solve complex problems in computer science
- PSO-3 Create professional development in the fields of IT to develop effective software solutions needed for the government organizations and industrial areas.
- PSO-4 Design and develop advanced software systems, technology skills, and application tools using cutting-edge technologies and programming languages
- PSO-5 Apply analytical thinking, programming approaches, and contextual knowledge to address changing societal and technological challenges, while assessing and fulfilling responsibilities relevant to computer science problems.
- PSO-6 Investigate Research Gaps, Analyze and Carry out Research in the Specialized/Emerging trends of Computing Technologies and engage in lifelong learning in the field of Computer Science.

PROGRAMME SPECIFIC OUTCOMES (PSO) – BCA

PSO No. Upon completion of the Programme , the students will be able to

- PSO-1 Understand and develop a strong foundation in computer applications concepts, including programming languages, algorithms, computer networks, database management, and software engineering.
- PSO-2 Identify the system solutions using suitable computing techniques leading to propulsion towards employability.
- PSO-3 Communicate effectively in both technical and non-technical stakeholders and collaborate a team environment and leadership skills, and they will present their ideas, solutions and project outcomes in a clear and concise manner.
- PSO- 4 Apply computational methods, proficiency in programming languages and tools for solving real- time Problems.
- PSO- 5 Develop professional practices in the field of Computer Applications in adherence to ethical standards.
- PSO- 6 Demonstrate the ability to learn and adapt to emerging technologies and tools, and engage in lifelong learning in the field of computer applications.

DEPARTMENT OF PSYCHOLOGY PROGRAMME SPECIFIC OUTCOMES (PSO) – B.SC PSYCHOLOGY



OUTCOME BASED EDUCATION (OBE)

PSO No. Upon completion of the Programme , the students will be able to

- PSO-1 Identify the major historical frameworks that shaped the development of psychology, including Structuralism, Functionalism, Behaviorism, and Psychoanalysis.
- PSO-2 Understand the psychological processes influencing human behavior and develop critical thinking skills enhances one's comprehension of the cognitive mechanisms that shape individuals' actions and reactions.
- PSO-3 Apply key psychological concepts, theoretical perspectives, and by carrying out hands-on activities and showcasing how these ideas are applied in real-world situations.
- PSO- 4 Analyze the essence of human values by critically examining acts of social commitment, and assess the development of professional ethics and responsibilities.
- PSO- 5 Evaluate the behavioral concepts in both laboratory settings and real-life situations.
- PSO- 6 Develop and acquire skills in psychological assessment and Progress on the career path of higher studies, psychological services in the community, and research.

DEPARTMENT OF JOURNALISM & MASS COMMUNICATION

PROGRAMME SPECIFIC OUTCOMES (PSO) – BA JMC

PSO No. Upon completion of the Programme , the students will be able to

- PSO-1 Recall the fundamental core concepts, theories, key terminology, historical milestones and practices within journalism and mass communication.
- PSO-2 Understand and interpret media content and diverse perspectives critically.
- PSO-3 Apply their skills to connect people, ideas, books, media, and technology, thereby contributing to meaningful and impactful communication.
- PSO- 4 Examine professional ethics and responsibilities within the field.
- PSO- 5 Determine the skills in assessing and enhancing teamwork and collaboration within diverse media environments.
- PSO- 6 Generate original and engaging video materials and life-long learning within the ever-evolving socio-technological landscape.

DEPARTMENT OF CLINICAL NUTRITION & DIETETICS

DIETETICS PROGRAMME SPECIFIC OUTCOMES (PSO) – B. SC CND



OUTCOME BASED EDUCATION (OBE)

PSO No.	On completion of this programme, the students will be able to
PSO-1	Acquire knowledge and skills related to the management of food services, including menu planning, food safety, and quality control.
PSO-2	Recognize the importance of continuous learning and professional development in the rapidly evolving field of clinical nutrition and dietetics.
PSO-3	Demonstrate ethical behavior and effective communication skills in interactions with clients, colleagues, and other stakeholders.
PSO-4	Apply research methods to critically evaluate scientific literature and incorporate evidence-based practices into nutritional assessment and intervention.
PSO-5	Assess the nutritional status of individuals across the lifespan using appropriate tools and techniques.
PSO-6	Design and implement therapeutic diet plans for individuals with various health conditions, taking into consideration their medical history, cultural preferences, and lifestyle.

DEPARTMENT OF COSTUME DESIGN & FASHION DESIGN

PROGRAMME SPECIFIC OUTCOMES (PSO) – B.SC CDF

PSO No.	On completion of this programme, the students will be able to
PSO-1	Understand the basic concepts of textile and fashion to adapt to our daily life and the role of costume design and effectively communicate character traits through costume choices.
PSO-2	Demonstrate proficiency in sketching, pattern making, and garment construction techniques, and professionalism, time management, and organizational skills in the execution of costume design projects.
PSO-3	Apply knowledge of historical and cultural influences to create authentic and accurate costumes and managing projects in the areas of design, manufacture, marketing and entrepreneurship in the apparel industry environment.
PSO-4	Utilize various materials, fabrics, and textiles to create innovative and visually appealing designs and empowering women to meet global challenges
PSO-5	Develop skills in costume fitting, alteration, and maintenance to ensure costumes fit properly and withstand the demands of a production in costume design and fashion technology to become a successful fashion designer in a garment industry.
PSO-6	Recognize the importance of continuous learning and adaptability in the ever-evolving field of textile and fashion design, considering technological advancements and skill innovation.

COURSE OUTCOMES (CO)



OUTCOME BASED EDUCATION (OBE)

1. Defining Learning / Course Outcomes:

OBE starts by clearly defining what students are expected to learn and achieve. These outcomes are specific, measurable, achievable, relevant, and time-bound (SMART). They often encompass knowledge, skills, attitudes, and values.

2. Alignment with Goals and Standards:

Course outcomes are aligned with broader educational goals, institutional mission statements, and industry or professional standards. They ensure that what is taught aligns with what is expected in the field or discipline.

3. Measurable and Observable Objectives:

Course outcomes in OBE are often framed using action verbs that signify observable behaviors, allowing for assessment and evaluation of student learning. Verbs like "analyze," "synthesize," "evaluate," and "apply" are commonly used to describe these outcomes.

4. Focus on Competencies:

OBE emphasizes the development of competencies rather than just the delivery of content. It's about enabling students to demonstrate their abilities, applying knowledge to real-world situations.

5. Assessment and Evaluation:

OBE emphasizes continuous assessment and evaluation to determine whether students are achieving the specified outcomes. Assessment methods are aligned with the learning outcomes, allowing instructors to measure the extent to which students have attained the desired competencies.

6. Adaptive Teaching Strategies:

Instructors often adapt their teaching methods, materials, and approaches based on ongoing assessment data to support students in achieving the outcomes.

7. Student-Centered Approach:

OBE encourages a student-centered approach, focusing on individual learning needs and fostering a deeper understanding of the material.

8. Collecting Feedback:

Feedback mechanisms are crucial in OBE. They allow instructors to provide feedback to students on their progress and also enable curriculum improvement based on the assessment.

9. Continuous Improvement:

OBE involves a cycle of assessment, analysis of results, and subsequent improvements in



OUTCOME BASED EDUCATION (OBE)

teaching and learning strategies. This iterative process aims to enhance the effectiveness of the educational experience continually.

10. Action Verbs Used for Course Outcomes: RBT

Bloom's Taxonomy aimed to structure the educational objectives and cognitive processes involved in learning. Over time, the taxonomy underwent revisions to better reflect modern educational practices, resulting in the Revised Bloom's Taxonomy.

The key components of the Revised Bloom's Taxonomy include:

- Remembering :Recall facts and basic concepts.
- Understanding : Grasp the meaning, interpret, and explain ideas.
- Applying :Use acquired knowledge in new situations or contexts.
- Analyzing :Break down information into parts and understand relationships.
- Evaluating :Make judgments about the value of ideas or materials.

Hierarchy of Cognitive Processes:

The framework consists of six hierarchical levels that categorize cognitive processes from lower-order to higher-order thinking. These levels are often depicted as a pyramid: Each level is conceptually different. The six levels are remembering, understanding, applying, analyzing, evaluating, and creating. Bloom's Taxonomy is frequently used in writing the course outcomes as it provides a readymade structure and list of action verbs. All levels of Bloom's taxonomy of thinking skills can be incorporated into expected learning outcome statements. Recently, Anderson and Krathwohl (2001) adapted Bloom's model to include language that is oriented towards the language used in expected learning outcome statements. A summary of Anderson and Krathwohl's revised version of Bloom's taxonomy of critical thinking is provided in Figure below:



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Lower Order Thinking Skills

Based on Bloom's taxonomy of critical thinking, Lower Order Thinking Skills have three levels. They are Remembering, Understanding and Applying.

Higher-order thinking skills

The higher-order thinking skills include Analyzing, Evaluating, and Creating. It consist of complex thinking that achieves more than the basic recall of facts. Higher-order thinking skills enable students to retain information learned, and apply problem-solving solutions to real world problems.

The sample list of action words that can be used when creating the expected student learning outcomes related to critical thinking skills in a course.



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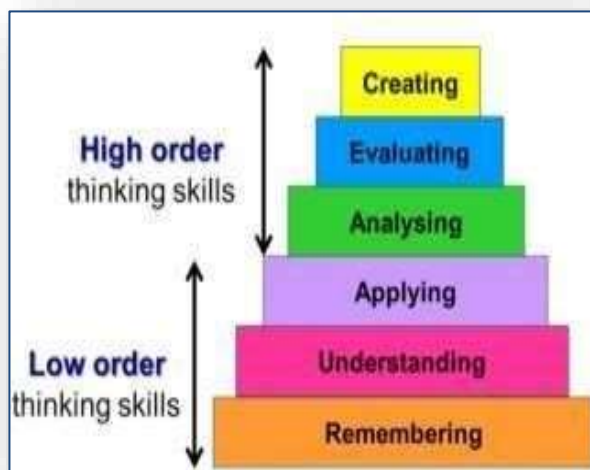


Table : 1 Sample Action Verbs

Cognitive Process	Lower Order of Thinking (LOT)			Higher Order of Thinking (HOT)		
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
Bloom's Definition	Recall the basic facts and basic concepts by recognizing, listing, describing, retrieving, naming, finding	Explain ideas or concepts by organizing, comparing, interpreting, giving, descriptions, and stating main ideas	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	Breaking information's into parts to explore understandings and relationships by comparing, organizing, deconstructing, finding	Justify the decisions or course of actions by making judgments about information, validity of ideas, or quality of work based on asset of criteria	Generate new ideas, products or ways of viewing things by combining elements in new pattern or proposing alternative solutions
Verbs	1.1 Choose 1.2 Define 1.3 Find	2.1 Classify 2.2 Compare 2.3 Contrast	3.1 Apply 3.2 Build 3.3 Choose	4.1. Analyze 4.2 Assume 4.3 Categorize	5.1 Agree 5.2 Appraise 5.3 Assess	6.1 Adapt 6.2 Build 6.3 Change



OUTCOME BASED EDUCATION (OBE)

1.4 How	2.4 Demonstrate	3.4 Construct	4.4 Classify	5.4 Award	6.4 Choose
1.5 Lable	2.5 Explain	3.5 Develop	4.5 Compare	5.5 Choose	6.5 Combine
1.6 List	2.6 Extend	3.6 Experiment with	4.6 Conclusion	5.6 Compare	6.6 Compile
1.7 Match	2.7 Illustrate	3.7 Identify	4.7 Construct	5.7 Conclude	6.7 Compose
1.8 Name	2.8 Infer	3.8 Interview	4.8 Discover	5.8 Criteria	6.8 Construct
1.9 Omit	2.9 Interpret	3.9 Make use of	4.9 Dissect	5.9 Criticize	6.9 Create
1.10 Recall	2.10 Outline	3.10 Model	4.10 Distinguish	5.10 Decide	6.10 Delete
1.11 Relate	2.11 Relate	3.11 Organize	4.11 Divide	5.11 Deduct	6.11 Design
1.12 Select	2.12 Rephrase	3.12 Plan	4.12 Examine	5.12 Defend	6.12 Develop
1.13 Show	2.13 Show	3.13 select	4.13 Function	5.13 Determine	6.13 Discuss
1.14 Spell	2.14 Summarize	3.14 Solve	4.14 Inference	5.14 disprove	6.14 Elaborate
1.15 Tell	2.15 Translate	3.15 Utilize	4.15 Inspect	5.15 Estimate	6.15 Estimate
1.16 what			4.16 List	5.16 Evaluate	6.16 Formulate
1.17 when			4.17 Motive	5.17 Explain	6.17 Happen
1.18 where			4.18 Relationships	5.18 Importance	6.18 Imagine
1.19 which			4.19 Simplify	5.19 Influence	6.19 Improve
1.20 who			4.20 Survey	5.20 Interpret	6.20 Invent
1.21 why			4.21 Take part in	5.21 Judge	6.21 Make up
			4.22 Test for	5.22 Justify	6.22 Maximize
			4.23 Theme	5.23 Mark	6.23 Minimize
				5.24 Measure	6.24 Modify
				5.25 Opinion	6.25 Original
	5.26 Perceive	6.26 Originate			
	5.27 Prioritize	6.27 Plan			
	5.28 Prove	6.28 Predict			
	5.29 Rate	6.29 Propose			
5.30 Recommend	6.30 Solution				
5.31 Rule on	6.31 Solve				
5.33 Support	6.32 Suppose				
5.34 Value	6.33 Test				
		6.34 Theory			



OUTCOME BASED EDUCATION (OBE)

Processes to maintain Quality of the Course Outcomes

- After the allotment of course (subject) by the department, the expected learning outcomes from the course has to be identified i.e. what knowledge or skills from this course students has acquired to perform well in the future. Prepare a list of learning outcomes.
- With reference to the list the list, the most important learning outcomes has to be checked. Identify 4 to 5
- most important learning outcomes from the course using the action verbs of RBTL.
- It has to be related to the skills, knowledge, and behavior that students has to acquire through the course.
- The most important outcomes identified against the list of program outcomes has to be checked stated the by UGC.

- ✓ Check, how many are on the list of key competencies of program outcomes?
 - ✓ Revise the existing COs based on feedback collected from stakeholders during the cycle of Curriculum Revision



Points to Remember While Framing Course Outcome Statements:

- ✓ For the first year theory courses, while writing the COs, Use Blooms Level 1 to Level 4.



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- ✓ For the second and third year theory courses, while writing the COs, Use Blooms Level 1 to Level 6.
- ✓ For PG courses while writing the COs, Use Blooms Level 1 to Level 6.
- ✓ For the laboratory courses, while writing COs, Use Blooms Level 1 to Level 6.
- ✓ For mini-project and major projects, while writing Cos extend up to Blooms Level 6. This will highly helpful for CO-PO attainment.

Process of fixing course outcomes

Based on the analysis of the curriculum and alignment with program outcomes, instructors or curriculum developers identify the specific learning objectives that are essential for students to achieve through the course.

These learning objectives serve as the foundation for defining course outcomes.

Course outcomes are not fixed in stone; they can be revised and refined over time based on feedback, changes in the curriculum. Regular review and revision ensure that course outcomes remain current, relevant, and aligned with the goals of the program.

CO-PO Mapping

The college has established a systematic process to map Course Outcomes to Programme Outcomes. This mapping will ensure that each Course Outcome directly contributes to achieving the desired Program Outcomes. It will also facilitate continuous improvement by identifying gaps and areas of strength in the curriculum. Before going for CO-PO mapping, it is essential to know the action verbs used in the PO statements. The table shows the PO with action verbs and corresponding Bloom levels.

- The Course Outcomes should be mapped with at least one of the PO i.e. all POs can be adequately addressed through the selection of core courses and their COs
- When designing the COs, faculty handling the course should map their COs to the appropriate PO in order to ensure that all POs are delivered throughout the period of study.
- COs has to be written for a course and has to cross checked to what extent each of those CO's correlate with the POs.



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CO-PSO Mapping Guidelines

The levels for the COs and PSOs mapping is assigned on a three-point scale and they are depicted in the table:

Table:3 performance Levels

Keywords Used in Writing COs	Mapping Scale	Mapping Level
High correlation expected from student to achieve CO	3	High
Moderate correlation is expected from student to achieve CO	2	Medium
Less correlation from the students to achieve CO	1	Low
No correlation between CO & PO	0	Poor

Table:4 Sample of COs and CO-PSO Mapping

DEVELOPMENT COMMUNICATION UJMM301

COURSE OUTCOMES:

CO. No.	On completion of the course, the students will able to	Bloom's Level
CO-1	Recall and explain the key milestones and historical evolution of development communication, identifying significant events and contributors.	K1, K2
CO-2	Apply the knowledge of communication theories across diverse cultural and socio-economic contexts, recognizing the need for context-specific adaptations.	K3
CO-3	Examine the alignment of NGO goals with community needs and analyse the impact on communication outcomes.	K4
CO-4	Evaluate existing policies and proposed responses to current issues, considering their effectiveness, feasibility, and alignment with societal values.	K5
CO-5	Generate innovative digital storytelling approaches using ICT tools to convey impactful narratives, effectively communicating the human aspects of development challenges.	K6



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CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	1	1	1
CO2	3	2	2	1	1	1
CO3	3	3	1	1	1	1
CO4	3	3	1	1	1	1
CO5	1	2	3	3	3	3

CO
-
PSO

MAPPING

High Correlation : 33%

Medium Correlation : 10%

Low Correlation : 57%

CO - PO MAPPING

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	1	1	1	0
CO2	3	2	2	1	0	1
CO3	2	1	1	1	1	1
CO4	2	3	2	1	1	1
CO5	1	2	3	3	3	3

High Correlation : 23%

Medium Correlation : 08%

Low Correlation : 55%

No Correlation : 14 %



OUTCOME BASED EDUCATION (OBE)

COURSE ATTAINMENT

Course Attainment:

The Curriculum for all the Programmes of Theivanai Ammal College for Women (Autonomous) were framed according to Outcome Based Education (OBE) and implemented from the academic year 2022-2023 onwards.

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) of all Programs and courses are prepared in alignment with college vision, mission and the learning requirements of the students. Course outcomes are mapped with the Program Outcomes and aligned with Bloom's learning levels. Course outcomes are aligned with the teaching pedagogy adopted for each course delivered in class room and it was finalized through department course teachers.

After mapping the questions to the course outcomes, it is required to set the reference or the bench mark/threshold for each CO. for example, if it is set to 60%, then all those students will be considered for computation of percentage of CO attainment who has scored greater than or equal to the 60% of maximum marks allocated to that CO. Once the benchmark/threshold is set, then % attainment is computed by counting the number of students who have reached the benchmark.

Measurement of CO attainment

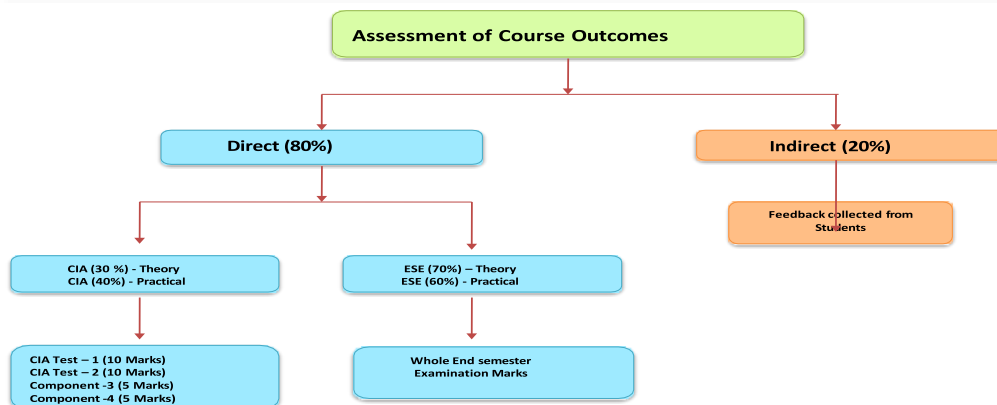
The Course Outcome (CO) is measured through the performance of students in the various assessment tools for the particular course. The first step is to collect the marks obtained by the students in each assessment tool. Also mapping of CO to the question asked is done shown in the sample sheet given below.

Procedure for Course Attainment calculation

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



OUTCOME BASED EDUCATION (OBE)



A. CO Attainment by Direct Assessment Method

1. Assessment from Continuous Internal Assessment (CIA):

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

2. Assessment from End semester Exam (ESE):

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

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

Step-I: Data Collection

Step-II: Computation of Percentage of Course Attainment

- Enter the students mark in the given excel format and the total mark for CIA I & CAI II will be calculated automatically based on the formula incorporated in the excel sheet.

Step III: Percentage Calculation for COs

$$\frac{\text{Mark obtained by the student in CO1 of percentage of CO1}}{\text{Total mark allotted for CO1}} = \frac{\text{-----}}{\text{00}} \times 100$$



OUTCOME BASED EDUCATION (OBE)

Step IV: Attainment for CO1

Based on the percentage obtained in CO1, the CO1 attainment is calculated as Level 1

(Low) : 40% students getting 50% marks

Level 2 (Medium) : 50% students getting 50% marks

Level 3 (High) : 60% students getting 50% marks

For, Level 1 : 35 (CO1 allotted mark) X 0.4 (50% of 100) = 14

For, Level 2 : 35 (CO1 allotted mark) X 0.5 (50% of 100) = 17.5

For, Level 3 : 35 (CO1 allotted mark) X 0.6 (50% of 100) = 21

Step V: Average for CO1 is obtained by the sum of all the digits divided by total number of values is the CO1 attainment.

$$\begin{aligned} & \frac{\text{Sum of all values}}{\text{Total number of values}} = \text{Average} \\ & \frac{3+2+1+3+2+1}{6} = 12 / 6 = 2 \end{aligned}$$

Step VI : Evaluation Chart (Insert a Table)

Course Outcome	CIA I	CIA II	CIA III	Component III	Component IV	Total	ES E
CO1	2.8					2.8	2.11
CO2	2.8			3		2.9	2.51
CO3		2.94				2.94	2.2
CO4		2.77			3	2.89	1.34
CO5			2.54			2.54	1.37
Average						2.81	1.91
Weightage (%)						30	70
Internal / ESE						0.84	1.33
Final Attainment							2.17



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Step VII : Final CO Attainment Calculation

Average of total is taken (CIA & ESE

Separately). For CIA I :

CO1 attainment is calculated based on the average of conversion marks scored by the total number of students. This conversion of marks is done by the simple calculation,

$$\frac{\text{Mark scored by the student in CO1}}{\text{Mark allotted for CO1 Total marks attended in CO1}} \times$$

$$18.5 / 20 \times 35 = 32.4$$

Same can be repeated for CO2, CO3, CO4 & CO5 in CIA I, II & III

For C3 & C4, the attainment can be obtained by the rubric method.

Total: Sum of all the entries and average is taken for consideration & same can be applicable for ESE evaluation.

CIA Attainment

CIA attainment

_____ X 0.3 (Weightage)
Total CIA average

$$\frac{2.8+2.9+2.94+2.89+2.54}{5} \times 0.3 = 0.84$$

ESE Attainment

ESE attainment

_____ X 0.7 (Weightage)
Total ESE average

$$\frac{2.11+2.51+2.2+1.34+1.37}{5} \times 0.7 = 1.33$$



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Final attainment; sum of CIA attainment and ESE attainment

(Or)

Final Attainment = CIA Attainment + ESE Attainment

For Clinical Biochemistry

Final Attainment = 0.84 + 1.33 = 2.17



THEIVANAI AMMAL COLLEGE FOR WOMEN (Autonomous)

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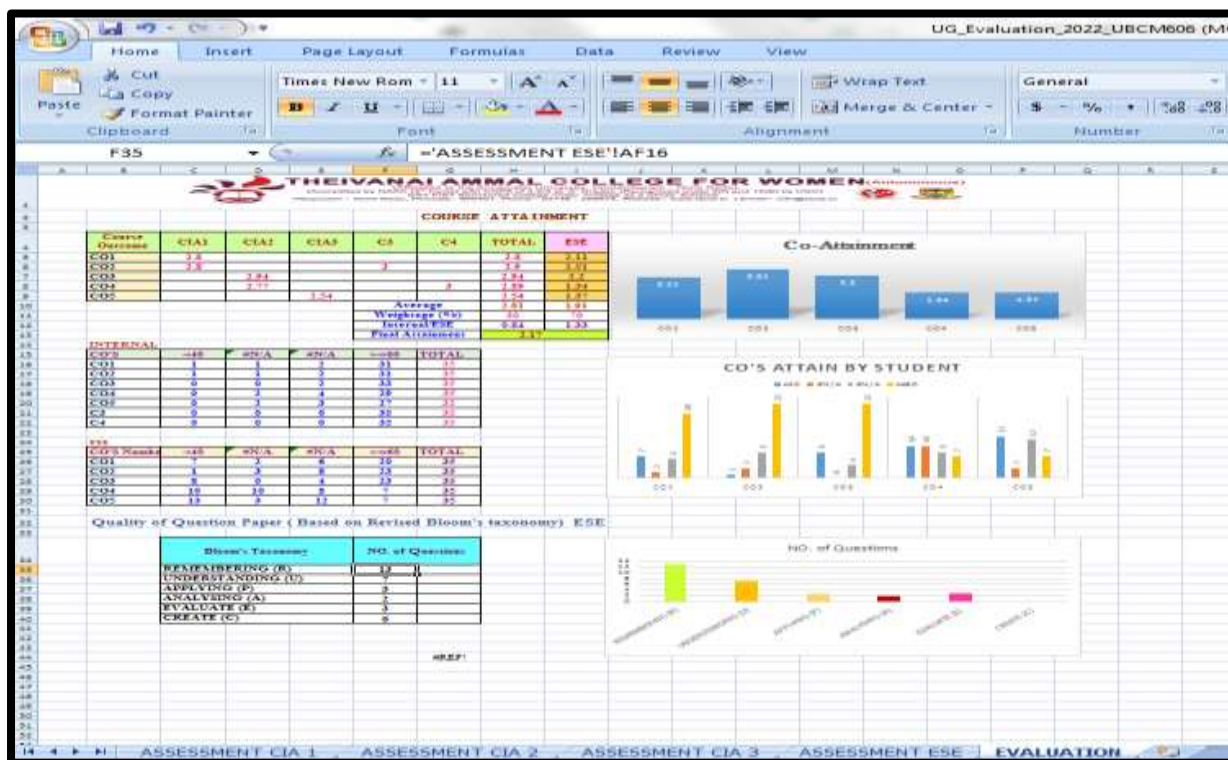
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Rubrics for CO and RBTL Attainment

CO1 - K1, K2

CO2 - K3

CO3 - K4

CO4 - K5

CO5 - K6

- The above-said rubrics illustrates the maximum Cognitive Level assigned to each CO.
- Our LOCF Model calculates CO and RBTL attainment separately. If this linking is not specified clearly it would be difficult for us to distribute Questions and marks unit wise, CO wise and RBTL wise.

If CO descriptive statements are written as per these rubrics the cognitive level-specific action verbs could be used lavishly.

So in short the understanding is that



OUTCOME BASED EDUCATION (OBE)

- Attainment of K1 and K2 Level from all the units of the Syllabus ensures the attainment of CO1
- Attainment of K3 Level from all the units of the Syllabus ensures the attainment of CO2
- Attainment of K4 Level from all the units of the Syllabus ensures the attainment of CO3
- Attainment of K5 Level from all the units of the Syllabus ensures the attainment of CO4
- Attainment of K6 Level from all the units of the Syllabus ensures the attainment of CO5.

Step VIII :

B. CO Attainment by Indirect Assessment Method Assessment

from Students Feed back

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

Graduate Exit Survey (GES):

Question Asked	Response Received	Satisfaction Number	% of Attainment
	35	28	80

10 Points Scaling System

A : 8.0 - 10.0

B : 6.0 - 7.9

C : 4.0 - 5.9

D : 0 - 3.9

Step IX :

Direct Assessment 1: refers to evaluation through internal assessments which majorly include Continuous Internal Assessments (CIA1/CIA2/CIA3) and Internal Assessment components like Assignments, Presentations, quizzes, etc.

Direct Assessment 2: refers to evaluation through End Semester Examination (ESE)

Indirect assessment: refers to the exit feedback survey taken by students/faculty/employers. The exit feedback survey must be taken up before the end of the semester. The exit survey may be based on a marking scheme (1- 3) for each CO.

Further steps to follow for the calculation of Course Outcome attainment (COA) level:



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1. Assign the attainment level (3 for >80%; 2 for >70%; 1 for >60%) for Direct Assessment 1, Direct Assessment 2, and Indirect Assessment.
2. Attainment based on internal assessment (CIA) = Average of [CIA1 (a) and CIA2 (b)]
3. Direct CO Attainment Level (DA) = 30% CIA + 70% ESE (c)
4. Indirect CO Attainment Level (IA)
5. Finally, Course Outcome Attainment (COA) level = 80% of DA and 20% of IA

Final Course Attainment

Direct Attainment (80%)	Indirect Attainment (20%)	Final Attainment (100%)
58	16	5

On similar basis, the assessment for all courses is carried out Table 5: CO –

PO / PSO ATTAINMENT:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	1	1
CO2	3	3	2	2	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	2	2	2
CO5	3	3	3	3	3	3
Average	3.0	2.8	2.6	2.2	2.2	2.4
PO/PSO Attainment (COAtXM/3)	2.17	2.02	1.88	1.59	1.59	1.73

RUBRICS FOR COMPONENT III & IV ASSESSMENT

Rubrics are scoring or grading guides used to evaluate the quality of students' work. They are structured that outline the criteria for assessment and the corresponding levels of performance or achievement for each criterion. Rubrics are taken in various forms depending on the nature of the component assigned, subject, and course teacher level. They are commonly used in grading assignments, projects, presentations, essays, and even assessing performances in cultural or sports.

Rubrics effectively enhance the fairness, transparency, and efficiency of the component assessment process for promoting a clearer understanding of expectations for both course teacher and students.



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Table:6 Sample Rubrics for Presentation in Seminars as Component III

Criteria	Excel lent (4)	G oo d (3)	Fa ir (2)	Needs Improv ement (1)
Content	Comprehensive, clear, and well-organized information. Demonstrates deep understanding of the topic.	Mostly clear with adequate information.	Adequate information with some gaps in information	Lacks depth or clarity of information.
Delivery	Engaging, confident, and articulate delivery. Maintains audience engagement throughout.	Mostly clear and confident delivery.	Adequate delivery with minor hesitations.	Lacks engagement confidence, or clarity.,
Visuals	Visually appealing, relevant visuals that enhance the presentation.	Mostly relevant visuals that support the presentation.	Adequate use of visuals, some may not enhance presentation effectively.	Visuals are distracting or irrelevant to the presentation.
Time Management	Within time limit and well-paced.	Mostly within time limit with minor deviations.	Slightly exceeds time limit or rushes at the end.	Significantly exceeds time limit, affecting overall presentation.



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Overall Impact	Outstanding impact memorable, and leaves a lasting impression.	Good impact on the audience, but could be more engaging.	Adequate impact on the audience, but lacks memorability.	Little to no impact on the audience.
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Points to Remember while framing rubrics

1. Align with Course Outcomes: Ensure that the criteria in the rubric directly relate to the learning objectives of the course.
2. Be Clear and Specific: Provide explicit descriptions for each level of performance to guide grading consistency.
3. Use Measurable Criteria: Make criteria observable and measurable to facilitate fair assessment.
4. Balance Criteria: Include criteria that cover various aspects of the task or assignment.
5. Communicate the Rubric: Share the rubric with students beforehand so they understand the expectations for their work.

TACW – OBE COMMITTEE

Head of the Institution / Principal	:	Chairperson
Controller of Examination	:	Coordinator
Dean of Academics / IQAC Coordinator	:	Coordinator
Dean (NAAC) & Dean (R)	:	Member

Functions of OBE Committee

The Outcomes-Based Education (OBE) Committee of the college plays several crucial roles aimed at implementing, monitoring, and ensuring the effectiveness of outcomes-based education within the institution. It also serves as a focal point for fostering a culture of continuous improvement and ensuring that the institution's educational programs align with the desired outcomes.

The functions of an OBE Committee comprises of

Curriculum Development and Review:

- Designing, revising, and aligning the curriculum with the desired learning outcomes (Course Outcomes, Program Outcomes, etc.).



OUTCOME BASED EDUCATION (OBE)

- Ensuring that the curriculum reflects industry needs, societal demands and accreditation standards.

Outcome Definition and Mapping:

- Defining and articulating clear learning outcomes for each course and program.
- Mapping and aligning these outcomes to accreditation requirements and the institution's vision, mission and goals.

Assessment and Evaluation:

- Developing assessment strategies, tools, and methods to measure student achievement of learning outcomes.
- Analyzing assessment data to evaluate the attainment of outcomes and identify areas for improvement.
- Faculty Training and Development:
 - Providing training and support to faculty members on implementing OBE principles and methodologies.
 - Facilitating workshops or professional development sessions on assessment techniques, outcome design, and teaching strategies aligned with OBE.

Monitoring and Quality Assurance:

- Monitoring the implementation of OBE practices across courses and programs.
- Conducting periodic reviews and audits to ensure alignment with outcomes and continuous improvement.

Stakeholder Engagement:

- Engaging stakeholders, including students, faculty, administrators, industry representatives, and accrediting bodies, in the OBE process.
- Collecting feedback from stakeholders to improve the effectiveness of outcomes-based education.

Documentation and Reporting:

- Documenting OBE-related activities, assessments, and improvements made within the institution.
- Generating reports on student learning outcomes, assessment results, and progress toward achieving educational objectives for internal and external stakeholders.

Continuous Improvement Initiatives:

- Initiating and overseeing continuous improvement efforts based on assessment findings and feedback. Implementing changes in teaching methodologies, curriculum design, or assessment strategies to enhance learning outcomes.



OUTCOME BASED EDUCATION (OBE)

ABBREVIATIONS AND DEFINITIONS

Abbreviations

Expansion

Definition

OBE

Outcome Based Education

It is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance (i.e. outcomes) at different levels.

P

Programme

It refers to a structured set of courses, learning experiences, and activities designed to achieve specific educational objectives or outcomes. For Ex. B.Sc Chemistry, BA English., B.Com etc.

Gas

Graduates Attributes

They are the components indicative of the graduate's potential to acquire competence to practice at the appropriate level. Gas form a set of individually assessable outcomes of the programme.

PO

Programme Outcomes

PO are broader statements that encompass the knowledge, skills, and attributes that students are expected to acquire by the time they complete an entire academic program, such as a degree program. Pos reflect the overall educational objectives of the program and outline the overarching learning goals. These outcomes are achieved through the collective completion of various courses and experiences within the program.

PSO

Programme Specific Outcomes



OUTCOME BASED EDUCATION (OBE)

They are detailed statements that describe the specific knowledge, skills, abilities, or attributes that students are expected to possess upon completing a particular specialization or concentration within an academic program. PSOs are tailored to the unique objectives and requirements of a specific track, option, or focus area within the broader program.

CO Course Outcomes

It refers to specific, measurable statements that articulate what students are expected to know, understand, or be able to do by the end of a particular course. These outcomes are designed to align with the content and goals of that specific course. Cos focus on the immediate and targeted learning objectives within a course and serve as a guide for designing curriculum, assessments, and instructional methods.

COAt Course Attainment

It refers to the extent to which students achieve the intended learning outcomes or objectives of a specific course. It involves assessing and measuring how well students have mastered the knowledge, skills, or competencies outlined in the Course Outcomes (Cos).

R Rubrics

They are scoring tools that outline specific criteria for assessing student work and performance. They provide a structured way to evaluate and grade assignments, projects, or assessments by breaking down the criteria for success into different levels or categories.



OUTCOME BASED EDUCATION (OBE)

CQI

Continuous Quality Improvement

It is an ongoing process that focuses on enhancing products, services, processes, or systems within an organization. It involves systematic and incremental changes aimed at improving efficiency, effectiveness, and overall quality. CQI is rooted in the philosophy that there's always room for improvement and that small, continuous changes can lead to significant advancements over time.

RBTL

Revised Bloom's Taxonomy Level

It is an updated and refined version of the original taxonomy developed by Benjamin Bloom in the 1950s. This revised version, often referred to as the "Revised Bloom's Taxonomy," was created by a group of educators led by Anderson and Krathwohl in the early 2000s. It redefined the original cognitive domain into a more modern and comprehensive framework.



ADVANCED & SLOW LEARNERS POLICY

The TACW is committed to continually enhancing and expanding students' learning potential by inspiring faculty members to embrace innovative teaching methodologies. The institute motivates faculty to blend traditional and modern teaching methods, including audio-visual aids like PowerPoint presentations, videos, infographics and other mind mapping resources. This approach sustains student engagement and enhances concept comprehension effectively.

INTRODUCTION

The college articulates its commitment to support both advanced achievers and better performance of slow learners. By providing guidelines for teachers to identify and implement strategies, the policy aims to enhance the academic and personal growth of all students, regardless of their learning pace.

OBJECTIVES

- Identify both advanced and slow learners within the class.
- Provide support and continuous follow-up to meet the specific needs of both groups.
- Facilitate academic improvement and foster the development of successful career paths for all students.

SLOW LEARNER

The Slow Learner Policy aims to ensure that students who require additional assistance in their academic journey receive the necessary support and resources to reach their full potential. If a student's performance score falls below 40% in Internal Assessment, they are identified as slow learners. Faculty mentors provide ongoing support and closely monitor their progress, maintaining regular communication with students. Through frequent interactions, mentors strive to address any obstacles hindering the students' learning process. Further, mentor will communicate with the parents and also inform them about the report after the completion of each assessment test.



ADVANCED & SLOW LEARNERS POLICY

Identification Process:

- Slow learners will be identified by the respective class in-charges of each batch based on their performance in internal (CIA) and external (ESE) examinations.
- Specifically, students who score less than 40% of the class average marks in at least half of the total subjects for the current academic year are classified as slow learners.

Support Mechanisms:

- Remedial Classes: These are conducted for both theory and practical sessions to provide additional support and clarification on challenging topics. Providing lecture notes and course material as simplified and easy understanding.
- Individual academic counseling is provided by the respective subject teachers.
- A student helpdesk is available for personalized assistance and counseling, allowing students to approach teachers at any time for clarification of doubts.
- Class coordinators organize student study groups to facilitate peer-to-peer learning and collaboration.
- Assignments and Solving Question Papers: Students are given assignments and encouraged to solve question papers from the last three years, with solutions provided to aid in their preparation and understanding of exam patterns.
- Tutoring Hour: This involves incorporating an additional one-hour slot into the weekly timetable dedicated to problem-solving sessions, revision, or extra sessions to address any learning gaps or provide supplementary instruction as needed.

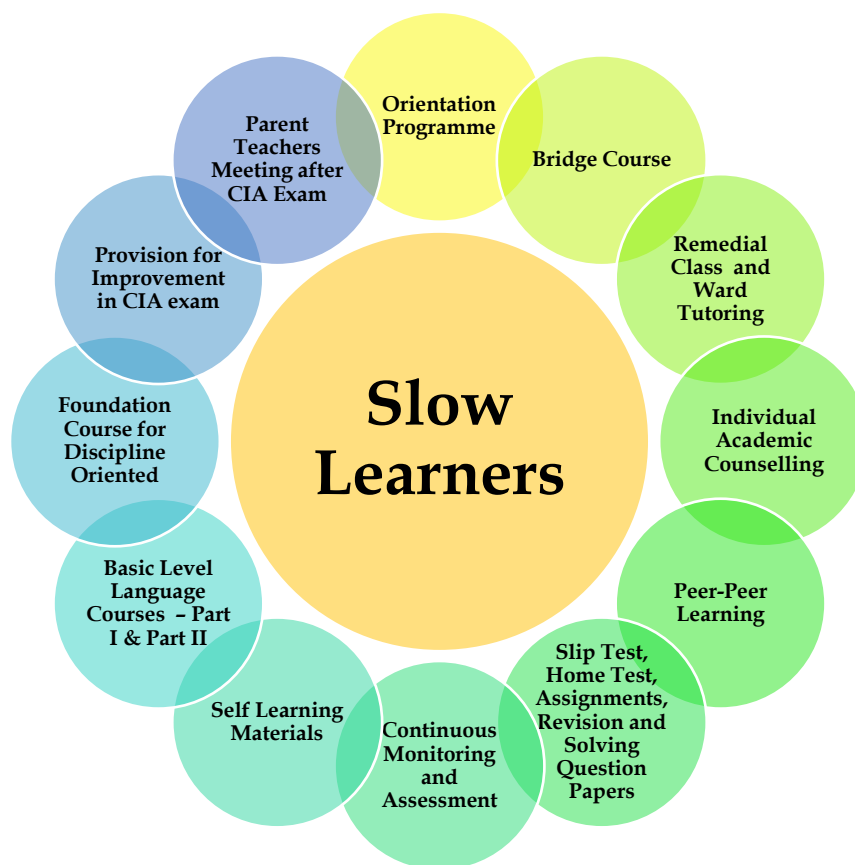
Progress Monitoring and Evaluation:

- **Ongoing Assessment:** Continuous monitoring and assessment will be conducted to track students' progress and adjust support strategies accordingly.
- **Regular Reviews:** Individualized Learning Plans (ILPs) will be reviewed periodically to ensure they remain aligned with students' evolving needs and goals.



ADVANCED & SLOW LEARNERS POLICY

- **Data Analysis:** Data collected from assessments and progress reports will be analyzed to identify trends, areas of improvement, and areas requiring further intervention.



ADVANCED LEARNERS

The Advanced Learner Policy aims to recognize and support students who demonstrate exceptional abilities and talents, providing them with opportunities for enrichment and academic advancement. If the performance score of the student in Internal Assessment is above 70%, then the student is considered as advanced learners. Such students are encouraged to participate in advanced learning related activities.



ADVANCED & SLOW LEARNERS POLICY

- Advanced learners are selected to be the committee coordinators of different technical/professional departmental level committees.
- Encouragement to Participate in Seminars/Conferences/Workshops/Technical Events/ Domain specific Entrepreneurial Skills / Start- Up etc.
- Encouragement to complete NPTEL/SWAYAM courses
- Providing platform to become the part of Industry sponsored Internship/Research Work/Publication.
- Guiding the students for Competitive Examinations.
- Encourage to participate in national level contests and events.

Identify the Advanced Learners

- Advanced learners are those students who are ahead on the learning curve and require advanced technical know-how.
- Advanced learners are students with more than 70% of marks in the total subjects of internal (CIA) and external (ESE) examination in the current academic year.

SPECIAL PROGRAMMES FOR ADVANCED & SLOW LEARNERS

Bridge Course

Every year, a bridge course is conducted for newly admitted students before the commencement of the first semester classes. This Student Induction Programme is aimed to get the students exposed to college

- Bridge courses are typically conducted during the months of June or July, starting from the second day of college reopening.
- During the bridge course, faculty members assess students' strengths, weaknesses, learning levels, and areas of interest.



ADVANCED & SLOW LEARNERS POLICY

Online Courses: Institution runs Add-on course of NPTEL/Spoken Tutorial Local chapter by IIT Bombay. Under this we have add-on courses available for students of all departments.

Value – Added Courses: Value-added courses supplement the academic curriculum, offering students practical skills, career preparation, and personal enrichment. Through diverse offerings like technical training, professional certifications, and soft skills workshops, these courses enhance students' competitiveness and readiness for future endeavors. Flexible delivery methods and industry partnerships ensure students gain practical experience and valuable certifications, fostering lifelong learning habits and equipping them for success in both academic and professional realms.

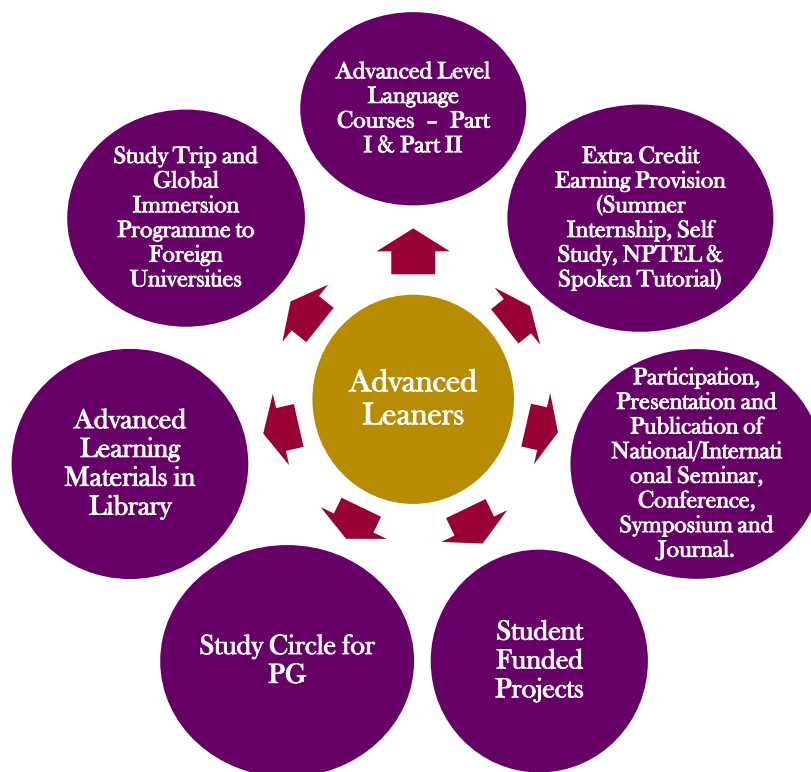
Internships in industry: Institution offers students the opportunity to gain real-world experience through internships in various industries. These internships provide invaluable hands-on learning opportunities, allowing students to apply their theoretical knowledge to practical settings. Through internships, students develop essential skills, expand their professional networks, and gain insights into industry practices.

Research oriented Project works: students engage in research-oriented project works that foster critical thinking, problem-solving skills, and innovation. These projects provide students with hands-on experience in conducting research, and analyzing data

Student Publications: Students at our institution have the opportunity to publish papers based on their undergraduate (UG) and postgraduate (PG) research. This initiative allows students to showcase their academic work, contribute to their field of study, and gain valuable experience in the publication process.



ADVANCED & SLOW LEARNERS POLICY





MENTOR-MENTEE POLICY

INTRODUCTION

The college experience for students is undergoing rapid changes, driven by the increasing pressure to excel academically, and to secure a job, etc. Amidst these challenges, TACW has implemented a Mentor-Mentee system to provide personalized support to its diverse student body. Faculty members are trained to ensure effective mentoring, focusing on academic, social, and career guidance. Through this program, the college aims to empower students to thrive in the face of uncertainty and complexity, fostering their holistic development.

Mentor Mentee Mechanism

While pursuing under undergraduate / Post graduate courses, during the course of her study student needs advice, guidance and mentoring from a mentor. Hence each mentor can be allotted 10 to 20 students as mentee. It is preferable that the same mentor continues for the mentee throughout her course of study in the institution, so that mentor and mentee understand each other during this period and the scheme will be successful. It is preferable the mentor will be from other department of the mentees.

Role of the Mentor

1. Mentor should be a friend, philosopher and guide.
2. Continuously monitor, guide and motivate the mentee in all academic matters.
3. Guiding the mentee in choice of electives, projects, internship, placement, etc.
4. Continuous contact with the parents regarding the mentee's performance in academic, attendance and if there is any abnormal, negative behaviors if any observed by the mentor.
5. Advise students in the career choice and follow up guidance in getting the career of her choice.
6. To identify special values of the mentee and encouraging her to develop.
7. To keep detailed records of the students in academic and other extracurricular activities and continuously monitoring.



MENTOR-MENTEE POLICY

8. To keep detailed information contact no, address etc., about the parents / mentees.
9. To encourage, motivate her before the exam and monitor her preparation.
10. To discuss regarding the exam results and motivate her to perform well and encourage and motivate and provide necessary academic support if her is a slow learner.
11. The mentee can meet the mentor at any time if the situation warrants.
12. The parent can talk to the mentor at any time and also the mentor can talk to the parents at any time if there is necessity.
13. The meeting of mentor, mentee and parent should be recorded in the mentee's diary kept by the mentor.
14. Providing important suggestions to the mentee in her academic and personal issues.
15. To be a positive role model for the mentee.
16. To be a good listener, supportive, patient and flexible.
17. To inspire and motivate the advanced learners (mentee) towards innovation and creativity.
18. Maintain student confidentiality.
19. Offering Psychological support in a parental way.
20. To be familiar with the student's academic and family background.
21. Act as an Institutional Parent.
22. If the mentee is slow learner, the mentor shall act as tutor to the student and help the student to learn without difficult.

Mentee's Role:

1. To respect the mentor.
2. To attend meetings regularly.
3. To share details of her performances in academic, extra-curricular activities, etc with mentors.
4. To seek mentor's advice as and when it is needed.



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MENTOR-MENTEE POLICY

5. To meet the mentor as and when it is required and also to meet the mentor whenever he calls the mentee for advice or follow up.

HoD's & Principal Role:

1. The respective HoD and the Principal should review the working of the mentor system periodically in meeting mentee/ mentor individually, and prepare Action taken report.
2. It is preferable the once or twice in a semester, a specific time may be allotted in the time table to the mentor to meet the mentees.



INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) POLICY

INTRODUCTION

Information and Communication Technology Policy serves as an overarching term encompassing diverse communication technologies, including the internet and digital media, which facilitate access to information and knowledge. The Information and Communication Technology Policy (ICT Policy) represents a comprehensive intent and action plan aimed at leveraging ICT effectively across all institution endeavors. The Institute is dedicated to and actively involved in utilizing ICT to improve administrative efficiency, optimize learning experiences, and foster innovation. The ICT Policy framework is instrumental in guiding the strategic planning, facilitating change management, and fostering the development of learning processes.

OBJECTIVES

- Enhance administrative efficiency through ICT solutions.
- Optimize learning experiences for students and faculty.
- Foster innovation across university activities.
- Ensure access to information and knowledge resources.
- Promote digital literacy and cybersecurity awareness.

Information and Communication Technology (ICT): Encompasses a wide array of devices and technologies for acquiring, storing, managing, and disseminating information, including computers, mobile devices, audio, video, and Internet technologies. The ICT smart classrooms and all those computer related facilities are maintained by the technically skilled faculties appointed by the management. Facilitate teachers to engage in creating digital content and to embed in their teaching-learning process.



INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) POLICY

Technology-Enabled Learning: Teaching and learning facilitated by information and communication technology, providing new opportunities for learners and expanding access to education.

Massive Open Online Courses (MOOCs): Online courses accessible to a large audience via the Internet.

Blended Learning: A versatile teaching method integrating various approaches, technologies, and resources to enhance student learning. Examples include the flipped classroom, online interaction with subsequent face-to-face instruction, and online learning complemented by hands-on activities. Courses with 30% to 80% of content delivered online are classified as blended.

Flipped Classroom: A form of blended learning that reverses traditional content delivery, fostering deeper learner engagement through pre-class, in-class, and post-class activities such as video watching, reading, and reflection.



FEEDBACK POLICY

INTRODUCTION

The Feedback Policy aims to establish a systematic framework for collecting, analyzing, and utilizing feedback from stakeholders to improve the quality of education, services, and overall experience at our institution.

OBJECTIVES

- To continually enhance the academic and administrative capabilities of the institute.
- To seek the foster capacity building among stakeholders to ensure their professional growth and development.
- The initiative is designed to address the immediate needs of the global society through targeted measures in key areas.

RESPONSIBILITIES

The Internal Quality Assurance Cell (IQAC) has established a robust feedback mechanism and framework for its analysis. The IQAC Coordinator, along with faculty members from various departments, shares joint responsibility for collecting, analyzing, and reporting student and stakeholder feedback related to academic conducted in the institution.

STAKE HOLDERS

The Feedback Policy applies to all stakeholders, including

- Students,
- Faculty,
- Alumni,
- Experts,
- Employers, and
- Parents

It encompasses feedback collection mechanisms, data analysis procedures, utilization of feedback findings, and review processes. The policy covers feedback related to:

Academic Programs and Curriculum: Feedback on course content, teaching methods, assessment practices, and curriculum relevance.



FEEDBACK POLICY

Teaching and Learning: Feedback on faculty performance, classroom experiences, learning resources, and academic support services.

Administrative Services: Feedback on administrative processes, facilities, student services, and campus infrastructure.

FEEDBACK MECHANISM

IQAC shall prepare structured Feedback forms for respective stakeholders. The feedback shall be collected through both online and offline methods. Filled feedback forms shall be analysed by IQAC. Feedbacks are to be collected under following head,

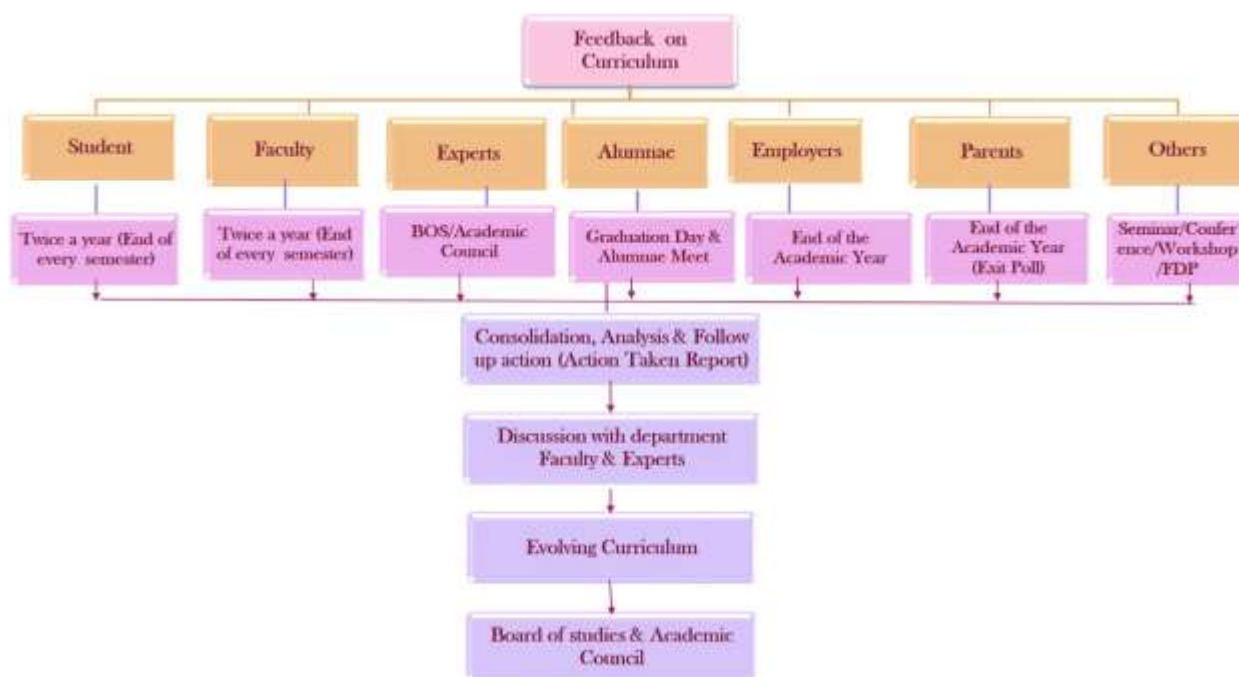
Stake Holders	Period of Collection	Purpose
Student	Analyzed and used to make modifications in the curriculum, if required. Twice a year (End of every semester)	To assess the content learnt by students and revise outcome/knowledge gained.
Experts	External members of the BOS and the Academic Council give their feedback on curriculum in their respective meetings.	To assess the design and delivery of the curriculum, to improve the quality.
Alumnae	Graduation day & Alumnae meet	To assess the development of the college To promote further development for curriculum development
Faculty	Twice a year (End of every semester)	To assess the content delivered to the students and revise outcome/knowledge gained.
Employers	Twice a year (End of Semester)	To know the knowledge of the students recruited and to revise the curriculum according.



FEEDBACK POLICY

Exit Poll (Parent)	End of every academic year	To assess the institution quality
Others	On the day of Seminars/ Conferences/ Workshops / Faculty Development Programme	To assess the quality of programme
Faculty by HoD	Twice a year (End of every semester)	To assess the subject sought and scope for revision.
HoD by faculty	Twice a year (End of every semester)	To assess the effectiveness of the leadership

Feedback on the curriculum will be collected from all stakeholders to evaluate the effectiveness of the existing curriculum and gather valuable suggestions regarding teaching, learning, and research processes. Following the analysis of feedback, it will be forwarded to the competent authority for further consideration and action. An action taken report will be generated based on the feedback analysis, and necessary remedial measures will be implemented promptly. The feedback analysis and the Action taken report will be displayed in the college website.





FEEDBACK POLICY

FEEDBACK FROM ALUMNI

Your feedback will help us to improve curriculum

S. No	Question	Excellent	Good	Average	Satisfactory	Poor
1	Curriculum and Syllabus, what I learnt were suitable for my placement / Higher Education / Competitive exams					
2	Internships / Industrial Visit / Guest Lectures were useful to me					
3	Institute / faculty had helped me in placement / Higher Education / Competitive Exams.					
4	Institute learning ambience					
5	Whether the skill/ job oriented courses is useful for your career					
6	Sufficient books / reference books are available in library					
7	Curriculum and syllabus is suitable for overall development					
8	Curricular and co-curricular activities are organized by the institution.					
9	Institute maintains the transparent in academic process.					
10	Institute is student centric in all its academic activities					
11	Suggestion for changes in Update of Curriculum / new course introduction.					
12	Whether you have done any additional skill	YES			NO	



FEEDBACK POLICY

	courses after completing degree?	If Yes means specify
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Signature of the Alumni

PARTICULARS OF THE ALUMNI

Name of the Alumni: Programme Name :

Batch :

Contact No.:

Current Designation: Company Name :

Email Id :



FEEDBACK POLICY

FEEDBACK FROM EMPLOYER

Dear Sir/Madam

As our student working in your organization, we need your valuable suggestions to strengthen our curriculum for betterment of students in current trends.

S. No	Question	Excellent	Good	Average	Satisfactory	Poor
1	Attitude and Professional Ethics of the candidate					
2	Technical Knowledge of the candidate					
3	Curriculum and Syllabus provides enough knowledge					
4	Communication of the candidate Skill					
5	Candidates innovativeness and Creativity					
6	Candidate have the leadership skills					
7	Candidate readiness to take new assignments					
8	Candidates ability to solve the problems					
9	The knowledge gained in TACW is helpful to the students to attain the required competency level.					
10	Any remarks					

Signature of the Employer

TACW/ IQAC/ SOP



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FEEDBACK POLICY

(With Seal)

Particulars of the Employer:

Name of the Company:

Company Mail id :

Contact Name :

Contact No :



FEEDBACK POLICY

FEEDBACK FROM FACULTY

Your feedback will help us to improve curriculum

S. No	Question	Excellent	Good	Average	Satisfactory	Poor
1	Syllabus is relevant to current need					
2	Course outcomes are well defined and clear					
3	Course has good balance between theory and application					
4	Syllabus of this Course increased the knowledge of the students.					
5	Able to adopt new methodology / tools for class delivery					
6	Able to change / suggest / add new topics through proper channel					
7	How do you rate the credit assigned for the Course					
8	How do you rate the learning levels of the students					
9	Able to conduct remedial classes to improve the course outcome Attainment.					
10	Give the difficulty you faced in the content delivery.					
11	Suggest the topics to be removed / added / changed					



FEEDBACK POLICY

12	Any other remarks.	
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Signature of the Faculty

Particulars of the Faculty:

Name of the Faculty :

Department :

Contact No. :

FEEDBACK FROM STUDENT

S. No	Question	Excellent	Good	Average	Satisfactory	Poor
1	The programme that you have studied match with the expected programme outcomes (course learning Outcomes).					
2	The curriculum has right mix of theory, Practical and project.					
3	Able to access learning materials for the syllabus in the Library / e-library.					
4	The course content and the teaching & learning methodology created interest in me.					
5	The course content provides knowledge and skill for my career /					



FEEDBACK POLICY

	higher education.					
6	Curriculum enrich you with necessary core skills expected by the industry.					
7	Practical courses enhanced your understanding of the theoretical concepts and provides hands-on experience.					
8	How do you rate the combination of courses offered under CBCS in your programme.					
9	Opportunities in the institution for researchrelated activities					
10	Fairness in the assessment process					
11	Relevance of the curriculum with industryexpectation.					
12	Overall learning experiences					
13	Suggestion for update of syllabus / Newcourse introduction.					

Signature of the Student

Particulars of the Student:

Name of the Student : Batch :
 Programme Name : Contact No. :



FEEDBACK POLICY

FEEDBACK FROM EXPERTS

S. No	Question	Excellent	Good	Average	Satisfactory	Poor
1	Does the curriculum adequately prepare for the future academic and career paths of the students?					
2	Does the curriculum align with local, regional, national or international educational standards?					
3	Is the syllabus aligned with the learning objectives and effectively measure student understanding?					
4	Does the syllabus cover current trends with industry expectations?					
5	Are the instructional materials and resources used in the curriculum relevant and up-to-date?					
6	Does the curriculum provide opportunities for students to engage with real-world problems through hands-on learning and practical application?					
7	Does the curriculum provide opportunities for students to develop critical thinking, problem-solving, and innovation skills?					
8	Are the facilities and resources (libraries, labs, etc.) adequate for the syllabus?					
9	Does the syllabus have been designed with the weightage of skill oriented, employability and entrepreneurship?					
10	Are there any areas in the curriculum that you feel need improvement or revision?					
11	Suggestion for update of syllabus / New course introduction.					

Signature of the Expert

Particulars of the Expert:

Name of the Expert:

Course Name :



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FEEDBACK POLICY

Google Form Links

Faculty: <https://forms.gle/MZMMWp4ZDrKkSVPd7>

Expert: <https://forms.gle/NbWR85VD4KKQmuwW8>



RESEARCH ADVISORY COMMITTEE

Research Committee

The Research Committee of Theivanai Ammal College for women comprises of highly qualified, motivated and talented persons who have embarked on frontier careers in research and development in varied areas. The main objective of Research Committee is to explore new avenues of knowledge, encourage and promote research culture in the College.

Guidelines for Conducting Research:

1. **Motivation and Encouragement:** Heads of Departments (HoDs) should actively motivate and encourage individual staff members to initiate and engage in research activities.
2. **Utilizing Infrastructure:** Staff pursuing part-time or full-time research can use the institution's infrastructure facilities to support their research endeavors.
3. **Lab Facility Usage:** With prior approval, staff can use laboratory facilities for research purposes during holidays.
4. **Research Publications:** Staff are encouraged to publish their research in refereed and peer-reviewed journals with a good impact factor, affiliating their work with TACW
5. **Co-authorship Decisions:** Researchers can decide on co-authorship for their publications.
6. **Funding Proposals:** Staff can write and submit proposals to funding agencies based on their field of interest.
7. **Project Leadership:** The staff member who conceives and initiates a project is designated as the Principal Investigator (P.I.), while supporting staff will be co-investigators.
8. **Non-Ph.D. Staff Participation:** Staff members without a Ph.D. can participate as co-investigators by identifying a P.I.



RESEARCH ADVISORY COMMITTEE

9. **Inclusivity in Authorship and Leadership:** It is not mandatory to include senior professors or HoDs as co-authors in publications or as P.I./co-investigators in funded projects.

Research Advisory committee

Internal

1. **Dr. S. Akila, M.Sc., M.Phil., (Ph.D).,**
Principal & Associate Professor of Mathematics
2. **Dr. J. Kalaimathi, M.Sc., M.Phil., Ph.D. SET**
Dean of Research & Associate Professor of Biochemistry
3. **Dr.S. Manimegalai, M.Sc., Ph.D.**
Dean (A), Associate Professor of Computer Science
4. **Dr.S. Selvakumar, M.Com., M.Phil., Ph.D., MBA**
Associate Professor, Commerce
5. **Dr.A. Muthuraja, M.Sc., Ph.D.**
Assistant Professor of Physics & Placement Coordinator
6. **Tmt .B.Sridevi, M.Sc., M.Phil., (Ph.D).,**
COE, Head & Assistant Professor of Biochemistry
7. **Ms.R.Rajeswari, M.A., M.Phil, SET,(Ph.D.)**
Dean (S), Assistant Professor of English
8. **Dr.A. Muthuvel, M.Sc., M.Phil., Ph.D.**
Head & Assistant Professor of Physics
9. **Dr.V. Manikandan, M.A M.Phil.,NET., Ph.D.**
Head & Assistant Professor of Tamil



RESEARCH ADVISORY COMMITTEE

External Experts

1. Dr.A. Gnanamani

Chief Scientist, Head, Microbiology Lab

CSIR-Central Leather Research Institute,

Adyar, Chennai - 600 020

2. Dr. S. Rajesh Kumar

Professor and Chief scientist, Nanobiomedicine Lab,

Saveetha Dental college and Hospitals, Saveetha University

Tamil Nadu, India,

Functions:

- 1. Regular Meetings:** The committee will meet at least once each semester.
- 2. Adhoc and Emergency Meetings:** The Chairperson can call for adhoc and emergency meetings whenever necessary.
- 3. Approval of Changes:** Any modifications to existing research programs, schemes, or activities must be reported to and approved by the research committee.
- 4. Monitoring by Chairperson:** The Chairperson has the authority to oversee the activities and progress of research initiatives.
- 5. Policy Formulation:** The RAC helps in developing, updating, and refining the Code of Ethics for Research. This includes setting clear guidelines on ethical research practices, data management, publication policies, and conflict of interest situations and to make strategic decisions, take corrective actions, and prepare or update policies as required by regulatory bodies such as UGC, NAAC, and Annamalai University, as well as the college's own policies approved by the Governing Council



RESEARCH ADVISORY COMMITTEE

6. **Training and Awareness:** Organizing workshops, seminars, and training sessions on research ethics for faculty, researchers, and students to ensure everyone is aware of the ethical standards and practices.
7. **Ethical Review:** The committee reviews all research proposals to ensure they meet ethical standards before any research is conducted. This includes assessing potential ethical implications, risks to participants, and the overall integrity of the research.
8. **Regular Audits:** Conducting regular audits of ongoing research projects to ensure compliance with the ethical guidelines.
9. **Handling Violations:** Acting as the body that investigates reports of ethical violations or misconduct in research. This includes providing a fair hearing and determining appropriate actions or sanctions if needed.
10. **Strategic Guidance:** Offering strategic advice to the institution's administration regarding the direction of research initiatives, priorities, and policies.
11. **Conflict Resolution:** Acting as a mediator in cases of disputes or disagreements in research activities, particularly those involving ethical issues or misconduct.
12. **Feedback Mechanisms:** Establishing and managing feedback mechanisms to receive inputs from faculty and students on the research environment and ethical practices.
13. **Review of Policies:** Regularly reviewing and updating the Code of Ethics for Research to reflect new challenges, technologies, and societal expectations.

In summary, the Research Advisory Committee in an autonomous arts and science college is pivotal in embedding a strong ethical foundation into the fabric of academic and research activities. By fulfilling these roles, the RAC ensures that the college not only maintains high ethical standards but also fosters an environment of responsible and innovative research.



RESEARCH PROMOTION POLICY

TACW has a Research Advisory committee which facilitates, promotes and monitors research activities. The total Research and Development activities are organized into the following these categories.

The research policy of TACW serves as an overall framework for research activities that may be carried out in this institution

- A) Establishment of the Research Facilities
- B) Resource Mobilization for Research
- C) Compliance of research Ethics
- D) Dissemination of Research Work
- E) Innovation Ecosystem
- F) Academic, Research & Industrial Collaboration
- G) Outreach programs for society & training
- H) Incentives & Awards for Research Achievement

Objectives

- All the faculty members are encouraged to conduct research in the focused as well as interdisciplinary areas of research.
- Faculty members are appreciated with appropriate monetary incentives for their publications in either Web of Science or Scopus indexed journals and the fund received from the government agencies for the project proposals.
- Faculty members with Master Degree are permitted to pursue Ph.D. under Part Time mode in the TACW and other reputed institutions for full time Ph.D candidate's stipend shall be provided.
- The UG and PG projects shall be research focused and lead to publications in the indexed journals.
- Every faculty member with Ph.D. qualification shall apply for a minimum of one funded project. The required seed money for internal projects will be provided by the Institution through seed money scheme.



RESEARCH PROMOTION POLICY

- To create an enabling environment within the College in order to foster a research culture as well as provide required support through research framework and guidelines.
- To ensure high level of efficient and effective support system to facilitate faculty and researchers in their research activities.
- To create awareness and opportunities in R&D among the students and faculty and to create research culture in every department.
- To undertake research activities and projects offered by agencies such as UGC, DBT, DST, DRDO, CSIR, AICTE, ICSSR, etc.
- To assist the students to apply funding for conducting research under student project scheme to various funding agencies like TNSCST, DBT etc.
- To assist for applying and getting funds for conducting Seminar/Workshop/FDP from various available funding agencies.
- To work with various departments to establish and develop faculty research priorities on interdisciplinary areas.
- To ensure publications in quality journals, indexed in Scopus/Web of Science and Indian Citation Index with good impact factor.
- To nurture an environment of undertaking socially useful research to get patent along with potential for commercialization.
- To have interdisciplinary collaborations and partnerships nationally and globally.
- To coordinate faculty level workshops and staff development activities on research-related issues.
- To encourage development of activities to attract the best research oriented higher degree students.
- To maintain effective links with government departments, authorities, business, and commerce and industry organizations relevant to the college research activities

Functions

- The Research Cell will oversee all research-related activities.



RESEARCH PROMOTION POLICY

- The Research Cell will update and propose policies to promote research.
- Members of the Research Cell will coordinate the research activities and assist the Research Cell in developing and overseeing these activities.
- The Research Cell will guide the process of seed money funding, monitor and evaluate the progress of intramural funding research within communities.
- The institute acknowledges the research efforts of its faculty and research students by providing incentives for publishing papers, contributing to the institution h-index through citations, securing funded projects, and obtaining patents.
- Quality of research will be monitored by various committees, including the Research Advisory Committee, Ethics Committee, and IPR cell which oversee research at different stages
- Motivate research scholars to publish in reputable journals, incentives are offered for each of their publications.

Financial Support for Research Paper Presentation at National/International Conferences

1. Faculty members can receive financial support up to Rs. 10,000 per year for attending conferences within India.
2. For international conferences, faculty members are eligible for up to Rs. 50,000 per year, with the support claimable once every two years.
3. Eligibility: A faculty should have completed one year of service in the institution and must submit the required documents.



RESEARCH SEED MONEY POLICY

Introduction

Theivanai Ammal College for Women (A) encourages the inspired brains to innovate through research for which it extends support in the form of Research Seed Money. The foremost objective of this scheme is to provide financial assistance to initiate research in Arts / Science / Commerce / Management.

Eligibility

Interested faculty Members who is willing to be a Principal Investigator (PI), shall be currently working in Theivanai Ammal College for Women (A) will submit their applications for seed money in the following prescribed format, to the Dean of Research at Theivanai Ammal College for Women (A).

Proposals should not exceed 1,500 words or 5 pages and must include components mentioned in Annexure I:

Important Dates

The schedule for the Seed money Grant is as follows:

- Call for Applications : 1st Week of July (annually)
- Application Submission Deadline : 1st Week of August (annually)
- Award of Seed Money after Scrutiny : 3rd Week of August (annually)
- Review of the Work : 1st Week of December
- Report Submission : 4th Week of May

Rules for grant of Seed Money

1. These rules shall be known as 'Rules of Scheme for Research Seed Money'.
2. The teachers / faculty members working in TACW are eligible to make application seeking Seed Money.
3. The scheme is implemented with a view to provide seed money in the form of grants to promote research work in Arts / Science / Commerce / Management with particular relevance to the Socio-



RESEARCH SEED MONEY POLICY

economic development of the Villupuram region with social relevance, industrial development and technology adoption.

4. The maximum eligible funding for a project is limited to ₹100,000/-.
5. Subject to availability of funds, proposals will be scrutinized by a Research Advisory Committee as nominated by the Principal.
6. The recommendations of the Research Advisory Committee shall be forward to the Principal / Secretary of TACW for approval and subsequent sanctioning of Grants in favour of recommended proposals submitted by the faculty members.
7. Financial assistance will be released directly to the Principal Investigator.
8. The date of start of the project shall begin from the date of approval as mentioned in sanction order irrespective of the actual date of release of grants.
9. Project duration is limited to a maximum of 12 months.
10. A progress report and fund utilization report must be submitted after six months. Any unutilized funds must be refunded within the prescribed time limit.
11. The recipient / awardee shall comply, with such other conditions as may be suggested in the 'guidelines' issued in this regard from time to time.
12. The investigators shall make a presentation of the outcome of the research before a committee constituted for the purpose.
13. On completion of the project, 1 copy of the final project report shall be submitted to the Principal through head of the department after getting the scrutinized and approved by the Dean of Research
14. The Utilization Certificate (UC) must be submitted along with the final report, countersigned by the Head of the Department and Dean of Research
15. When the Principal Investigator (PI) wishes to leave the Institution, then it is the responsibility of the PI to inform the same to the Principal



RESEARCH SEED MONEY POLICY

through Research Committee. And in turn the Principal, in consultation with Research Committee and the Head of the Department, shall evolve steps to ensure successful completion of the project, before relieving the PI.

16. After the completion of the projects Awardees are expected to publish their findings in recognized journals, acknowledging their institutional affiliation.

These guidelines aim to facilitate research initiatives at Theivanai Ammal College for Women (A) and promote academic excellence and innovation.

Annexure I:

Research Project Proposal Format

- a. Statement of the Problem / Introduction
- b. Literature Review
- c. Research Methodology
 - i. Title of the study
 - ii. Objectives
 - iii. Sampling Procedure
 - iv. Data Collection / Sample Collection
 - v. Lab Analysis / Statistical Analysis
 - vi. Expected Outcomes
- d. Time Frame
- e. Budget with justifications



RESEARCH ETHICS COMMITTEE

The Research Ethics Committee is established to address any concerns or grievances that scholars and research supervisors may have regarding their research. This committee comprises five members, with the Principal serving as the President and the remaining four members nominated by the President.

Additionally, the college provides various facilities to support research activities:

- A well-equipped library operates from 9:30 a.m. to 5:30 p.m., offering access to a wide range of resources including online journals, magazines, and e-books. Students also have the option to make photocopies of necessary documents.
- The college features an advanced internet center with high-speed connectivity of 50 Mbps, facilitating researchers' engagement in their work.
- Sufficient laboratory facilities are available across all research departments, enabling scholars to conduct research in their respective fields effectively.

Functions:

Policy Development: The committee can contribute to the development and refinement of research ethics policies tailored to the specific context and needs of the institution.

Assessing Research Protocols: Conducting ethical review of research proposals submitted by faculty, students, or external researchers to ensure they comply with ethical standards

Ongoing Monitoring: Monitoring ongoing research projects to ensure continued adherence to ethical guidelines throughout the research process.

Responding to Ethical Concerns: Addressing and investigating any ethical concerns or breaches raised during the course of research activities

Ethics Education and Training: Organizing workshops, seminars, or training sessions to educate researchers, faculty, and students about ethical principles and best practices in research.

Assessment of Research Proposals: Evaluating all research proposals to ensure they comply with the ethical standards set forth in the Code of Ethics. This includes considering the potential impact of research on participants, society, and the environment.

Approval of Research Projects: Granting ethical approval for proposed research



RESEARCH ETHICS COMMITTEE

projects after a thorough review process, which might include risk assessment and ensuring informed consent procedures are in place.

Providing Guidance: Offering guidance and support to researchers facing ethical dilemmas or seeking clarification on ethical issues in their research projects.

Ethical Consultation: Serving as a resource for the research community, offering consultations on ethical matters and facilitating ethical decision-making.

Quality Assurance: Engaging in continuous improvement efforts to enhance the effectiveness and efficiency of the ethical review process.

Feedback Mechanisms: Soliciting feedback from researchers and stakeholders to identify areas for improvement and address concerns.

By fulfilling these functions, the Research Ethics Committee plays a critical role in promoting ethical research conduct, protecting the rights and welfare of research participants, and upholding the integrity of research outcomes.

TACW Research Ethics Committee:

The following are the guidelines to put in place an ethical committee in Theivanai Ammal College for Women (Autonomous) with effect from 2015:

a. Name of the Committee: Research Ethics Committee

b. Constitution / Members of the Committee: The Research Ethics Committee shall consist of a President and three other members as detailed below:

President	- Principal of the College (1)
Members	- Three senior faculty members as nominated by the president (3)
Member Secretary	- Member Secretary of Research Committee (1)

c. Responsibilities:

- To review the ethical safeguards of the proposed research.
- To ensure the rights, safety and well-being of the trial subjects / respondents / participants.



RESEARCH ETHICS COMMITTEE

- To enquire the complaints against research supervisors / guides / candidates and make suitable recommendations to the President

d. Meetings:

Regular meetings: There shall be regular ethics committee meetings once in every semester.

Emergency Meetings: A meeting shall be called for by the member secretary on receiving the advices from the President, whenever there arises emergency situations Note: A request letter may be submitted to the member secretary, by any interested person who seeks an emergency meeting to absolve any issue related to her / his research.

The importance of adhering to ethical norms in research is manifold, primarily to enhance the quality and authenticity of research in pursuit of knowledge and truth. By prohibiting the manipulation or falsification of research data and tackling plagiarism, TACW aims to produce quality research that contributes to sustainable solutions.

The principles guiding ethical research at TACW include:

Objectivity: Maintaining independence and truthfulness in research, while minimizing personal bias.

Integrity: Upholding strong moral principles, intellectual honesty, and taking personal responsibility for one's research actions and omissions.

Confidentiality: Respecting the privacy, autonomy, values, and dignity of all research subjects, and carefully managing sensitive information.

Transparency: Being open and clear about research decisions and providing justifications for actions taken.

Honesty: Demonstrating an unbiased and truthful approach in conducting and reporting research.

These principles ensure that research conducted at TACW adheres to the highest ethical standards, contributing significantly to the field of education and beyond.

The Theivanai Ammal College for Women, renowned for its tradition of excellence, is a prominent arts and science educational institution in Tamil Nadu. Affiliated with Annamalai University, TACW gained autonomy in 2008 and stands as a leader in higher education in India. The college commits to academic excellence while ensuring the holistic development of students. Over 36 years, TACW has offered a variety of programs in both traditional and



RESEARCH ETHICS COMMITTEE

emerging fields, including Arts, Science, Management, International Studies, Information Technology, Biochemistry, Chemistry, and Clinical Nutrition. The curriculum is designed to promote national development, enhance global competencies, and equip students with the necessary skills to thrive in a competitive work environment.

Publication and Collaboration Norms

- Publications should follow discipline-specific best practices.
- Authors must clearly identify their contributions to research outputs (articles, patents, books, products).
- Authors should accept personal responsibility for their research outputs.
- Collaborators' contributions should be properly acknowledged with their permission.
- Honorary authorships are discouraged.
- Research Misconduct

The following practices are considered research misconduct and can result in disciplinary action:

- Piracy
- Abuse of Intellectual Property Rights
- Misuse of research resources
- Substance abuse
- Defamation, harassment, or bullying
- Impersonation or fraud
- Sabotage
- Denying access to resources or information
- Falsely claiming others' achievements as one's own
- Sanctions

Depending on the severity of misconduct, the ethics committee may recommend:

- Written warnings
- Loss of privileges
- Fines
- Compensation for losses



RESEARCH ETHICS COMMITTEE

- Public apologies
- Suspension
- Dismissal (only in severe cases and after due process)
- Plagiarism penalties as per the College.

Policy Implementation

The Research Ethics Committee is responsible for revising and updating these guidelines to ensure ethical research practices are maintained. Reports of ethical breaches are reviewed by the Research Ethics Committee, which then recommends sanctions to the Dean of Research and the Principal

Research Code of Ethics

The College has established a comprehensive Code of Ethics to ensure the fair and ethical conduct of research activities. All researchers are required to adhere strictly to these guidelines.

Honesty: Researchers and their supervisors must maintain honesty in the collection, reporting, and publication of data.

Objectivity: Researchers must remain unbiased when selecting samples, analyzing data, and in all aspects where objectivity is essential.

Integrity: Researchers should align their actions with their research plans, maintaining personal integrity throughout the process.

Carefulness: Researchers must take great care to avoid duplication and errors when drafting their reports.

Transparency: Researchers should be open and transparent in sharing their ideas, resources, and results.

Confidentiality: Researchers must keep government and defense-related documents confidential.

Accountability: Researchers are personally accountable for their research activities and should be prepared to answer questions from various societal sectors.

Originality: Researchers should foster creativity and originality in their work.

Fairness: Researchers must obtain proper permissions to use unpublished data and avoid plagiarism entirely.



RESEARCH ETHICS COMMITTEE

Publication: Researchers should seek to publish their results authentically. Mentoring:

- Researchers are expected to mentor emerging researchers and students, fulfilling a moral responsibility.
- Indiscrimination: Researchers should not discriminate based on gender, religion, or ethnicity, and should promote cordial relations among all people.

Social Responsibility: Researchers should aim to promote social harmony, peace, and environmental sustainability through their research.

This Code of Ethics ensures that all research conducted under the College's auspices upholds the highest standards of ethical practice and contributes positively to society.



PLAGIARISM POLICY

The Dean of research and Development cell at Theivanai Ammal College for Women is committed to fostering a culture of academic integrity, emphasizing the importance of ethical writing practices. To uphold this commitment, stringent measures are implemented to prevent plagiarism, starting from the classroom assignments to the submission of dissertations and theses at both the Undergraduate and Postgraduate levels. Students, scholars, and faculty are educated on the significance of acknowledging sources in their work to uphold moral and ethical standards in academic writing. Plagiarism, defined as the appropriation of another's ideas for personal or professional gain, undermines academic integrity and tarnishes the reputation of the institution and its academic programs. Theivanai Ammal College for Women maintains that research should contribute to the advancement of knowledge and must be original. The Dean of Research ensures that faculty and scholars understand the repercussions of both intentional and unintentional plagiarism, emphasizing the importance of maintaining academic honesty and fostering intellectual growth.

Plagiarism Check

According to the guidelines set forth by UGC (Minimum Standards and Procedure for Award of M.PHIL./PH.D Degrees) Regulations, 2018...

Scholars are responsible for ensuring the absence of plagiarism in their dissertation/thesis prior to submission for evaluation. At TACW, it is mandatory for research scholars to provide a declaration affirming the originality of their work and a certification from their Research Supervisor confirming its freedom from plagiarism. Additionally, scholars must declare that the work has not been previously submitted for the attainment of any other degree within the same institution or any other institution.

The College Controller of Examination facilitates plagiarism verification services for Ph.D. theses, M.Phil. dissertations, projects, papers presented at conferences/workshops, and abstracts. Students, research scholars, and staff members are required to submit their documents for plagiarism checking along with the necessary application and proof of online



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PLAGIARISM POLICY

payment acknowledgment to the COE via email. To ensure authenticity, every thesis, journal article, and dissertation must be accompanied by a plagiarism report. Submission of documents for plagiarism checking should be sent via email to_____.



CONSULTANCY POLICY

TACW promote the faculty members to share their expertise to the industries and organizations in need. Research Advisory committee conducts orientation programme and creates awareness to involve the faculty members in the consultancy work. This policy provides a guideline for the faculty members to undergo projects /corporate Training

Consultancy Objectives:

- Knowledge and expertise sharing with external agencies.
- Promoting & facilitating better collaboration with industries etc.
- Generating Revenue
- To share their expertise & enhance their skills.

Consultancy Guidelines

The clients who wants to avail the consultancy services from the faculty or from the department can make a requisition to the Principal clearly specifying the kind of expertise needed.

- Communication is sent to the concern department through the Principal.
- While granting permission to carry on the consultancy services, factors such as the human resource potential, possible obstacles and potential conflicts and the access of the institutional resources are taken into account.
- Faculty members are permitted to take up private sector including educational institution.

College Consultancy

Consultancy should be offered after getting approval from the head of the institution.

Faculty members should ensure that there is no set back in the existing responsibilities during the consultancy period.

Consultancy should be within the area of expertise of the faculty to some extent

1. Letter from the corporate to whom training was imparted along with the fee paid.
2. Letter from the beneficiary of the consultancy along with details of the consultancy fee.



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CONSULTANCY POLICY

Distribution of Revenue:

Sl .No	Particulars	Institution	Faculty
1	For Utilizing the Space and the Equipment's of the Institute	80 %	20%
2	For Providing Expertise	20%	80%



INNOVATION AND ENTREPRENEURSHIP POLICY

1. Strategies and Governance

- a. The college has formulated a well-defined and sustainable financial strategy in order to reduce the organizational constraints to Network on the entrepreneurial agenda.
 - i. A minimum of 1% fund of the total annual budget of the institution will be allocated for funding and supporting innovation and entrepreneurship related activities through creation of separate 'Innovation fund'.
 - ii. The institution also focuses on raising external funding from government (State and Central) such as DST, DBT, MHRD, AICTE, DSIR, CSIR, BIRAC, NSTEDB, NRDC, Start-up India, Invest India, MSDE, MSME, etc. and non-government sources.
 - iii. To support technology incubators, the institute may approach private and corporate sectors to generate funds, under Corporate Social Responsibility (CSR) as per Section 135 of the Companies Act, 2013.
- b. Institutional programs such as conferences, convocations, workshops, etc. are given major importance of innovation and entrepreneurial agenda.
- c. The institution focuses to develop and implement I & E Policy for the entire institute in order to integrate the entrepreneurial activities across the departments, faculties, within the institutes.
- d. Product to market strategy for start-ups is developed by the institute on case to case basis.
- e. Development of entrepreneurship culture should not be limited within the boundaries of the institution.

2. Start-ups Enabling Institutional Infrastructure

- a. The institution has a full-fledged and functioning MHRD's Innovation Cell, NISP, and EDC. IEDC, Innovation Cell, Start-up Cell, Student Clubs, etc. are the purpose of supporting Incubation/ acceleration and mobilizing resources from internal and external sources.

Institution will facilitate the start-up activities/ technology development by allowing students/ faculty/ staff to use institute infrastructure and facilities, as per the choice of the potential



INNOVATION AND ENTREPRENEURSHIP POLICY

entrepreneur in the following manners:

- i. Short-term/ six-month/ one-year part-time entrepreneurship training.
- ii. Mentorship support on regular basis.
- iii. Facilitation in a variety of areas including technology development, ideation, creativity, design thinking, fund raising, financial management, cash-flow, management, new venture planning, business development, product development, social entrepreneurship, product-costing, marketing, brand-development, human resource management as well as law and regulations impacting a business.
- iv. The institute will guide the start-ups to other seed-fund providers/ angel funds/ venture funds or itself may set up seed-fund once the incubation activities mature.

3. Organizational Capacity, Human Resources and Incentives

- a. The institution has recruited staffs who have a strong innovation and entrepreneurial industrial experience, behavior and attitude. This is to help in fostering the I&E culture. Career Development Programs are conducted frequently for faculty and staff members for their upskilling in entrepreneurial activities
- b. Faculty and departments of the institution are encouraged to work in coherence and cross-departmental linkages are strengthened through shared faculty, cross-faculty teaching and research in order to gain maximum utilization of internal resources and knowledge.
- c. Periodically external subject matter experts such as guest lecturers or alumni are invited for strategic advice and bringing in skills which are not available internally.
- d. Faculty and staffs are encouraged to do courses on innovation, entrepreneurship management and venture development.
- e. In order to attract and retain right people, the institution has developed academic and non-academic incentives and reward mechanisms for all staff and stakeholders that actively contribute and support entrepreneurship agenda and activities.
 - i. The reward system for the staff may include sabbaticals, office and lab space for



INNOVATION AND ENTREPRENEURSHIP POLICY

entrepreneurial activities, reduced teaching loads, awards, trainings, etc.

- ii. Faculty Performance indicator is devised as a matrix that is used for evaluation of annual performance.

4. Creating Innovation Pipeline and Pathways for Entrepreneurs at Institute Level

a. To ensure exposure of maximum students to innovation and pre incubation activities at their early stage and to support the pathway from ideation to innovation to market, mechanisms are devised at institution level.

- i. The institution takes at most care in spreading awareness among students, faculty and staff about the value of entrepreneurship and its role in career development or employability.
- ii. Students/ staff are taught that innovation (technology, process or business innovation) is a mechanism to solve the problems of the society and consumers. Entrepreneurs should innovate with focus on the market niche.
- iii. Students are encouraged to develop entrepreneurial mind set through experiential learning by exposing them to training in cognitive skills (e.g. design thinking, critical thinking, etc.), by inviting first generation local entrepreneurs or experts to address young minds. Initiatives like idea and innovation competitions, hackathons, workshops, boot camps, seminars, conferences, exhibitions, mentoring by academic and industry personnel, throwing real life challenges. Awards and recognition should be routinely organized.
- iv. The students are prepared for creating the start-up through the education; integration of education activities with enterprise-related activities should be done.

b. The institution has a full-fledged Institution's Innovation Councils (IICs) as per the guidelines of MHRD's Innovation Cell and allocate appropriate budget for its activities. IIC guide institutions in conducting various activities related to innovation, start-up and entrepreneurship development.



INNOVATION AND ENTREPRENEURSHIP POLICY

- c. For strengthening the innovation funnel of the: institution, access to financing must be opened for the potential entrepreneurs.
 - i. Networking events are organized to create a platform for the budding entrepreneurs to meet investors and pitch their ideas.
 - ii. Provide business incubation facilities: Premises is given at subsidized cost. Laboratories, research facilities, IT services, training, mentoring, etc. are given full access to the new start-ups.
 - iii. A culture for all the start-ups and entrepreneurs is promoted to understand that money is not FREE and is risk capital. They are allowed to utilize these funds and return. While funding is taking risk on the entrepreneur, it is an obligation of the entrepreneur to make every effort possible to prove that the Institution / Funding agency did right in funding him/her.

5.0 Entrepreneurial Impact Assessment

5.1 TACW Innovation and Entrepreneurship policy for student and faculty proposes periodic assessment to evaluate the impact of entrepreneurial initiatives such as pre-incubation, incubation. Entrepreneurship education will be imparted using well defined evaluation parameters. Impact assessment would be performed on following activities.

- Participation of students in awareness programs, Webinars, Seminars, workshops, and trainings on entrepreneurship, IPR, start up, industry linkages
- Satisfaction of participants in all the events
- Participation in various idea, PoC, Prototype, B-plan competitions and hackathons
- Number of startups registrations and company incorporation
- Utilization of support system provided at institute level such as incubation, preincubation facilities
- Number of knowledge exchange initiatives
- Faculty and students engaged in the entrepreneurship activities
- Number of curriculum projects addressing real life problems



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INNOVATION AND ENTREPRENEURSHIP POLICY

- Number of ideas, POC, Prototypes and MVPs
- Product development and launching in the market
- Participation in pitching for fund raising and grants/support from government and non-government agencies
- IPR application filing, grant and commercialization
- Entrepreneurial strategy is reviewed and improved strategy will be developed using the outcome and information of previous impact assessments

The institutional research committee will review the progress of I & E activities periodically. The committee will review the entrepreneurial impact assessment.



EXTENSION POLICY

Introduction

Theivanai Ammal College for Women recognizes the importance of community service in fostering a sense of responsibility and social awareness among its students. With a commitment to holistic education, TACW endeavours to instil values of empathy, compassion, and active citizenship in its student body. In alignment with this vision, the college has formulated a Community Outreach Policy aimed at promoting student engagement in service-oriented activities for the betterment of rural communities.

Objectives

The objectives of the Community Outreach Policy are as follows:

To Raise Social Awareness: Outreach cell aims to raise awareness among students about the socio-economic challenges faced by rural communities and the importance of contributing to their upliftment.

To Foster Student Engagement: By providing opportunities for active involvement in outreach activities, the Outreach cell seeks to engage students in meaningful service initiatives that address community needs.

To Integrate Service Learning into Curriculum: The college emphasizes the integration of service learning into the academic curriculum, allowing students to apply theoretical knowledge in practical settings while making a positive impact on society.

Student Engagement

To facilitate student engagement in community outreach activities, the following measures are implemented:

1. **Extension Club Participation:** All first-year undergraduate students are required to register for one of the eleven extension clubs available at the college. These clubs serve as platforms for students to channel their interests and talents towards community service projects.



EXTENSION POLICY

- 2. Mandatory Participation:** Students are mandated to actively participate in outreach activities for a minimum of 60 hours throughout the academic year in their I year of Under Graduation. This involvement can be fulfilled through on-campus and off-campus initiatives organized by the college.
- 3. Adopted Village Engagement:** TACW hosts 11 service clubs, each of which adopts a rural village and undertakes various initiatives for its development. Students are encouraged to collaborate with these clubs and contribute to the ongoing projects in the adopted villages.

Credit System

To recognize and incentivize student participation in community outreach, the college employs a credit system as follows:

- 1. Credit Allocation:** Upon completion of the mandatory 60 hours of service, students are eligible to receive one credit on their mark sheets under Part V.
- 2. Duration:** The credit system is applicable for one academic year, with students having the opportunity to earn credits for up to three years of their degree program.
- 3. Credit Range:** Students may earn a minimum of one credit for fulfilling the service requirement, with the possibility of earning additional credits based on continued engagement in outreach activities over multiple years.

Conclusion

The Community Outreach Policy at TACW reflects the institution's commitment to nurturing socially responsible and conscientious individuals who actively contribute to the welfare of society. By providing structured opportunities for student engagement and recognizing their efforts through the credit system, TACW aims to cultivate a culture of service and leadership that extends beyond the classroom into the communities we serve.



EXTENSION POLICY

Composition of the Committee:

Chairperson	Dr. S. Akila Principal, TACW.
Convener	Ms. R. Rajeswari Dean of Student Affairs, TACW.
Coordinator	Dr. V. Manikandan, Head & Associate Professor of Tamil Ms. P. Kanchana, Head & Assistant Professor of English
Members	Three Teachers for each club Student Volunteers.



INFORMATION TECHNOLOGY POLICY

INTRODUCTION

The profound influence of technology on education necessitates a robust Information Technology (IT) policy. Institution is dedicated to continuously upgrading its Computing infrastructure consists of Wi-Fi, firewall, software upgradation, ERP system, ICT enabled teaching learning. Students, Teachers and Research fellows are authorized to use the computing, networking, and other IT facilities for academic purposes. The purpose of this policy is to maintain, secure and ensure appropriate utilization of the institution's information technology infrastructure across campus. This document serves as a guiding framework for the ethical use of IT resources, responsible, and secure utilization of technology resources within our institution. This policy applies to all faculties and students who access or utilize our IT infrastructure and resources.

NEED FOR IT POLICY

The constantly evolving technological landscape in education underscores the need for a structured framework to guide the integration of IT tools. An IT policy establishes a foundational structure to ensure the effective, ethical, and secure use of technology, thereby fostering a dynamic and conducive learning environment.

- Institution encourages and actively enforces usage on Open Source/Free License software
- Authenticity of installation of software tools.
- Timely renewal of all software.
- Sharing of Password or other authentication information is strictly Prohibited
- Anti-virus and anti-malware software must be installed because it may lead to infection which may result in network access being disabled.
- Firewall at the entry point to enforce security policies in terms of internet access.
- Strictly prohibits users from gaining or enabling unauthorized access to forbidden IT resource on the network.
- Usage of Personal router is strictly prohibited.



INFORMATION TECHNOLOGY POLICY

- Outside access to college domain blocked at firewall level.
- No user should attempt to damage or change data inappropriately.
- No user should attempt to affect the availability of IT Resources.
- Usage of Unlicensed software Prohibited

EMAIL ACCOUNT USE POLICY

The Email Account Use Policy outlines the parameters for the utilization of institutional email accounts. It encompasses responsible communication practices, account security measures, and adherence to professional standards in email correspondence for academic purposes.

EMAIL ACCESS TO THE STUDENTS, FACULTY

Students and faculty of TACW are provided with email accounts for official communication purposes. It is the responsibility of students to regularly check their email for important notifications, assignments, and updates. Faculty members are expected to use their institutional email accounts for official correspondence with students, and administrative staff. All email communications should adhere to professional standards of conduct, ensuring confidentiality, security, and compliance with applicable laws and institution policies. Unauthorized use of email accounts for personal or commercial purposes is strictly prohibited. Violations of this policy may result in disciplinary action, including the suspension or termination of email privileges. By accessing their institution email accounts, students and faculty agree to comply with this policy.

E-GOVERNANCE POLICY

As part of our E-Governance policy, a secure e-governance portal is provided on the college website to facilitate access for all stakeholders. This portal enables access to attendance records, mark maintenance, generation of e-hall tickets, and payment of college and examination fees, all while ensuring secure login credentials for stakeholders.



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INFORMATION TECHNOLOGY POLICY

WEB SITE HOSTING POLICY

The Web Site Hosting Policy establishes standards and regulations governing the hosting of websites associated with the college. All content hosted on the college portal must align with institutional values, mission, and ethical standards.

DATABASE POLICY

The College Database Policy sets forth principles and practices for accessing, managing, and securing institutional databases. Access to sensitive data is strictly limited to authorized personnel with clearly defined roles and responsibilities.

NETWORK POLICY

The Internet Unit oversees the maintenance and security of the college's internet infrastructure. Responsibilities include monitoring bandwidth usage, addressing connectivity issues, and implementing security protocols to safeguard the integrity of the network.

CAMPUS INFORMATION SYSTEM

The Campus Information System (CIS) serves as the central hub for overseeing the college's computing resources, including hardware, software, and network infrastructure. This entity is responsible for ensuring the availability, reliability, and functionality of all computer systems across the campus.

VIDEO SURVEILLANCE POLICY

The Video Surveillance Policy delineates the purpose, scope, and guidelines for the use of video surveillance on campus. Emphasis is placed on privacy considerations, ethical use, and proper implementation to strike a balance between security and individual rights.



THEIVANAI AMMAL COLLEGE FOR WOMEN (Autonomous)

(Affiliated to the Annamalai University, Chidambaram - Tamil Nadu)

(Accredited by NAAC (3rd Cycle) with CGPA of 3.214 at 'A' Grade), (Recognized under 2(f) and 12(B) by UGC)
DST-FIST Sponsored College under 'College as a whole' Scheme.

Villupuram - Tamil Nadu, Pincode:- 605401, Phone:- 04146 - 259674, Website:- www.taow.in | Email:- info@taow.in



INFORMATION TECHNOLOGY POLICY

PURCHASE POLICY FOR COMPUTER HARDWARE

All purchases of computer hardware must receive approval from the designated Management, Principal, and Finance Manager to ensure compliance with institutional regulations.

WEBSITE MAINTENANCE POLICY

The college website is regularly updated and maintained by the Campus Information System to provide accurate and relevant information to users. Website content should adhere to college policies and guidelines, including accessibility standards and copyright laws.

ELECTRONIC TRANSACTION POLICY

Electronic transactions conducted through the college website or e-governance portal are encrypted and secure. Payment gateways used for online transactions comply with industry standards, ensuring the safety and security of financial transactions.

CLOUD-BASED ERP POLICY

The cloud-based ERP policy serves as a Management Information System for various essential functions within the institution, including student admission, attendance tracking, examination management, result publication, and fee tracking, among other services.

UPGRADE OF COMPUTERS

The organization recognizes the importance of maintaining efficient, secure, and technologically up-to-date computer systems. As such, regular upgrades of obsolete components are conducted to ensure optimal performance for users. The responsibility for managing and coordinating these upgrades lies with the IT department, which evaluates upgrade needs based on criteria such as performance degradation, technological obsolescence, security risks, and user requirements. Upon approval of budget proposals, upgrades are implemented, tested, and deployed.



INFORMATION TECHNOLOGY POLICY

in coordination with affected users or departments. Periodic review and evaluation ensure that the upgrade process remains effective in meeting organizational objectives.

INTERNET USAGE

Unauthorized sharing of copyrighted music, movies, videos, games, or software is strictly prohibited. Any attempt to modify network or laptop settings, or to use personal unregistered devices on the network, will result in disciplinary measures. Accessing WLAN resources without proper authorization is not allowed.

E-WASTE MANAGEMENT

Our organization is committed to the responsible management of electronic waste (e-waste) to minimize environmental impact and promote sustainability. Under this policy, all employees involved in the procurement, use, and disposal of electronic equipment and devices are expected to adhere to established guidelines. The department is responsible for overseeing the implementation of e-waste management practices and ensuring compliance with this policy.

- Identifying e-waste generated within the institution.
- Ensuring timely collection of e-waste and storing it in appropriate facilities every semester.
- Reporting e-waste generation to both the management and the principal.
- The institution is committed to environmental conservation and protecting against the polluting effects of e-waste.
- The collected e-waste will be handed over to the authorized and approved e-waste managing company.



LIBRARY POLICY

VISION

- To create a student-centered learning environment that facilitates the transfer of information and meets the needs of users for accessible resources.
- To enhance and maintain collections that support the academic pursuits of the College.
- To offer reprographic services, including photocopying at subsidized rates.
- To explore and implement innovative technologies and services that deliver information and scholarly resources conveniently to campus users.
- To provide well-equipped and functional physical spaces where students can engage in independent learning beyond the classroom.

MISSION

- To provide comprehensive resources and services that support the research, teaching, and learning needs of the academic community.
- To facilitate access to the right information at the right time and in the right manner, fostering the development of productive citizens for our nation and community.
- To utilize innovative technology for the flexible delivery of services and resources to users, regardless of their location on campus.

OBJECTIVES

- To enhance the library collection by acquiring books and periodicals in both print and digital formats.
- To cultivate a culture of self-learning and lifelong learning among users.

WORKING HOURS

The opening hours of the Library are from 8.45 am to 6:30 pm.

BOOK LOAN PERIOD/LENDING SECTION

- Students can borrow and return books from 8.45 am to 3.30 pm.
- Books can typically be borrowed for a period of 15 days.



LIBRARY POLICY

- Readers are required to deposit their bags and belongings at the property counter before entering the library.

LIBRARY SERVICES

1. Book Circulation Service
2. OPAC (Online Public Access Catalogue) facility
3. Reprography Service
4. Information Display and Notification
5. Journal and Magazine Section
6. Newspaper-clippings Service
7. E-Resources – INFLIBNET
8. Thesis / Project for Reference
9. Digital Library Section
10. E-Learning Center
11. Library Orientation

CONDITIONS OF LOAN

- All books must be returned on or before the due date.
- Books will be renewed only if there is no reservation.
- Books must be presented physically at the counter for renewal.
- Single copies of any publication will not be issued for long-term loans.

LIBRARY RULES AND REGULATIONS

- Every student must sign / fingerprint the visitors' register at the entrance when entering and exiting the library.
- Personal belongings, except for a few writing sheets, are not allowed inside the library.
- Strict silence, decorum, and discipline must be maintained in the library.
- Students must show their ID card and Borrower's Tickets before any book is issued to them.



LIBRARY POLICY

- Students are free to browse through the books (open access). Books taken off the shelves must be placed on a table; replacing books on shelves is discouraged to avoid misplacement.
- Books and textbooks must be read only in the library at designated reading hall tables.
- Journals, magazines, and newspapers must be read only at specific tables in the periodical section and should not be taken to other reading areas.
- Reference books must be used only in the library at designated tables in the reference section.
- Readers should not mark, underline, dog-ear, write on, tear pages, or damage library documents. Students should not browse through newspapers during class hours.
- Journals and back volumes of journals taken from the periodical displays must be recorded in the register available at the periodical table.
- Journals and back volumes taken out for photocopying require submission of an ID card.
- Students will not be allowed to charge their laptops, mobile phones inside the library.
- Students should immediately report any damage to books to the Librarian. Failure to do so will result in the student being held responsible for the damage, and the cost of the books will be recovered from them.
- UG Students may borrow 3 books and PG Students may borrow 5 books from the Central Library.
- No library materials can be taken out of the library without permission.
- Anyone who violates the rules and regulations of the library will be subject to disciplinary action.

ACCESSING E-RESOURCES

- The Central Library is a Wi-Fi enabled space where staff and students can access subscribed and freely available online resources for their academic and research activities.
- CCTV surveillance is in place for added security and automated monitoring of users.



LIBRARY POLICY

CLEARANCE

- A "No Dues Certificate" will be issued upon leaving the institute only after all borrowed materials are returned and any overdue charges are paid.

STOCK VERIFICATION

Stock verification is conducted annually, either at the end or the beginning of the academic year. This process reveals any losses of documents, enabling timely replacement of important materials if necessary.

The Librarian, with the approval of the Library Committee, reserves the right to add, delete, alter, or modify any of the above rules as necessary.

WEEDING POLICY

Whenever there's a necessity to weed out obsolete books, a committee will be convened. The weeding of books will be authorized by the Principal.

PURCHASE OF BOOKS

Beginning of every year, librarian receives the book requirement from the Head of the Department. In turn Librarian verifies the availability of book in print/shop, submits the proposal to the principal. After approval, the books are purchased either visiting the shop or by placing order. If any immediate requirement our books, the same will be processes after approval.

BUDGET ALLOCATION

Based on the programme introduction and revision of curriculum by the departments, the librarian prepares the budget for the academic year during February of every year. The Librarian includes the cost of renewal or journal/magazine subscription, e-resource subscription, and facility management.



LIBRARY POLICY

RENEWAL OF JOURNALS & MAGAZINES

The librarian will process the subscription of journals/magazines and its renewal after the approval of the Library Committee.

INTEGRATED LIBRARY MANAGEMENT SYSTEM (ILMS):

The library services are automated by an Integrated Library Management System (ILMS). The Librarian & the support staff or library are given training in accessing the ILMS.

COMPOSITION

Library Committee consists of the following members

1. Principal - Chairperson
2. Librarian - Coordinator / member Secretary
3. HODs of various Faculty
4. Two Student Representatives



APPOINTMENT POLICY

POLICY ON APPOINTMENT PROCESS OF TEACHING & NON TEACHING FACULTY

APPOINTMENT PROCESS FOR TEACHING FACULTY

1. Collecting workload from the Head of the department before the commencement of every academic year or in the month of April of every academic year.
2. Based on the workload and requirements, faculty vacancies are identified in each department.
3. Advertising in newspapers such as The Hindu, Tamil dailies, Indeed, and Faculty Plus to fill the vacant positions, including basic requirements like discipline, qualifications, experience, specialization, etc.
4. Screening applications by a designated committee to ensure eligibility and compliance with requirements, and preparing a shortlist.
5. Fixing the interview date in consultation with interview committee members: the Secretary, Principal, and a Subject External Expert from a reputed institution.
6. Inviting shortlisted candidates for an interview by sending a call letter via email a week before.
7. Phone calls are also made to all shortlisted candidates two days before the interview to confirm their presence.
8. A written exam is conducted as a preliminary round, comprising objective-type questions for 50 marks, framed by the Heads of the department.
9. Based on performance in the written examination, a rank list is prepared, and candidates are invited to attend a personal interview.
10. The interview comprises self-introduction, classroom presentation, and discussions to assess the candidate's eligibility for the position of Assistant/Associate Professors.
11. After the interview, the selection committee evaluates each candidate's performance, prepares the rank list, and makes recommendations for appointment.
12. Selected candidates' original mark statements and certificates are verified by the HR Team.



APPOINTMENT POLICY

13. Two copies of the appointment order are issued, signatures are obtained on the office copy, and an undertaking letter is collected from the selected candidates.
14. On the date of joining, the joining report is collected and sent to HR for thumb impression ID creation and to the accounts section for filling the datasheet and collecting bank details. If the candidate does not have an Indian bank account, they are requested to complete this within 20 days.
15. On the day of joining, the candidate reports to the Principal, who then introduces them to the Head of the department.
16. Special orientation is given to aware on college ethics and culture and academic expectations in the presence of Dean(s).
17. A separate file is maintained for the selected candidate, and a copy of the list of collected certificates is issued.

APPOINTEMENT PROCESS FOR NON TEACHING STAFF

1. Receiving workload from the Administrative Officer.
2. Analyzing vacant positions based on the workload.
3. Vacant non-teaching positions are advertised through appropriate channels.
4. Interested candidates submit their applications along with the required documents as specified in the advertisement.
5. Applications are screened by a designated committee to ensure eligibility and compliance with the requirements.
6. Fixing the interview date in consultation with interview committee members (Secretary/Principal/Administrative Officer).
7. Interview Process

Stage 1: Shortlisted candidates from the screening stage are invited for an interview conducted by the Administrative Officer to evaluate the technical skills/relevant skills of the candidate.

Stage 2: A personal interview conducted by the selection committee evaluates the performance of candidates and makes recommendations for appointment based on merit and suitability.



APPOINTMENT POLICY

8. Recommendations are forwarded to the Secretary for final approval, following which the selected candidate is offered the position.
9. Collecting originals, obtaining an undertaking form, issuing two copies of the appointment order orders, and obtaining a signature on the office copy.
10. An undertaking letter is also collected from the selected candidates.
11. On the date of joining, collecting the joining report and sending it to HR for fingerprint creation and to the accounts section for filling the datasheet and submitting bank details. If the candidate does not have an Indian bank account, asking them to open one within 20 days.
12. Once the appointment is confirmed, the newly appointed non-teaching staffs undergo an on boarding process to familiarize themselves with college policies, procedures, and their roles and responsibilities.
13. Special orientation is given to aware on college ethics and culture and working nature in the presence of Administrative officer.



AWARD & SCHOLARSHIPS / FREESHIPS POLICY

1. Introduction:

Theivanai Ammal College for Women is committed to the empowerment of rural women through education. Recognizing the financial challenges faced by many students, the college has implemented various scholarship initiatives to support their academic pursuits. This report provides an overview of the college's scholarship policies, objectives, and types of scholarships offered.

2. Objectives: The primary objectives of the scholarship initiatives at Theivanai Ammal College for Women are as follows:

- To remove financial barriers and enable access to education for economically disadvantaged students.
- To promote inclusivity by providing support to students with special needs, including those from rural areas.
- To recognize and reward academic excellence, leadership, and extracurricular achievements among students.
- To facilitate the application process for government scholarships through the dedicated scholarship cell.

3. Types of Scholarships: The college offers the following types of scholarships to eligible students:

A. Management Scholarship for Economically Poor Students: This scholarship provides financial assistance to students from economically challenged backgrounds, ensuring they can afford their education without undue financial burden. Students facing financial hardship are eligible for complete or partial waivers of fees, enabling them to continue their studies without financial worry.

B. Scholarship for Sports Students: The College also provides a 100% scholarship for sports students, covering all academic expenses including hostel fees. This initiative aims to support and



AWARD & SCHOLARSHIPS / FREESHIPS POLICY

encourage talented athletes, ensuring they can pursue their education while excelling in their respective sports disciplines.

C. Scholarship for Divyanjan (Disabled) Students: Special support and financial assistance are provided for students with disabilities, ensuring they have equal access to educational opportunities. The college extends a 50% scholarship to these students, acknowledging their unique needs and striving to create an inclusive learning environment.

D. Freeships for Hostel: Students from economically disadvantaged backgrounds who require accommodation support are offered assistance in hostel fees. This ensures that they have access to a conducive living environment and healthy and hygienic food, which is essential for them to focus on their studies without financial strain

E. Freeships for Transport: Transportation expenses are covered for students from economically disadvantaged backgrounds who require assistance. This support ensures that they can commute to and from the college without facing financial strain, thereby facilitating their access to education.

F. Students Welfare Scholarship: This scholarship is facilitated by the teachers of the college and is aimed at assisting students in paying their term fees without encountering any financial difficulties. It serves as a form of support directly from the college community to ensure that students can continue their education uninterrupted by financial constraints.

G. Scholarship for Best Performers: Students who demonstrate exceptional performance academically, socially, or in extracurricular activities are recognized and supported through this scholarship initiative. As a token of recognition, deserving students are awarded a laptop to aid them in their educational pursuits and overall development.

H. Scholarship for Meritorious Students (Cash Prizes): Outstanding academic achievers are awarded cash prizes as a token of recognition for their dedication and hard work. This scholarship



AWARD & SCHOLARSHIPS / FREESHIPS POLICY

initiative aims to motivate and reward students who excel academically, encouraging them to continue striving for excellence in their studies.

I. Scholarship for Widow or Divorced Students (50% Scholarship): In alignment with the college's focus on women empowerment and commitment to supporting students facing unique challenges, a 50% scholarship is extended to widowed or divorced students. This initiative aims to assist these students in pursuing their education and rebuilding their lives, reflecting the college's dedication to fostering empowerment and inclusivity among women.

Our scholarship initiatives underscore its commitment to promoting educational equity and empowerment among rural women. By offering a range of scholarships tailored to students' diverse needs and circumstances, the college ensures that no student is left behind due to financial constraints. Through its scholarship programs, the college continues to make strides towards its mission of empowering women through education.

Composition of the Committee:

Chairperson	Dr. S. Akila Principal, TACW.
Convener	Ms. V. S. Selvi Vice Principal, TACW.
Coordinator	Ms. R. Rajeswari Dean of Student Affairs, TACW.
Members	Ms. Usha, Senior Office Assistant, TACW. Ms. Latha, Accountant, TACW.



STRATEGIC PLAN

STRATEGIC GOAL I: TACW targets to become a Deemed University by 2029 by underlying precise roadmap through the exercise of academic and administrative autonomy.

Sub-Goal 1: Perform well in national, International Rankings, Accreditations and Certifications

Strategy I: To be an ISO certified institution by 2023 so that quality can be ensured and services can be delivered in a reliable and secure manner to the satisfaction of the stakeholders.

Strategy II: To be counted as one of the most highly reputed higher education Institutions in India by performing well in NIRF India Rankings, obtaining highest grade in NAAC re-accreditation – Cycle 4 by 2024.

Sub-Goal 2: Improving Students Diversity in the Campus by admitting international students and Students from other States.

Strategy I: Admit at least 5 international Students every year from 2023.

Strategy II: Admit 20 students from other States of India every year from 2023, especially from the backward regions like Northeast.

STRATEGIC GOAL II: Optimize Human Resource Management through merit-based recruitments, continuous developmental and enhance programs for faculty, staff and students and a move towards a green, paperless office via the enterprise resource planning (ERP) software system Workflow, which provides Institute-wide e-services.

Sub-Goal 1 Recruit, develop and retain excellent faculty

Strategy I: Recruitment will be purely merit-based by giving preference to candidates with SLET /NET / PhD and post-doctoral exposure

Strategy II: A career path will be provided for all employees. Promotions will be based on assessments of performance in several dimensions: teaching, research, student mentoring, sponsored research, collaboration with industry, involvement



STRATEGIC PLAN

with the society, Institute service, and International and national-level activities through MoU.

Strategy III: Faculty will be provided with continuous training and professional development programs for enrichment and equipping to tech-enhanced teaching. Expertise in Learning Management System (LMS) will be ensured to 100% faculty by 2022.

Strategy IV: The circulars, notifications, exam time table, class timetable will be notified to students and faculty members through ERP software since 2023.

Sub-Goal 2: Enriching Student Experience in the campus and effective holistic growth of the students.

Strategy I: Confidence Building and Skill enhancement training programs will be organized to create leadership, teamwork and communication skill among the students.

Strategy II: Students will be exposed to social realities, experiences and extension activities to obtain service learning.

Strategy III: Students will be exposed to innovation, entrepreneurship, start-ups and hackathons for imbibing innovative expeditions. Innovation Cell will be instituted by 2020 and participate in ARIIA Ranking.

Strategy IV: Placement of students will be fine-tuned to meet the aspirations of the students and expectations of employers. The target is to ensure that 100% students take up placements/venture start-ups or pursue higher education by 2023.

Sub-Goal 3: Ensuring transparency and efficiency by enhancing e-governance strategies in administration and student services.

Strategy I: Strategize and implement e-governance in Administration, Admission, Finance and accounts, Evaluation system, and teacher-student activities.

STRATEGIC GOAL III: Develop, strengthen, and implement academic programs and courses that are responsive to the vision and mission of TACW and are systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly



STRATEGIC PLAN

competitive and emerging national and global scenario.

Sub-Goal 1: Expand the capacity to offer unique and/or critical undergraduate, postgraduate, and professional academic programs that address national and regional needs and updating the curriculum as per the current Industry need

Strategy I: Identify and implement programs and value-added courses for skill development, entrepreneurship and employability. TACW will be offering number of value-added courses. Hence, at the time of admission, students can choose from a wide variety of courses by 2018.

Strategy II: Need to conduct an assessment/feasibility study to identify new critical academic programs and modify curriculum to the changing world by 2020.

Strategy III: Train and implement the paradigm of Outcome Based Education (OBE) incurriculum and syllabus by 2020.

Strategy IV: Curriculum revision as per the current need of the Industry by making Industry Collaboration and University Collaboration by 2023

Strategy V: Promote and increase the students and faculty participation to acquire certificates by taking on line courses on recent advances in technology via NPTEL, SPOKEN TUTORIAL, MOOC, etc.

Strategy VI: To ensure and meet the changing objectives of the students, introduce flexibility in the curriculum through a wide choice of electives and multi-disciplinary diversification by 2023.

STRATEGIC GOAL IV: Enhance college infrastructure to accommodate increase in intake, research, library, knowledge development and transfer; contribute to an enhanced quality of life in the campus.

Sub-Goal 1: Enhance the infrastructure and facility in tune with changing technological needs

Strategy I: Construction of well-furnished, technology-enabled Seminar Hall with state-of-the-art facilities by 2020.

Strategy II: Construction of a Central Computer Lab for online examinations and career placement training by 2020.



STRATEGIC PLAN

Strategy III: All classrooms of the institutions will be converted ICT-enabled by 2023 by equipping with modern devices.

Sub-Goal 2: Enhance sustainable, energy-efficient and eco-sensitive infrastructure and facility in tune with changing technological developments

Strategy I: More than 90% of Lighting and other electric requirements to be converted to LED lighting, LED fans, inverter AC and other energy-efficient devices by 2020.

Strategy II: Enhance the renewable energy sources by deploying Solar panels on all the buildings and become self-reliant by 2023.

Strategy III: Plans to augment the waste water treatment towards zero discharge and install biogas plants for waste disposal by 2023.

Sub-Goal 3: Infrastructure to enhance Quality of life in the campus.

Strategy I: Lift: Divyangjan-friendly infrastructure and enhanced sports infrastructure to be installed and completed by 2020.

Strategy II: Completion and availing a well-furnished Girls Hostel with modern and women-friendly facilities by 2022.

STRATEGIC GOAL V: Research and Development

Sub-Goal 1: Improving physical resources and infrastructure for research input.

Strategy I: Furnish a central instrumentation lab with Modern research equipment. 2018

Strategy II: The seed money for research earmarked for each academic year will be quantitatively enhanced by 30% every year reaching up to 3 lakhs annually

Strategy III: A research-focused Central library with several research-friendly infrastructure will be completed by 2021.

Sub-Goal 2: Improving the research outcomes.

Strategy I: Filing of Patents will be financially supported by the institution, targeting atleast one patent application per year by 2021.



STRATEGIC PLAN

Strategy II: 50 % faculty with Ph.D who meet university stipulations will have obtained Ph.D guideship by 2023.

Strategy III: Publication in top journals and presentation at venues where the world's leading researchers are present will be encouraged. The h-index of the institution is targeted to be bettered beyond 10 by 2023.

Strategy IV: Facilitative steps will be implemented to accelerate quality research works. The number of PhDs awarded/produced in the institution is targeted as 5 PhDs every year by 2023.

Strategy V: Consultancy initiatives including training and infrastructure will be strengthened. The expected amount collected via consultancy amount by 2023 is expected to be Rs.3 Lakhs per annum.

Sub-Goal 3: Research Funding and Collaborations.

Strategy I: All efforts shall be taken to enhance internal Funding for Research up to 10 Lakhs per annum from benefactors, alumni and industry collaborated projects. The researchers will be exposed to industrial projects more.

Strategy II: Increase Research Funding from government, TNSCST, UGC, DBT, DST, NCW, SERB, ICSSR etc. up to 15 Lakhs every 2 years.

Strategy III: Collaboration of each research group in each department with at least one industry / research institution.

STRATEGIC GOAL VI: Enhance teaching methodology of the faculty members by adopting technology based and providing better platform to the students to enjoy the learning more on practically.

Sub-Goal 1: Enhance the Teaching and learning by implementing Flipped Class Concept

Strategy I: Initiating the process to inculcate the blended learning in the teaching learning during the Academic year 2021-22.

Strategy II: Initiating the Learning Management System and Lecture Capturing system to create e-content by all the faculty members during the academic year 2022-



STRATEGIC PLAN

23.

Strategy III: Implementing the Flipped Class Model to enhance the students learning experience and to practice the same.

Sub-Goal 2: Technology Driven Content delivery & Online Assessment for certain courses

Strategy I: Training the faculty members to use the LMS and online content delivery platform during the Academic Year 2021-22.

Strategy II: Implementing the E-content preparation and providing the same to the students through the Learning Management System during the Academic year 2022-23.

Strategy III: Introducing the online examination for the certain courses during the Academic year 2024-25.

STRATEGIC GOAL VII: Promoting the Alumni and strengthen the Alumni chapter and association.

Sub-Goal 1: Alumni Engagement and creating platform for the alumni to interact with the students and shape them to the current scenario of the industry.

Strategy I: Inviting the prominent alumni to the campus for Guest Lectures, Student Interaction meetings, Guest to the Seminar / events.

Strategy II: Providing the support to the passed out (Alumni) students in Placement, Entrepreneurship through the Placement Cell.

Strategy III: Forming an executive committee from the prominent alumni, through them the Internships, Placement assistance and Career Awareness shall be given to the existing students by 2023.

Strategy IV: Establishing the Alumni Chapter in other districts and states.



CODE OF CONDUCT - STUDENTS

College takes utmost care in maintaining discipline and decorum on the campus.

Discipline

- At 9.20 a.m. in the forenoon and 12.45 p.m. in the after lunch, when the first bell rings, the students are expected to be seated in their respective class rooms. On entering the class, students should observe strict silence, they should get up quietly as the faculty enters the class and keep standing till the latter sits or desires them to be seated.
- At 9.30 am when the prayer song is played on the PA system students and teachers in the class have to remain standing in silence.
- Students are expected to attend the classes with the required text books and other study materials. No student should leave the class without the permission of the teacher.
- Students are not permitted to leave the class or come late on any pretext such as paying fees, to drink water, to go to canteen, using restroom, or taking books from the library.
- As a mark of courtesy, students should greet the Chairman, Secretary, Registrar, Deputy Registrar, Principal, Vice-Principal, Dean Academic Affairs, Student Affairs, Research, HODs and Teachers in the college, on their first meeting during the day
- Gathering in groups at entrance, exit, pathway, play field, garden and gate is strictly forbidden.

Dress code

- Students should come neatly and decently dressed either in half saree or Saree or Chudithar with dupatta properly pinned.

Identity Card

- Students should wear their ID cards while entering the campus. This should be strictly followed by all the students.

Attendance

- A Candidate will be permitted to take the ESE for any semester, if
 - She secures not less than 75% of attendance during the semester.
 - If the attendance is less than 75% but 65% and above, a condonation fee Rs.570/- to be paid.



CODE OF CONDUCT - STUDENTS

- If the attendance is less than 65% but 55% and above, student has to compensate the shortage of Attendance in the subsequent semester besides earning the required percentage of attendance in that semester. She can take the examination of both the semester papers together at the end of the latter semester.
- If the attendance is less than 55% in any semester, student has to redo the course by rejoining the semester in which the attendance is in shortage.
- In case of married woman students, 55% is the required attendance.

Leave:

- Student's absence will be intimated to their parents through SMS daily before 11.30 a.m.

Report Card:

- Performance of the students will be communicated to the parent/guardian through report card, which has to be signed by the parent and returned. Failure to submit the card in time and loss of progress report will be viewed seriously.

Student's Complaints and Grievances:

- Students with genuine complaints and grievances can approach the Ward tutor/ HOD/ Principal/ Vice-Principal/Dean Student Affairs. The complaints can also be deposited in the suggestion box, which will be dealt with by the authorities.

Possession of Cell Phone:

- Possession and usage of cell phones on the campus, in the college bus or UG Students in hostel is strictly prohibited. If any student is found with mobile, sim cards or any other communication device, the instrument will be ceased immediately. Parents will be informed and left with warning for the first time violation. Repeated violation will lead to issue of TC, based on the recommendation of the disciplinary committee.



SERVICE RULES

REVISED SERVICE RULES FOR TEACHING AND NON TEACHING STAFF

(WITH EFFECT FROM 2018-2019 ONWARDS)

The following rules shall be called "Service Rules" of Theivanai Ammal College for Women, Villupuram, hereinafter called TACW.

1. These rules shall apply to all employees of TACW. The Management can bring about amendment to the rules for the welfare of the students, teaching and non teaching staff and the smooth functioning of the institution, until which time the previously framed rules will apply.
2. The powers granted by these rules may be exercised by the Management and may be delegated to the various officers / authorities of the college subject to any condition which they may deem fit to impose from time to time.
3. All the employees of TACW are categorized into teaching and non teaching staff.
4. All employees of the institution shall be present at their work spot during working hours / college timing.
5. An appointed staff shall be on probation for a period of two years from the date of joining.
6. Minimum academic qualifications required for various teaching faculty positions, usually specified in terms of degrees, specializations, and disciplines. This may include a Ph.D/ NET/ SET or equivalent qualification in the relevant field for higher academic positions.
7. Prior teaching experience, if applicable, especially for senior positions such as Associate Professor or Professor. The duration and nature of teaching experience may vary depending on the level of the position and the institution's requirements.
8. In case of termination of services of employee for whatsoever the reason, he/she shall be entitled to receive the pay only up to the date of termination of his/her service and shall not have any claim whatsoever to any other benefits from the institution.
9. An employee, who wishes to leave the institution, shall give three months notice of intent to resign to avoid disruption of the continuity of the class room teaching and affecting the students. No staff will be allowed to resign from July to March as it will affect the students in preparing for their examinations. Once notice is given, he/she cannot take leave on LLP, which will extend the notice date by the number of days LLP is availed.
10. Retirement age shall be normally 60 years, provided the tenure of appointment is renewed periodically.



SERVICE RULES

11. Retirement benefit will apply as per norms of EPF as on June 2018.

ROLES & RESPONSIBILITIES OF A TEACHER (IN GENERAL)

1. Teachers are fully responsible for the courses assigned to them, ensuring the completion of the syllabus on schedule, and they are held accountable for achieving favourable outcomes in their subjects.
2. The workload of the teachers shall be assigned by the Principal/Vice Principal/Head of the respective department.
3. No teacher shall refuse the assigned workload.
4. In addition to the academic workload, teachers shall engage in additional activities for the development of the students of the College, contributing to student welfare and the smooth functioning of the College.
5. A teaching faculty member, if required, may be engaged in teaching subjects in other departments, apart from the department in which they are appointed.
6. Each course must cover component III and IV topics for students respective to the semester. These components are to be promptly collected, graded, and returned to the students in a timely manner.
7. Two Continuous Internal Assessment (CIA) tests are conducted per semester. After grading, answer scripts should be returned to students, and marks must be recorded in departmental records to ensure transparency.
8. Teachers are responsible for monitoring and guiding every student in their class under the Mentor-Mentee System.
9. Teachers are expected to serve as effective counselors and facilitators, offering guidance, encouragement, and assistance to ensure a successful teaching-learning process. Their focus should be on imparting value-based education.
10. In addition to classroom teaching, teachers should provide additional support to students beyond regular class hours, aiming not only for academic excellence but also for the development of confident, competent individuals.



SERVICE RULES

11. Teachers are encouraged to actively participate in all college activities and programs, both during and outside regular working hours. They should motivate their students to similarly engage in various college initiatives without exception.
12. Teachers should have two publications in a year during the period of service.
13. Teachers are expected to complete a Refresher course/FDP/MDP in every academic year of period of service.
14. Teachers have to enrich their academic development by attending seminar/Conference / workshop at national and International level.
15. Teachers commit to refraining from engaging in any other trade, business, or activity that conflicts with their contract of employment with the college. They must not undertake external work without the permission of the Secretary and Chairman of the College.
16. Furthermore, they are prohibited from conducting any trade, business, or similar activities, soliciting or receiving any funds or donations without prior authorization, or engaging in any actions that could damage the reputation or goodwill of the college.

CODE OF PROFESSIONAL ETHICS:

1. Teachers are required to fulfill their duties diligently, aligning with the academic standards set by the college management.
2. Teachers must continually update their knowledge and skills to perform their duties effectively.
3. Teachers are expected to maintain dignity and decorum in all interactions with superiors, colleagues, and students.
4. Teachers must have a dignified dress code on campus.
5. Teachers cannot be absent from their duties without prior valid permission.
6. Teachers must seek permission from the college management before accepting any external assignments.
7. Teachers should refrain from affiliating with political parties or engaging in activities that contradict the ethics of the teaching profession.
8. Teachers are prohibited from exerting political pressure on their superiors regarding service matters.



SERVICE RULES

9. Teachers should not participate in strikes, demonstrations, or criticize college management or government policies.
10. Teachers must adhere to standards of decency and morality in their conduct both on and off-campus.
11. Teachers must not incite students or staff to take actions against the college management or disrupt academic activities.
12. Teachers must not degrade, harass, or insult others and must uphold the professional standards of the teaching profession.

LEAVE RULES

a) CASUAL LEAVE (CL):

- Teaching Staff are eligible for 12 days of CL in a Calendar Year.
- New entrants can avail CL at the rate of one day for every completed 30 days until the completion of the probation period (2 Years).
- Prior permission from the Principal is necessary to avail CL. In special cases, ratification of CL availed is allowed.
- During the days of CL, teaching staff are requested to arrange for classes and obtain the signature of the staff who will engage in that class on the CL application itself.
- CL forms are to be signed by the HOD before being submitted to the Principal.
- At a time, more than two staff members of a department cannot go on CL, except in special cases.
- During days of special functions at college, CL will not be sanctioned.
- For office NTS who work on all Saturdays except the second Saturday, 15 days of CL can be provided after completion of two years of service in our college.
- Attenders and Ayahs are eligible for 12 days of CL.
- Calculation of CL during maternity leave and leave on loss of pay will be done by the Principal based on the staff's contribution towards the development of the college.



SERVICE RULES

b) ON DUTY LEAVE (OD)

- Teaching staff can avail OD when they represent the college at parental University events.
- Teaching staff who have completed two years of service are eligible to avail 10 days of OD in a year after submitting evidence.

c) SPECIAL ON DUTY (SOD)

- Teaching staff can also avail OD when attending National or International Conferences/Seminars/Workshops/FDP for up to 5 days in a year as a special OD, after submitting evidence.

d) EARNED LEAVE (EL)

- Those who have completed 7 years of service in this college are eligible for three days of EL per calendar year from the 8th year onwards.
- After completion of 10 years of continuous service in this college, staff are eligible for 6 days of earned leave per calendar year. This can be accumulated and availed at any time during their service.
- After availing EL, staff should report to duty the next day. If it is a holiday, they should come and sign in the register, which will be kept in the hostel for the convenience of the staff members upon request.

e) LEAVE ON LOSS OF PAY (LLP)

- An employee can go on LLP if they have no other leave at their credit.
- LLP combined with any other leave or holiday will make the entire period of absence as LLP.
- LLP should not affect the regular functioning of the college. If it does, the concerned staff should justify the reason for their absence. Otherwise, necessary action will be taken by the Management.

f) MEDICAL LEAVE (MDL)

- Teaching Staff who have completed 15 years of service are eligible for medical leave of 60 days.
- The first 30 days will be sanctioned as leave with full pay and allowances, and the remaining 30 days will be sanctioned as leave with half pay and allowances.



SERVICE RULES

- This leave will be sanctioned for the illness of the staff only and will be sanctioned only if the supportive medical certificate obtained from the government doctor is satisfactory to the authorities concerned.
- Earned leave and medical leave cannot be combined with any other leave. If combined, the entire period will be considered as EL or medical leave. If the required number of days of leave is not available at their credit, it will be considered as leave on Loss of Pay.

g) MATERNITY LEAVE (MTL)

- Staff members are eligible for maternity leave for 3 months for the first two children only.
- One month will be with Pay & allowances, and two months without pay and allowances.

h) RELIGIOUS HOLIDAY (RH)

- Staff can avail of a two-day leave for religious celebrations in a calendar year.

i) PERMISSION

- Staff can avail of two permissions (one hour) per month during free hours, regardless of working days.

j) INCREMENT / INCENTIVE

If the work and conduct of the employees are reported to be satisfactory as per the laid norms, an increment according to the scales will be granted. Eligibility for an annual increment from the date of joining will be as follows:

- ✓ Based on the students' feedback, teachers receiving a score of more than 70% will be eligible for an increment.
- ✓ Performance appraisal reports will be considered for the increment. Similarly, incentives will be provided for any remarkable achievement like patents, grants, extra hours of work, working during holidays in need of the college, etc., as laid by the teaching staff as seed money.

SERVICE AGREEMENT FOR APPOINTED TEACHER

1. All employees of the College shall be required to be on probation for a period of one year from the date of joining. The period of probation may be extended for a period of 6 months or more at the discretion of the Management. If the probationer's service is reported to be unsatisfactory, his /her service will be dispensed with.



SERVICE RULES

2. Throughout the probationary period, faculty members' performance is evaluated based on various criteria, including teaching effectiveness, research productivity, institutional contributions, and adherence to professional standards and ethics.
3. Formal review meetings or evaluations are conducted periodically during the probationary period to assess the faculty member's progress and provide feedback on areas of strength and improvement.

NON-TEACHING STAFF

1. Non-teaching staff working in the college office or departments are required to be present during college hours (9:00 a.m. to 5:30 p.m.), while for the library; working hours are from 9:00 a.m. to 6:30 p.m.
2. Maintain respect for and adhere to the hierarchy within the college administration.
3. Non-teaching staff must wear their identity cards and over coat at all times during working hours.
4. Non-teaching staff (Lab Assistants) responsible for laboratories cleanliness and upkeep of the labs. Any loss or damage to articles in the laboratory or classroom must be promptly reported to the Head of Department, Concerned authority, or Head of the Institution.
5. Non-teaching staff working in labs are required to maintain a stock register for all articles, equipment, chemicals, etc. This register must be submitted to the Head of Department and the Principal at the end of each semester, with their signatures obtained.
6. Office staff must report any loss or damage to any office articles to the Administrative Officer.
7. A separate register should be maintained for articles damaged by students. Any money collected from students for damages, as directed by the Head of Department, must be handed over to the College Accounts staff for deposit into the College account.
8. Non-teaching staff are expected to carry out their duties as instructed by the authorities to whom they are assigned.
9. Non-teaching staff are not permitted to leave the college premises without permission before the completion of their duty time.
10. The use of social networking platforms during working hours is prohibited for all staff members.



SERVICE RULES

11. Staff members must not disclose official secrets or tamper with official documents/receipts in any way.
12. Staff members are prohibited from intercepting or misappropriating college funds.
13. Absence from duty without official approval is not permitted for any staff member.
14. All staff members are expected to strictly adhere to the laws, rules, and regulations of the College.

SERVICE AGREEMENT FOR APPOINTED NON TEACHING STAFF (NTS)

1. Newly appointed non-teaching staff members may be placed on a probationary period during which their performance and suitability for the position are assessed. The duration of the probationary period and the criteria for evaluation may vary depending on the nature of the position.
2. Evaluation of non-teaching staff members' performance based on their job responsibilities and duties. This may include criteria such as efficiency in administrative tasks, proficiency in technical skills, adherence to institutional policies, and professionalism in interactions with students, faculty, and staff.
3. Policies and procedures are for disciplinary actions, including warnings, suspensions, and termination of employment in cases of misconduct, negligence, or violation of institutional policies.



E- GOVERNANCE POLICY

INTRODUCTION

In our ongoing commitment to excellence, Theivanai Ammal College for Women (Autonomous) has continuously evolved since its inception in 1989. Recognizing the shifting landscape of education and the need to embrace modern advancements, we've undertaken significant initiatives to enhance our operational efficiency and academic quality.

One such milestone occurred in December 2016, when we adopted ERP, a cloud-based Master Soft ERP solution, to spearhead our e-governance efforts. This strategic decision was made to streamline administrative processes and ensure the seamless management of academic affairs and institutional resources.

It's imperative to note that prior to the implementation of ERP, our institution relied on manual methods for record-keeping and administrative tasks. The transition to ERP was not merely a technological upgrade but a paradigm shift towards a 100% paperless environment. This shift aligns with our commitment to sustainability and reflects our dedication to leveraging technology for the betterment of our institution and its stakeholders.

In 2016, Theivanai Ammal College for Women (Autonomous) embraced Master Soft ERP, ushering in a new era of e-governance with modules focusing on Administration, Finance, Student Admission, Payroll, Bus Management, Attendance, Examination, Store, Visitors, Hostel, and Library. Operational procedures were streamlined, including user account creation, fee management, online admission processes, and maintenance of library resources. Looking ahead to the next five years, the institution plans to introduce additional features such as Learning Management system, e-content Management, Feedback System. These advancements aim to enhance efficiency, transparency, and accessibility, ensuring continued excellence in academic and administrative operations.

THE E-GOVERNANCE POLICY DISCUSSES ON THE FOLLOWING OBJECTIVES

- 1. Transparency:** We uphold the principle of transparency in all our e-governance endeavors, ensuring that electronic processes are conducted with openness, accountability, and trust among stakeholders.
- 2. Accessibility:** Our e-governance policy prioritizes accessibility, striving to ensure that electronic systems and services are readily accessible to all members of our college community,



E- GOVERNANCE POLICY

irrespective of their backgrounds or technological proficiency.

3. Security: Security is paramount in our e-governance policy. We have implemented robust measures to safeguard sensitive data, systems, and infrastructure against unauthorized access, breaches, and cyber threats.

4. Accuracy: We are committed to maintaining the accuracy and integrity of data within our e-governance systems, ensuring that information is captured, processed, and disseminated accurately and efficiently.

5. Efficiency: The principle of efficiency guides our e-governance initiatives, aiming to optimize workflows, streamline administrative processes, and enhance productivity through the effective use of electronic systems and technologies.



MOBILIZATION OF FUNDS AND OPTIMAL UTILIZATION OF RESOURCES POLICY

Introduction

Theivanai Ammal College for Women (Autonomous) is a self-financing institution that relies primarily on tuition fees from students to fund its operations. Beyond tuition, the college engages in diverse strategies to mobilize additional funds from both government and non-government sources. The institution follows a stringent procedure for the mobilization and utilization of these funds, ensuring effective financial management and compliance through meticulous planning, budgeting, and auditing processes. This document elaborates on the various sources of funds, detailed allocation procedures, and the robust financial oversight mechanisms in place.

GENERATION OF FUNDS

1. Tuition Fees:

The primary source of income is the tuition fees collected from students enrolled in the college's 31 programs. This steady revenue stream is essential for the operations and the funding of various developmental activities.

2. Government Funds:

The college promotes the departments and faculty members to submit research proposal to various funding agencies. The fund received from agency will facilitate the establishment of laboratories, improve lab equipments and upgrading instrumentation facilities.

The Research Advisory committee will support the faculty members to review the proposals and forward the proposal to agencies.

The college actively pursues grants and funds from government bodies through well-crafted project proposals. Major sources of government funding include:

Tamil Nadu State Council for Science and Technology (TNSCST): Grants for scientific research and technology development projects.

National Commission for Women (NCW): Funds for initiatives aimed at women's welfare and empowerment.



MOBILIZATION OF FUNDS AND OPTIMAL UTILIZATION OF RESOURCES POLICY

Indian Council of Medical Research (ICMR): Support for medical and health-related research projects.

Indian Council of Social Science Research (ICSSR): Funding for social science research projects.

Department of Science and Technology (DST): Grants for scientific research, innovation, and technological advancements.

3. Non-Government Funds:

Contributions from non-governmental sources significantly enhance the college's financial base. These include:

Endowment Prizes: Donations from alumni and benefactors, used to award academic excellence.

College Development Fund: Funds allocated by the college management to recognize and reward outstanding achievements by students and staff.

4. Competitive Examination Centers:

The college raises funds through the operation of centers for competitive examinations conducted by the government. These centers serve as additional revenue streams while providing valuable services to students preparing for various competitive exams.

5. Consultancy and Sponsorship:

Additional funds are generated through consultancy services offered by faculty members and through sponsorship to the conduct of events and projects by industry partners and academic institutions.

6. Vocational and Add-on Courses:

Fees collected for the vocational and add-on courses offered by the college contribute to its financial resources. These courses provide students with additional skills and certifications, enhancing their employability.

7. Student Welfare Fund:

Faculty members contribute to a Student Welfare Fund, which is used for various student-centric activities, ensuring the holistic development and welfare of students.

8. National Service Scheme (NSS) Fund:

Funds raised through NSS activities are allocated for community service projects and initiatives



MOBILIZATION OF FUNDS AND OPTIMAL UTILIZATION OF RESOURCES POLICY

aimed at engaging students in social work and community development.

UTILIZATION OF FUNDS:

The effective utilization of mobilized funds is essential for the institution's growth and sustainability. The college adheres to a stringent and transparent procedure for fund allocation and utilization:

1. Planning and Budgeting:

Annual Budget Proposals: Each February, departments, cells, and clubs submit their budget proposals to the Principal.

Consolidation and Approval: The Principal consolidates these proposals into a comprehensive budget, which is then presented to the management for approval.

Finance Committee: A finance committee oversees the planning and budgeting process, ensuring alignment with the institution's strategic goals and objectives.

2. Allocation of Funds:

Operational Expenses: Funds are allocated for operational expenses, including utilities, maintenance, and administrative costs.

Academic and Extracurricular Activities: Budget is allocated for conducting academic events, seminars, workshops, cultural events, and sports activities.

Purchase of Equipment and Materials: Funds are used to purchase laboratory equipment, chemicals, library resources, and other educational materials.

Examinations: Allocation for the conduct of internal and external examinations, including expenses for setting up examination centers, invigilation, and evaluation processes.

3. Financial Oversight and Audit:

Annual Financial Audit: A financial audit is conducted annually by a chartered accountant to ensure compliance with financial regulations and proper utilization of funds.

Post-Program Audits: After the completion of funded programs, an audited financial statement is submitted to the respective funding agency within the stipulated time frame.

Three-Tier Verification: Bills and financial statements undergo a three-tier verification process involving the Principal, Finance Section, and Finance Officer to ensure accuracy and



MOBILIZATION OF FUNDS AND OPTIMAL UTILIZATION OF RESOURCES POLICY

accountability.

4. Monitoring and Review:

Continuous Monitoring: Ongoing monitoring of fund utilization ensures adherence to budgetary allocations and prevents mismanagement.

Regular Reviews: The finance committee conducts regular reviews to identify areas for improvement and implement necessary corrective measures, enhancing financial efficiency and effectiveness.

Conclusion

The institution employs a comprehensive and transparent system for the mobilization and optimal utilization of funds. By diversifying income sources and implementing stringent financial management practices, it ensures sustainable development of its infrastructure, academic programs, and student welfare initiatives. This strategic approach not only fosters institutional growth but also enhances the quality of education and services provided to students, positioning the institution as a premier educational entity dedicated to empowerment and academic excellence. By adhering to these detailed strategies for fund mobilization and resource utilization, the institution continues to achieve its mission of providing high-quality education and fostering an environment conducive to the overall development of its students.



MAINTENANCE POLICY

Title: Maintenance Protocol for Theivanai Ammal College for Women (Autonomous), Villupuram

Introduction:

This Maintenance Protocol for Theivanai Ammal College for Women (Autonomous) is designed to ensure the seamless upkeep of both physical and academic support facilities essential for the institution's smooth operation. Its objective is to establish systematic procedures for the efficient maintenance and utilization of key facilities such as laboratories, libraries, sports complexes, computers, and classrooms.

Responsibility Assignment:

- ❖ **Principal:** Holds overall responsibility for facility maintenance and utilization.
- ❖ **Heads of Departments:** Responsible for maintaining facilities within their respective departments.
- ❖ **Maintenance Staff:** Tasked with executing maintenance duties in accordance with SOP guidelines - (Including Teaching & Non- Teaching Staffs) under the control or Administrative Officer.

Maintenance of Physical Facilities:

- ❖ **Regular Inspection:** Perform routine inspections of all physical facilities to identify maintenance needs.
- ❖ **Scheduled Maintenance:** Create maintenance schedules for each facility, covering repairs, painting, and cleanliness.
- ❖ **Emergency Response:** Establish protocols for promptly addressing urgent maintenance issues.
- ❖ **Record Keeping:** Maintain detailed records of all maintenance activities, Schedules, documenting dates, issues, and actions taken.

Maintenance of Academic Facilities:

- ❖ **Laboratory Maintenance:**
 - ✓ **Equipment Calibration:** Regularly calibrate laboratory equipment for accuracy.
 - ✓ **Safety Checks:** Conduct periodic safety inspections to prevent accidents.

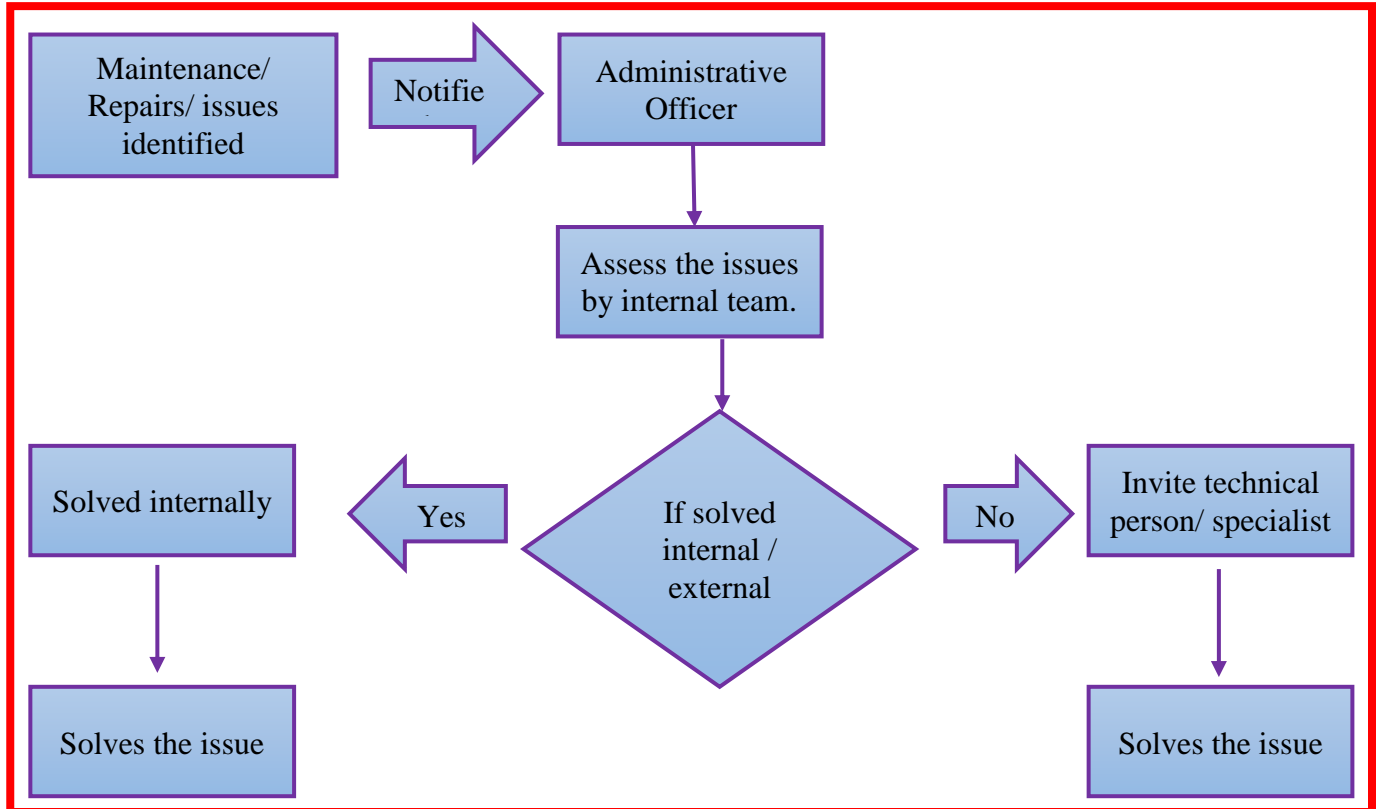


MAINTENANCE POLICY

- ✓ **Inventory Management:** Keep laboratory supplies and equipment inventory updated.
- ❖ **Library Maintenance:**
 - ✓ **Book Cataloging:** Implement a systematic cataloging system for easy book retrieval.
 - ✓ **Preservation:** Take measures to preserve book and resource conditions.
 - ✓ **Space Management:** Ensure optimal library space utilization for user comfort.
- ❖ **Sports Ground Maintenance:**
 - ✓ **Equipment Inspection:** Regularly inspect sports equipment for wear and tear, replacing or repairing as needed.
 - ✓ **Ground Maintenance:** Ensure sports fields and courts are maintained for safety and usability.
 - ✓ **Event Management:** Coordinate scheduling of sports events and activities within the complex.
- ❖ **Computer Facilities Maintenance:**
 - ✓ **Software Updates:** Regularly update software for security and functionality.
 - ✓ **Hardware Maintenance:** Conduct routine checks and repairs of computer hardware.
 - ✓ **Technical Support:** Provide timely technical assistance to faculty and students as required.
- ❖ **Classroom Maintenance:**
 - ✓ **Furniture Maintenance:** Repair or replace damaged furniture to maintain conducive learning environments.
 - ✓ **Audio-Visual Equipment:** Ensure proper functioning of audio-visual equipment for effective teaching.



MAINTENANCE POLICY



❖ Established Systems and Procedures:

- ✓ **Documentation:** Maintain comprehensive documents outlining facility maintenance and utilization procedures.
- ✓ **Training Programs:** Conduct regular training sessions for maintenance staff to ensure adherence to established procedures.
- ✓ **Feedback Mechanism:** Implement an online feedback system to gather input from stakeholders for necessary improvements.

❖ Review and Continuous Improvement:

- ✓ **Periodic Review:** Conduct regular SOP reviews to identify areas for improvement and update procedures accordingly.



MAINTENANCE POLICY

- ✓ **Feedback Incorporation:** Incorporate stakeholder feedback to enhance maintenance procedure effectiveness.
- ✓ **Benchmarking:** Compare against industry standards to adopt best practices for facility maintenance.

This Maintenance Protocol serves as a guide for maintaining and utilizing physical and academic support facilities at Theivanai Ammal College for Women, demonstrating the institution's commitment to providing an enriching educational environment.



INTERNAL & EXTERNAL FINANCIAL POLICY

Objective:

- To ensure the effectiveness, efficiency, and integrity of the institution's operations, including financial management, academic processes, and administrative procedures.
- To facilitate continuous improvement, enhance accountability, and fulfill with regulatory requirements.

Target Group:

It applies to all departments, administrative offices and functions of the college, including academic programs, research centers, and support services. It encompasses financial audits and academic audits, conducted internally or externally.

Responsibilities:

1. Management: Oversees the audit process and ensures compliance with applicable laws, regulations, and policies. It appoints an Audit Committee responsible for reviewing audit reports, monitoring audit activities, and recommending corrective actions.
2. Policy Makers : Each and every administrative officers will create a policy for their office approved by the governing body for implementing the audit policy, appointing qualified auditors, providing necessary resources, and ensuring timely follow-up on audit recommendations.
3. Internal Audit Team: It comprises of Vice Principal, Two senior faculties and IQAC Co-ordinator. The Internal audit team conducts independent audits of the institution's operations, assesses internal controls, and report's findings to management and the Audit Committee.
4. External Audit Firm: It comprises of Finance Manager, and Auditor. It engages an external audit firm to conduct annual financial audits in accordance with Generally Accepted Accounting Principles (GAAP) and applicable auditing standards. The external auditor also reviews compliance with regulatory requirements and provides an opinion on the fairness of the financial statements.



INTERNAL & EXTERNAL FINANCIAL POLICY

Audit Process:



1. Planning: The audit process begins with the development of an annual audit plan based on risk assessment, regulatory requirements, and management priorities. The audit plan is approved by the Audit Committee and includes objectives, scope, methodology, and timelines for each audit.

2. Fieldwork: Auditors conduct fieldwork to gather evidence, assess controls, and test transactions in accordance with audit objectives and procedures. They interview personnel, review documentation, and perform analytical procedures to identify risks and control weaknesses.

3. Reporting: Audit findings, conclusions, and recommendations are documented in audit reports and communicated to management, the Audit Committee, and other relevant stakeholders. Reports include management responses and action plans to address identified deficiencies.

4. Follow-Up: Management is responsible for implementing corrective actions in response to audit recommendations within agreed-upon timelines. The Internal Audit Department monitors the implementation of corrective actions and reports progress to the Audit Committee.

5. Confidentiality: Auditors maintain the confidentiality of audit information and restrict access to authorized personnel on a need-to-know basis. Audit reports and related documents are handled securely and are accessible only to individuals involved in the audit process.



INTERNAL & EXTERNAL FINANCIAL POLICY

6. Quality Assurance: The audit policy includes provisions for quality assurance to ensure the professionalism, objectivity, and independence of audit activities. It outlines procedures for peer review, audit supervision, staff training, and adherence to professional standards.

7. Review and Revision: The audit policy is subject to periodic review and revision to reflect changes in regulatory requirements, best practices, and organizational needs. Amendments to the policy are approved by the Audit Committee and communicated to all stakeholders.



ACADEMIC AND ADMINISTRATIVE AUDIT POLICY

Objective:

- To ensure the effectiveness, efficiency, and integrity of the institution's operations, including financial management, academic processes, and administrative procedures.
- To facilitate continuous improvement, enhance accountability, and fulfill with regulatory requirements.

Target Group:

It applies to all departments, administrative offices and functions of the college, including academic programs, research centers, and support services. It encompasses financial audits and academic audits, conducted internally or externally.

Responsibilities:

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ACADEMIC AND ADMINISTRATIVE AUDIT POLICY

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ACADEMIC AND ADMINISTRATIVE AUDIT POLICY

monitors the implementation of corrective actions and reports progress to the Audit Committee.

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7. Review and Revision: The audit policy is subject to periodic review and revision to reflect changes in regulatory requirements, best practices, and organizational needs. Amendments to the policy are approved by the Audit Committee and communicated to all stakeholders.



GREEN CAMPUS POLICY

TACW - A Green Campus is a place where environmental friendly practices and education combine to promote sustainable and eco-friendly practice. The primary goal is to lead the way in redefining environmental concerns and developing new paradigms by providing sustainable solutions to the requirements of the local population on both an environmental and social level.

TACW GREEN PRACTICES

Green practices on campus include litter free campus, green landscaping with well-maintained lawn, trees and flowering plants

- Greenery to provide pollution free air and carbon sink.
- A clean campus.
- Minimize - waste and consumption of water and energy.
- Adoption and deployment of environment - friendly activities.
- TACW @ Environmental Policy plan through best green practices and sustainability index activities that are in line with sustainable waste management, water management, energy management, sanitation, hygiene and greenery management.

Major Green campus Initiatives in TACW campus:

- Rain water Harvesting
- Herbal Garden
- Recycling bin for e-waste
- Use of LED
- Digital Library/ e-learning center
- Restricted entry of vehicles
- Restricted Parking
- Usage of bicycles and public transport
- Pedestrian friendly Road
- Paperless office
- Plastic free campus
- Plantation of Tree & exotic fruits



GREEN CAMPUS POLICY

Plastic Banned Campus

- College is maintaining a plastic free zone campus. The students and faculty members are prohibited to bring plastics inside the campus
- Through Environmental club awareness programs were organized to maintain plastic free campus

Zero Carbon Campus

The entry of vehicles is restricted at the first gate itself. No vehicle is allowed to enter the campus after the second gate. Faculty and students have to walk and reach their respective workplaces and classrooms.

Air Pollution

- To control Air Pollution, the college has banned the use of firewood and smoking inside the Campus.
- Vehicles are restricted in the second gate.
- Burning of any kind of waste is banned to prevent Air pollution.
- Promoting the use of electric vehicles, bicycles, and public transportation among students and staff.

Water Pollution

The institution has strict policy of reuse the waste water. The waste water from the campus is properly treated and reused in the garden. The institution takes effort in managing the rain water through rain water harvesting pit.

Pollution Free Campus

Campus has around 350 plants including herbs, shrubs and big shady trees with lawns as well as beautiful trees planted all over the campus area with pollution free campus.



ENVIRONMENTAL POLICY

This policy is all about making the campus a greener and healthier place for everyone. The institution is looking at ways to use less energy, save water, reduce waste, and be more eco-friendly in everything, from planting trees to using reusable water bottles.

Objectives of the Policy:

- To preserve and safeguard the campus natural resources and ecosystems.
- To make sure that environmental resources are used wisely in order to fulfil the goals and demands of both the current and future generations.
- To integrate environmental concerns into policies, plans and programmes for social development and outreach activities.
- To make the campus plastic (nondegradable) free.
- To continuously improve the efficient use of all resources, including energy and water, and to reduce consumption and the amount of waste produced, recovering and recycling waste where possible.

Guidelines for Water, Energy and Environment Conservation and Waste Management.

- ❖ Limited entry of vehicles
- ❖ To observe yearly 'No Vehicle Day' to increase awareness.
- ❖ Use of Bicycle/ battery powered vehicles is encouraged.
- ❖ The institute has pedestrian friendly pathways to protect ecological systems.
- ❖ Landscaping with trees and plants.
- ❖ Plant more trees within and outside campus to clean the atmosphere and keep the campus green. Waste has to be handled at the place of origin. Keep the premises neat and tidy. Commit to manage waste and maintain clean campus especially during college events.
- ❖ **Measures for energy conservation**

The institution ensure optimum utilization of lights, fans and other electronic devices, turning them off when not in use. The activation of power management systems (power saving modes) in electronic devices like computers, laptops etc. should be done, when not in use. Utilization of LED should be done as far as possible. The purchase of equipments or instruments should be made in view of energy conservation Utilization of



ENVIRONMENTAL POLICY

alternative sources of energy should be promoted.

❖ Digital Library / E-Learning Centre

The institution promotes utilization of e-resources like e-books, online journals and soft copies over hard copies/papers wherever possible. Everyone should use e-mail/ messaging services for official communications instead of paper as far as possible. Utilization of learning management systems and e- platforms should be promoted.

❖ Plastic free campus

The college administration has implemented a rigorous policy to prohibit the use of single-use plastics on campus, labelled it a "Plastic-Free Campus," and taken stingy action against using plastics.

❖ Gardening and Landscape

The college maintains a beautiful landscape with numerous trees and well-tended gardens, enhancing the campus's natural beauty. This commitment to greenery helps preserve the ecosystem and provides a serene environment for students and staff.

❖ EVS Club

The EVS Club actively engages in tree plantation drives, waste management campaigns, and environmental awareness workshops, fostering a culture of eco-consciousness among students and faculty. Through collaborative efforts, the institution strive to mitigate environmental impact while nurturing a vibrant and green campus environment.

❖ Herbal Garden

The Herbal Garden in the institution serves as an educational resource, showcasing a variety of medicinal plants and herbs, promoting awareness about traditional remedies and holistic health practices. Managed by students and faculty, it provides hands-on learning opportunities and contributes to the conservation of valuable botanical species, enriching both academic and ecological facets of the college.



ENVIRONMENTAL POLICY

❖ Butterfly Garden

The Butterfly Garden, nestled within the institution, serves as a sanctuary for native butterfly species, fostering biodiversity and providing a tranquil space for observation and study. Designed to attract and sustain butterflies throughout their life cycles, it not only enhances the institutions environment but also serves as an educational resource for ecological conservation and habitat preservation.

❖ Awareness and Campaigns:

The college conducts awareness drives and sensitizing workshops on the harmful impacts of single-use plastics among students and staff to encourage following

- Every student will strive to make her household plastic-free.
- Students to be incentivized to carry out similar campaigns at the community level
Installation of necessary alternative facilities like water units to avoid the purchase and use of plastic water bottles.
- Ensure the presence of alternative solutions, like cloth bags, etc., to plastic bottles; cover another goods on campuses.
- Conducting events and poster competitions, etc., on designing ecologically and environmentally friendly goods to minimize the use of single-use plastic.



ENERGY POLICY

Energy Policy implies to the use of Energy Resources available in the College Campus. Also it determines an appropriate energy utilization, measures and identifying energy-saving advanced technology for Energy Consumption.

Objectives of the Policy:

The energy policy of the TACW is drafted with the following objectives.

- To conserve energy by adopting technology.
- To promote the use of renewable energy.
- To replace the old lights with LED.
- To conduct awareness in Energy conservation to students, faculty and adopted villages.
- To conduct Energy Audit and improve energy conservation.

Measures for energy conservation

- Ensure optimum utilization of lights, fans and other electronic devices, turning them off when not in use.
- The activation of power management systems (power saving modes) in electronic devices like computers, laptops etc. should be done, when not in use.
- Utilization of LED should be done as far as possible.
- The institution uses solar panels to generate electricity, providing a green and cost-effective solution for our energy needs. By harnessing the power of the sun, it reduces the environmental impact while ensuring a reliable source of power for campus operations.
- Students and faculty are advised to use staircases unless otherwise if required, required, they can use lifts.
- Sensor based lights installed to conserve energy.
- BLDC fans installed to reduce energy consumptions.



WASTE MANAGEMENT POLICY

Regularly Collect and Setting up of waste materials and disposed. Paper waste materials collected and recycled by distributes to Rajasree Sugar mill Industries. Different Color coded Dustbins are used to collect the waste materials and Segregated for Bio-degradable and Non-Bio-degradable waste. Ensure the protection of the environment through effective waste management.

Solid Waste Management

- No one should throw the waste material in the College premises, dustbins placed in each and every classes, canteen and prominent places
- No one burn the solid waste in the college premises
- Food wastage to be avoid and minimizing the use of packaged food.
- Use of degradable waste for composting purpose.
- Sanitary napkins incinerator used to dispose the sanitary pads
- For **vermicomposting**, a suitable pit of 5 x 5 x 4 metres has been created, which contains earthworms in it. The kitchen waste material introduced in this is broken down by earthworms into eco-friendly manure, and the manure is utilised for herbal plants in the college garden.
- **Bio gas Plant** can be used in campus cafeterias as a clean cooking fuel. It is used to maintain Effective disposal and management of organic waste from Hostel Kitchen and cow dung.

Liquid Waste Management

- Sewage treatment plant installed inside the campus for recycling the waste waters
- Treated water from Sewage treatment plant can be used for gardening purpose

E-Waste Management

- Ensure that e-waste is collected regularly and kept in an appropriate place.
- It is used for PC Trouble Shooting Lab for Students to learn Hardware assemble and parts of the computer.

Bio-medical waste Management

- Ensure that the bio-medical waste collected from the Lab which is transported, handled, stored, treated and disposed of, without any adverse effect to the human health and the



WASTE MANAGEMENT POLICY

environment.

Hazardous Chemical and Radioactive Waste Management

Hazardous chemicals are not used in the laboratories. Acids in diluted form are used in chemistry laboratories, which are discharged directly. When necessity arises to utilize a strong acid or base, they are neutralized before discharging. No radioactive elements of any form are used in the campus and thus its waste is not generated in the campus

Diluted acids are used in chemistry laboratories and are discharged directly. When it is necessary to use a strong acid or base, it is neutralized before discharge.



WATER CONSERVATION POLICY

Theivanai Ammal College for Women recognises the critical importance of water as a finite resource. The institution is committed to promoting water conservation practices throughout the college campus to ensure its responsible use and long-term sustainability. This policy outlines the measures that will be implemented to achieve this goal.

Objectives:

- Reduce overall water consumption on campus.
- Increase awareness of water conservation practices among students, faculty and staff.
- Promote responsible water use behavior in all college activities.
- Identify and implement cost-effective water conservation strategies.

Facilities:

- Rainwater harvesting from rooftop run-offs.
- Well-developed bore well recharge system
- Low pressure & sensor-based water tap in limited spots in the campus.
- Water distribution system in the Campus

Water Management:

- Use effective management strategies to conserve water and reduce its use.
- Use of least amount of water possible in accordance with its activities, and it will ensure that the water it uses is both provided and disposed of in the purest possible condition.
- A continuous water conservation programme would be implemented to track use, prevent leakage, and remove excessive or unnecessary use.
- Installing rain water harvesting systems in all campus buildings for groundwater replenishment and water self-sufficiency.



WATER CONSERVATION POLICY

- The Institution has installed 5 Reverse Osmosis (RO) water tanks. These tanks ensure that students and staff have access to clean and safe drinking water, free from contaminants and impurities.
- Encourage reporting leaks and swiftly repairing them.
- The institution promotes efficient water techniques, such as sprinkler and drip irrigation, for its gardening activities.

Water Distribution Process:

- The entire campus is furnished with 5 RO water tanks and 6 regular water tanks, which play a crucial role in the water distribution process, guarantee that all students and staff have access to clean drinking water, as well as for daily use in the restrooms.
- The quality of the RO water is consistently monitored. Regular testing of water samples from each dispenser ensures that the water meets safety standards and is free from contaminants.
- The bore water is processed in the RO plant and distributed for drinking purposes. The left-out water from the RO plant is used for the garden.

Water Recycling:

The waste water generated has been properly treated through the recycling unit, and the recycled water is utilised in the garden.



GENDER EQUITY POLICY

Theivanai Ammal College for Women (Autonomous), Villupuram, works at its best in incorporating the Gender Equity policies for the betterment of Women students and to promote advanced Technical Education. The Institution takes initiative in addressing gender inequalities that limit the abilities of individuals to access opportunities for better health, education, employability and economic prosperity. Gender Equity provides a great platform for women students to benefit from women centric awareness programmes which makes them realize that they deserve to be treated fairly, with social justice attaining elevation in their education and seizing opportune moments of employability. The awareness programmes have made women students to stay focussed in their academics and to excel in various fields like sports, co-curricular and extra-curricular activities.

Objectives:

- To provide effective gender based and advanced technology integration curriculum to the Students.
- To orient by conducting Discipline oriented Programmes
- To create awareness by conducting Gender sensitization programmes.
- To recognize and reward for Students achievements in various activities.
- Mentoring women students on women specific issues with the help of women cell

Functions:

- Conduct awareness Session on Gender Equality and Gender Champions.
- As a Women institution, conducts every year Orientation Programme.
- Conduct Legal session on Women's right.
- Security guards are also available on the premises of the Institute to ensure the safety of women.
- The Institute has women counsellors who provide regular counselling sessions to both girl students and female faculty members on a regular basis.
- Encourage Women to reach their fulfilment of women's potential through Education, skill development and employment.



DIVYANGJAN POLICY

- Built environment with Ramps/lifts for easy access to classrooms.
- Divyangjan friendly washrooms.
- Signage including tactile path, lights, display boards and signposts.
- Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment.
- Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading.

Response:

The institution focuses towards establishing a barrier-free, Differently-abled (Divyangjan) friendly atmosphere that guarantees accessibility and equal opportunity for all people, including those with disabilities. Diverse elements have been integrated across the site to accommodate the varied requirements of Divyangjan personnel, students, and guests.

Lift and Ramp facilities:

Lifts provide a convenient and barrier-free mode of transportation for students with mobility limitations (Divyangjan) to access all levels of the main block. This ensures equal opportunity to attend classes, labs, and other academic activities, fostering a sense of independence and promoting their full participation in college life.

Ramp provided in the main block and B Block ground floor for the Divyangjan students.

Divyangjan Friendly Washrooms:

Special attention has been given to the design and maintenance of washrooms to accommodate Divyangjan individuals. These washrooms are equipped with appropriate facilities, such as grab bars and wider doorways, to ensure comfort and convenience.

Signage:

The campus is equipped with accessible signage, including, display boards, and signposts.

Tactile Pathways:

The institution features tactile pathways designed to guide visually impaired individuals safely across all key areas, including academic buildings, libraries and hostels.



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DIVYANGJAN POLICY

Assistive Technology and Facilities:

The College uses technology to support the personnel and students of Divyangjan. Screen readers may easily navigate the official website, which guarantees that all information is presented in an inclusive manner. On computers designated for this purpose, screen-reading software is installed to help people with vision impairments access digital content. Wheelchairs, among other things, are provided to help Divyangjan people.

Provision for Enquiry and Information:

The institution has dedicated staff to provide human assistance and support to Divyangjan individuals. In cases where students need help with reading or writing, readers and scribes are provided during exams or academic activities. Soft copies of reading materials are made available to those who require them, and screen reading facilities are offered for digital resources. A single-use Counter dedicated to them is also present.



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INTERNAL QUALITY ASSURANCE CELL (IQAC)

Introduction

In pursuance of the National Action Plan of the National Assessment and Accreditation Council (NAAC), Bangalore, for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the NAAC proposes that every accredited institution, on establishment of an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of an institution's system and work towards realizing the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of institutions. During the post-accreditation period, the IQAC will channelize the efforts and measures of an institution towards academic excellence.

Establishment of IQAC @ TACW

As per the guidelines of National Assessment and Accreditation Council (NAAC), the establishment of Internal Quality Assurance Cell (IQAC) is a mandatory requirement for all NAAC-accredited institutions. Theivanai Ammal College for Women was reaccredited by NAAC in the year 2003 with "A" grade. The IQAC of TACW was constituted on **05.04.2004**, since its inception, has been consistently and actively involved in quality sustenance and quality enhancement activities. It is a participative cell of the college that works on evolving strategies to remove deficiencies and enhance quality, thus channelizing the efforts of the college towards achieving holistic academic excellence.

Vision

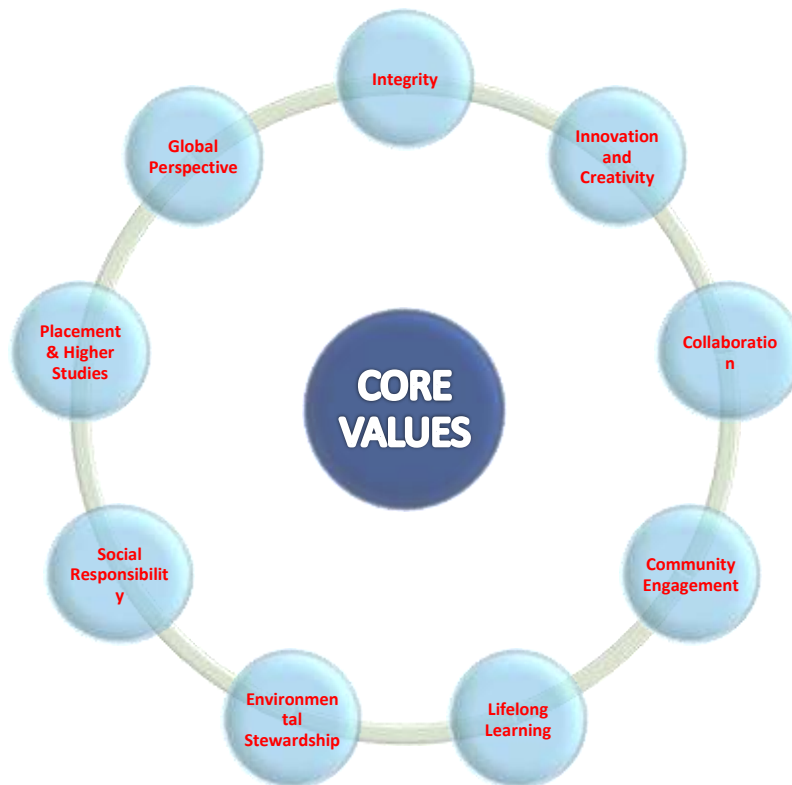
To ensure quality culture as the prime concern for the institution through institutionalizing and internalizing all the initiatives taken with internal and external support.

CORE VALUES

The college wishes to fulfill the mission statement through below mentioned core values, serve as the cornerstone of academic excellence, research and integrity across all disciplines.



INTERNAL QUALITY ASSURANCE CELL (IQAC)



Integrity - Promoting honesty, transparency, and ethical behavior in academic and professional endeavors.

Innovation and Creativity - Encouraging exploration, experimentation, and original thinking in both arts and sciences.

Collaboration - Emphasizing teamwork, interdisciplinary cooperation, and partnerships within and beyond the academic community.

Community Engagement - Engaging with local, national, and global communities through extension, outreach, and meaningful contributions.

Lifelong Learning - Instilling a commitment to continuous personal and professional development beyond formal education.

Environmental Stewardship - Promoting sustainability and responsible environmental practices in teaching, research, and campus operations.

Social Responsibility - Encouraging to use their knowledge and skills for the betterment of



INTERNAL QUALITY ASSURANCE CELL (IQAC)

society.

Placement & Higher Studies - support students in achieving their career aspirations, furthering their education, and making meaningful contributions to society

Global Perspective - Encouraging students to explore international career opportunities, study abroad programs, and cross-cultural experiences to broaden their horizons and develop a global mindset.

Objectives:

The primary objectives of the IQAC are

- ✓ To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the college.
- ✓ To promote measures for the institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies

IQAC shall evolve mechanisms and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) Relevant and quality academic/ research programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of assessment and evaluation process;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions of IQAC

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the Colleges;



INTERNAL QUALITY ASSURANCE CELL (IQAC)

- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- Dissemination of information on the various quality parameters of higher education.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities of the College, leading to quality improvement.
- Acting as a nodal agency of the college for coordinating quality-related activities, including adoption and dissemination of good practices.
- Development and maintenance of institutional database through MIS for the purpose of
Maintaining / enhancing the institutional quality;
- Development of the Annual Quality Assurance Report (AQAR) of the College based on the quality parameters/assessment criteria developed by the relevant quality assurance body (NAAC) in the prescribed format;
- Interaction with College Student Council (CSC) in the pre and post accreditation quality assessment, sustenance and enhancement endeavors.

Benefits of IQAC

- Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement.
- Ensure internalization of the quality culture.
- Ensure enhancement and integration among the various activities of the college and good
Practices.
- Provide a sound basis for decision-making to improve institutional functioning.
- Act as a dynamic system for quality changes in the Colleges.
- Build an organized methodology of documentation and internal communication.



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INTERNAL QUALITY ASSURANCE CELL (IQAC)

The composition of the IQAC may be as follows:

The composition of the IQAC may be as follows:

- Chairperson
- Three to Eight Teachers
- Member from the Management
- Senior administrative officers
- Member from local society
- Students
- Alumni
- Employers
- Industrialists
- Stakeholders
- Coordinator/Director of the IQAC

Roles and Responsibilities of IQAC

- Formulate and implement quality policies and procedures in accordance with the objectives of the institution and relevant accreditation bodies.
- Develops and implements various quality parameters to assess the functioning of academic and administrative activities within the institution.
- Monitors and evaluates the effectiveness of academic and administrative processes, teaching-learning methods, research activities, and student support services.
- Prepares the institution for accreditation processes by ensuring compliance with accreditation standards and guidelines.
- Maintains comprehensive documentation and records related to quality assurance activities, including data on academic performance, faculty qualifications, infrastructure, etc.
- Conducts periodic internal reviews and assessments to identify areas for improvement and take corrective measures.



INTERNAL QUALITY ASSURANCE CELL (IQAC)

- Facilitates faculty and staff development programs to enhance their teaching, research, and administrative skills.
- Collects and analyzes feedback from students and stakeholders to identify issues and areas for improvement. It also helps in the resolution of grievances related to academic and administrative matters.
- Promotes the adoption of best practices in teaching, research, governance, and administration to enhance overall institutional effectiveness.
- Initiates and oversees quality enhancement programs and initiatives aimed at improving the overall quality of education and services offered by the institution.
- Conducts periodic Academic and Administrative Audit (AAA) of departments.
- Benchmarks the institution's performance against peer institutions and promotes collaboration with other institutions, industries, and research organizations to foster excellence in education and research.
- Prepares the Annual Quality Assurance Report (AQAR) based on the quality assurance activities undertaken during the year and submits it to the concerned authorities and accreditation bodies.
- Provides advisory support to the institution's management in matters related to quality assurance, accreditation, and continuous improvement.