SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

M.O.P. VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS)

NO. 20, IV LANE, NUNGAMBAKKAM HIGH ROAD, CHENNAI - 600 034
600034
www.mopvc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

M.O.P. Vaishnav College for Women (Autonomous) is committed to the empowerment of women by imparting holistic education through excellence in teaching methods, facilitation of learning, and research. Over the past three decades, M.O.P. Vaishnav College has acquired a stellar reputation for equipping women students with the knowledge, skill and values necessary to meet the prevailing needs of industry and society.

M.O.P. Vaishnav was born through the confluence of the visions of two trusts – the Dewan Bahadur M.O. Parthasarathy Aiyengar Charities and Sri Vallabhacharya Vidya Sabha – motivated by social transformation. M.O.P. Vaishnav College had its auspicious beginning on July 13, 1992, at an ideal location in the heart of the city. With seamless transportation connectivity that allows students to commute with ease, the location facilitates all outbound and inbound activities.

The College started its journey for the cause of women's education with just three programmes: B.Com., B.B.A. and B.Sc. (Mathematics). In 30 short years, the curricular portfolio has grown to include 15 undergraduate programmes, 8 postgraduate programmes, and 2 doctoral programmes in the Department of Commerce, and Department of Communication and Media Studies. The college now boasts a student strength of around 3,810.

M.O.P. Vaishnav, affiliated to the University of Madras, in its second cycle of reaccreditation by the National Assessment and Accreditation Council (NAAC) in 2009, was recognized with an 'A' grade, with a CGPA of 3.51 on a 4-point scale. In the third cycle in 2016, the college was reaccredited at 'A' grade with a CGPA of 3.56. The college also has the distinction of being one of the youngest colleges in the country to have been granted Autonomy by the University Grants Commission and the University of Madras.

The College has been recognized as a mentor institution under the UGC Paramarsh scheme, helping select colleges in the vicinity make progress towards their institutional goals. M.O.P. Vaishnav is among the top 150 colleges in the country according to the National Institutional Ranking Framework (NIRF) rankings of 2019. Several programmes offered by the College have been ranked among the best of their category at the city, state and national level.

Vision

To evolve into a university of international repute.

M.O.P. Vaishnav firmly believes in the model it has evolved for the empowerment of women. Our long-term vision is to implement it not only at the college level, but to take it into the community at large – and the best way to do it would be through the hub-and-spoke model: to become a university, sharing values and best practices with a number of institutions that would in turn deploy them for the empowerment of women.

Mission

To provide a unique learning experience that will enable the students to realize their innate potential and mould their overall personality.

MISSION GOALS

- To promote academic excellence by providing a conducive ambience and infrastructure.
- To develop self-reliant individuals by involving them in academic projects.
- To provide career opportunities by equipping them with the skill and knowledge required for the industry.
- To create socially responsible citizens by encouraging them to take part in the extended activities of the college. The 90 hours of community service included in the curriculum stand testimony to the mission of the College to create responsible citizens.

INSTITUTIONAL VALUES

The following core values inform all policies and mission goals of M.O.P. Vaishnav College.

INTEGRITY In all endeavours, honesty and consistency are our watchwords. The same values are inculcated in students.

INCLUSIVITY We embrace differences and pursue diversity in the faculty and student body.

RESPONSIBILITY All decisions are deeply considered, and we stand by our word. We believe in having the courage of our convictions.

RESEARCH A spirit of curiosity and innovation drives us forwards, and is the moving spirit behind our progress, both academic and otherwise.

EXCELLENCE We believe that contentment fosters complacence, and therefore strive for excellence as individuals and as an institution.

CARING FOR SOCIETY We believe we stand on the shoulders of the community, and strongly understand our responsibility to give back to society. The spirit of sharing and giving is strongly encoded in all our programmes.

As the college steps into the fourth cycle of reaccreditation process, arranging and structuring of information have been taken up by the dedicated teaching, non-teaching and technical assistants of the college for the past six months. Braving the challenges posed by the pandemic and treating the limitations as opportunities to explore, the M.O.P. team members have worked hand-in-hand with one another with remarkable energy and enthusiasm.

With a clearly drawn vision, able leadership and devoted staff, M.O.P continues in its mission of providing quality education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Diverse 3,810-strong student body, comprising students from various cultural and socioeconomic backgrounds. Scholarships of up to Rs. 1 crore annually have been awarded to meritorious students with economic need, to promote inclusivity.
- Well-framed, industry-focused curriculum offered in 15 undergraduate and 8 postgraduate programmes. The focus on industry-academia interface ensures that every student leaves the portals of the Institution with at least one internship.
- *Emphasis on collaborations with foreign universities*. The College has inked 4 MOUs with foreign universities for short-study programmes for students, out of a total of 34 MOUs signed for collaborations.
- Inculcation of the entrepreneurial mindset in students through an active Incubation Centre and business-on-campus opportunities.
- Mentorship programme -- in which each student is paired with a teacher throughout her tenure at the College -- fosters deeper engagement with the Institution.
- Placement Cell that reaches out to corporate entities for opportunities, and arranges expert talks on topics such as resume drafting.
- *Prioritisation of research*. The faculty include 8 Ph.D. guides, 55 Ph.D. holders, and 24 doctoral candidates under the supervision of M.O.P. guides. In 2016-21, faculty members have to their credit 343 journal publications, 78 book chapters and publications in conference proceedings, 40 projects supported by the Institution under the Seed Money Grant Scheme, and 5 projects funded by external agencies, including one funded by the UGC.
- Infrastructure that includes disabled-accessible amenities, Wi-fi-enabled campus, and a well-stocked library with 38,093 books and 26,417 e-books, complementing academic requirements.
- Registered Alumni Association that actively engages with the alma mater, resulting in networking opportunities.
- *Conviction in social justice through sports*. The College supports talented sportswomen every year with scholarships, and free boarding and lodging. The sports programme has produced 120 international players and 817 national players, 14 Asian Games medallists and 4 Commonwealth medallists.
- *Inculcation of individual and institutional social responsibility*. The College takes up one social cause a year, directing all students' service efforts to make a meaningful impact towards that cause.
- Nimble leadership, resulting in progressive actions geared towards the attainment of sustainable development goals.

Institutional Weakness

- *Space constraint*. The Management has to think creatively to approach many expansion and improvement plans as the campus is restricted to 1.33 acres. The flourishing sports programme of the College is made possible only by hiring practice courts and fields outside the campus.
- For the same reason, the college is unable to operate a hostel. This could be a weakness as perceived by out-station candidates.
- No programmes are offered in pure science or life sciences due to the space constraint. The research output of the college would be stronger if this weakness were remedied.
- Insufficient industry-commissioned consultancy projects by faculty.

Institutional Opportunity

- With a trend towards global collaboration, the college has seen many opportunities open up for

international internships and short-study programmes for students as well as academic collaboration for faculty.

- With India's stature growing as an international education market, global collaboration may further be used to offer collaborative postgraduate degree programmes.
- The broad move towards digital adoption may offer opportunities for the college to reach previously untapped markets with certificate courses and MOOCs.
- With the trickling down of positive attitudes towards higher education, the college anticipates the opportunity to reach out to and empower many more first-generation learners.
- The launch of national or international academic journals to contribute actively to the academic research ecosystem.
- Incentivisation or creation of structured time to encourage research among faculty.
- Facilitation of sabbaticals to enable faculty to upskill or reskill themselves through industry stints, kickstarted to mark the 30th year since the inception of the College.
- Entrepreneurship has always been a major focus area. As the institution's goal coincides with the national goal, the college anticipates opportunities to expand the scope of the Entrepreneurship Development Cell into a world-class Incubation Centre.
- Significant strides have been made towards campus greening and the launch of a recycling programme. With a cooperative and informed student community, there is scope for much more to be done on the environmental front.
- Active deployment of the Language Lab to offer remedial English programmes to students through computer-based language learning
- Structured programme for peer-teaching, resulting in gains for both peer-teachers and students

Institutional Challenge

- With limited physical space on campus, it is a challenge to meet many student-development and strategic expansion goals
- Taking on deeply entrenched public perceptions built over time by older institutions and breaking into the top ranks of colleges.
- Seeking sanctions for major and minor research projects, which is a challenge for a self-financing institution.
- Competition in the job market from institutions offering professional degrees
- With rapid changes taking place in all domains, quick adoption of such changes into the curriculum is a challenge
- Competition for students' mental space from excessive exposure to digital media.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

M.O.P. Vaishnav College for Women is committed to imparting value-based education through well-designed and implemented curricula. All programmes deploy the Choice-Based Credit System (CBCS), and adopt guidelines of the UGC, the Tamil Nadu State Council for Higher Education (TANSCHE), and the University of Madras. The programmes are also structured to be in consonance with the National Education Policy (2020). The college offers 15 undergraduate, 8 postgraduate, and two research programmes, designed to facilitate development of global competencies, employability skills, and social responsibility in students.

From 2018 onwards, a paradigm shift to outcome-based learning was conceptualised and realised, with the curriculum reflecting this in content and learning initiatives. The curriculum is designed and implemented in such a manner as to have a lasting beneficial impact on students, with focus on the development of lifelong skills. Each programme has a defined objective stated in the Programme Specific Outcomes (PSOs) and Course Outcomes (COs), which are incorporated in the syllabi and teaching plans for effective translation of goals into practices, leaving a meaningful impact on the learner population.

Participation in MOOC courses, international summer internship programmes, and value-added courses are some of the initiatives implemented to facilitate subject-domain expertise and practical skill-development in learners. With global society driven by enterprise, technology diffusion, and decentralisation, opportunities abound, but so do challenges. The need for young professionals to be firmly grounded in higher principles to be better equipped to meet these challenges is keenly felt. The college works towards this goal by actively incorporating into the curriculum sensitisation on gender, professional ethics, human values, and environmental and sustainability issues.

An inclusive approach is adopted by educating students on eradicating gender disparities, creating environmental solutions, and following ethics for personal and social development. Courses that form part of the curriculum are developed to include components on ethics, human values, gender and environment and sustainability. These are tailored to not only be in context for the particular course, but to also give learners the opportunity to imbibe these higher principles in a broader sense.

Teaching-learning and Evaluation

The Institution provides a dynamic and engaging learning environment. Each course in every Programme adheres to the needs of Outcome-based Education (OBE) and revised Bloom's Taxonomy of Higher-Order Thinking Skills. The Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) of all Programmes are specified and displayed on the College website and bulletin boards, and communicated to all students.

The annual Academic Calendar is developed by the Calendar Committee with inputs from the Academic Council, Staff Council and the IQAC. Each Programme develops an action plan at the start of the academic year, which is implemented by the faculty members and office bearers of the students' organisation of the Programme. Each academic year, the Head of the Programme, in consultation with the faculty, allocates subjects and compiles a workload statement, and ensures that progress is made through Internal academic audits carried out twice a month. An External Academic Audit is conducted once every semester, chaired by an external subject expert.

College has adopted the four-quadrant approach for the adoption of ICT, comprising E- tutorials, E-content, Discussion fora and Assessments. M.O.P. Vaishnav deploys ICT in various ways, including:

- Naalandha – e-Content creation lab
- M.O.P. Classroom – the online channel that hosts original video tutorials
- ICT enabled facilities in all classrooms
- Wi-Fi enabled classrooms
- G-Suite – Google Classrooms, G-Suite E-mail accounts

The Institution assesses learners through a three-pronged approach: Induction programme, Communication

skills, and structured Result Analysis. Special programmes are offered for advanced learners, including international summer internships, scholar card, aspirant corner, semester abroad programme and diploma programme. An interventional programme, 'Support,' aids slow learners with additional mentoring, remedial classes, peer coaching and improvement exams. Their progress is tracked with a Support Card.

VEMS (Vaishnav Evaluation Management System) has complete IT integration. Student evaluation, attendance, online payment of student fees, complete examination procedure from registration to result publishing and other software modules are entirely automated.

The examination reforms have brought about transparency, shorter assessment periods, quicker processing, less subjectivity, early resolution of exam-related concerns, early publication of results, and e-enabled internal and external examinations.

Research, Innovations and Extension

M.O.P. Vaishnav College for Women has raised its research output over time by emphasising the need to instil a research culture in faculty and students. The Research Centre set up for this purpose has created a conducive atmosphere by supplying essential high-quality inputs to faculty and students for the performance of effective research. The food processing labs, biochemistry labs, psychology labs, and fully equipped computer science labs with the latest software, provide essential infrastructure for research advancement.

The Management grants Seed Money to faculty members as part of the Seed Money Grant Scheme to encourage them to pursue their research goals. The Research Centre scouts for opportunities for research funding from organisations such as the ICSSR, NGOs and philanthropists.

The Head, Research Advisory Committee, helps faculty members explore intellectual property registration. Faculty members are encouraged to tap their expertise and use the advanced infrastructure of the College to secure industry consultancy projects. Special honours are awarded to faculty for the greatest number of paper presentations and publications, and for obtaining fellowships. The quantum of research output is an important factor in the annual performance appraisal. Endowment awards have been instituted for the maximum number of papers presented by undergraduate and postgraduate students.

The institution has a track record of developing entrepreneurial skills and perspectives, to improve the Innovation Quotient of students and faculty. The College has secured membership in the Institution Innovation Council, a network established by the Ministry of Human Resources Development, to boost the effectiveness of the Entrepreneurship Development Cell and Incubation Centre. NSS, YRC, RRC, and Rotaract, the extension wings of the College, involve a large number of volunteers in a range of social service programmes towards their objective of creating socially responsible citizens. A minimum of 90 hours of dedicated community service is expected of all undergraduates. The Mother Teresa Award for the Best Volunteer has been established at the College, instituted by an alumna, to encourage students to participate in social service activities. The awardee is felicitated at the Annual Day of the College.

Infrastructure and Learning Resources

M.O.P. Vaishnav College for Women constantly ensures that infrastructure conforms to the highest standards of quality, durability and aesthetics. State-of-the-art infrastructure, classrooms, laboratories, learning centres,

halls and auditoria, all equipped with advanced ICT facilities, offer conducive environments for theoretical and practical learning processes.

Sports and cultural activities are facilitated by the provision of appropriate venues and amenities. Tie-ups with sports grounds and a gym (Sports Dynamix) ensure exemplary support to student athletes for achieving maximum fitness, endurance and agility.

The Institution Library - Information Resource Centre (IRC) along with its satellite libraries and the Women's Studies Centre offer active information services and research support to a diverse population of users, from undergraduate to postgraduate students, research scholars and faculty. The IRC has a comprehensive collection of print and digital resources (38,093 books and 26,417 e-books) and houses a Digital Resource Centre in its premises for dedicated access to e-resources.

Naalandha - The e-Content Creation Lab enables development of digital learning content with the help of smart boards, visualizers, and built-in lecture capturing facilities.

The college provides technology services to all institutional stakeholders comprising computing and communications systems, Wi-Fi, and servers. Well-planned and documented policies are in place to ensure effective maintenance and development of infrastructure and facilities, with committees such as the Infrastructure Maintenance Committee and the IT Committee overseeing systematic conceptualisation and implementation of practices and processes.

User-friendly features for differently-abled individuals are installed throughout the campus. In addition, the Apollo Shine medical station, with the services of a trained nurse, has been set up to ensure prompt medical assistance should the need arise.

The Record Room efficiently stores all documents and stationery, supporting academic and administrative departments, and has a photocopier section in the premises for the use of faculty and other staff for official work. A cafeteria, which adheres to stringent standards of cleanliness, offers healthy options for students and staff, prioritising nutritional value and affordability.

Student Support and Progression

M.O.P. Vaishnav College for Women (Autonomous) has a well-structured student support system that addresses many aspects such as financial support, career guidance, placements, and opportunities to excel in sports and extra-curricular activities.

The College Management provides financial help in the form of scholarships to needy students. Students excelling in sports are provided with free boarding and lodging. The College funds meal schemes for NCC students, and provides transportation facilities for students for industrial visits. Apart from Government scholarships, the College also facilitates other agency scholarships to needy students.

M.O.P Kaushal Kendra conducts various skill courses for students. Capacity building programmes are organised by all Departments in the specific subject domains.

The Aspirants Training Centre of the College provides guidance to all students for competitive examinations. The Placement Cell of the College helps students to find suitable careers through placement drives and

organises training sessions on career counselling and pre-placement training.

The College offers a multi-layered mechanism to address students' grievances. Students can register their grievance, if any, through:

- M.O.P. Saheli – Suggestion Box provided at prominent locations in the college,
- Class representatives, Class teachers and HODs
- Cabinet representatives
- E-mail to College

A democratically-elected **M.O.P. SANSAD** (Student Cabinet), headed by a Student Prime Minister and supported by two Deputy Prime Ministers, is an amalgamation of eight ministries, and is an ideal training ground for future leaders and model citizens. The Sansad organises various programmes related to sports, cultural activities, and co-curricular activities such as seminars and Model United Nations (MUN). The various Department Clubs also conduct domain-specific programmes and competitions to ensure holistic development of the students. Students' representatives are also part of the Anti-ragging Committee and the Grievance Redressal Committee.

College has won various awards and recognitions in sports and cultural activities at the international, national and inter-university levels.

The M.O.P. Alumni Association meets periodically and participates in various activities of the college. The alumni members are valuable resource-persons for career counselling, guest lectures, representation on Boards of Studies and placements. They also contribute financially, and towards the book-bank managed by the Library.

Governance, Leadership and Management

The model of governance practised at M.O.P. Vaishnav College is transparent, participatory and decentralised. All important issues associated with the academic and administrative aspects are discussed at various fora such as the meetings of the Board of Governors, Academic Council and Staff Council, and the IQAC.

M.O.P. Vaishnav has the long-term vision of evolving into an Institution of Eminence. The vision, mission and institutional values of M.O.P. Vaishnav College are interwoven throughout the long-term and short-term strategic plans of the College. The long-term strategic plan is structured around the 5-I principle: inclusivity in student intake through MOUs with other-state and foreign universities; innovation in teaching, reviewed through regular academic audits; impetus on research and consultancy, incentivised with awards and favourable appraisals; infrastructural upgradation with a move towards environmental sustainability; and improvements in student outcomes, tracked by faculty mentors.

The Institution has an agile organisational structure wherein the teaching and administrative staff manage the operations of the College in a decentralised manner, and report to the Principal.

Several measures are in place to help staff with their personal growth, including study leave to pursue their Ph.D. and sabbaticals to upskill themselves on short industry stints. Other welfare measures for teaching and non-teaching staff include medical insurance, provident fund, gratuity, loans and festival advances.

The College conducts internal and external financial audits regularly and obtains a certified report from a qualified chartered accountant.

As an unaided, self-financing institution, with no aid from the Government, M.O.P. Vaishnav College depends on Management contributions, student fees and other sources for institutional income, and systematically strategises for optimal utilisation of the funds.

The IQAC conducts periodic audits of research output and undertakes other measures to enhance research culture. The Cell has also been successful in establishing memoranda of understanding with universities abroad to enable students to experience global work culture. Under the aegis of the IQAC, Departments conduct internal academic audits twice a month, and external academic audits once each semester. The IQAC carries out audits on various aspects of governance to periodically review operations and outcomes, and course-correct if necessary.

Institutional Values and Best Practices

M.O.P. inculcates values in students through service-oriented and nation-building activities and enables them to become socially responsible citizens.

The Centre for Women's Studies was established to encourage study on gender equality, inclusivity and women's empowerment. The college organises seminars, conferences and symposia on these topics to enlighten students on these values.

The College conducts periodic green audits and awareness initiatives pertaining to environmental issues, climate change and renewable energy sources. Conservation measures like sensor-based energy conservation, and usage of LED bulbs and solar panels have been implemented in the campus. Water conservation methods such as rain water harvesting, waste water recycling and open well recharge have also been adopted on campus.

Waste minimisation strategy by the Food Science Department ensures proper disposal of chemical waste. The three-coloured dustbin system (biodegradable, non-biodegradable, and paper and glass) is used for waste segregation. E-waste is handed over to designated agents for disposal.

The infrastructural amenities are designed for convenience and accessibility. The ramps, parking area, lifts and washrooms are differently-abled-friendly. Wheelchairs are available on campus for those who require them. The website of the college is audio-enabled to render it accessible for the visually impaired.

The Institution upholds constitutional values by training students to step up and render national services when called upon. The pedagogy and associated activities promote a scientific temper by inculcating intellectual curiosity in students.

The code of conduct for students, teachers, administrators and other staff are displayed on the website. Value education has been made a mandatory credited course for undergraduates with the objective of helping students leave the portals of the College as model citizens.

Best Practice # 1: M.O.P. CARES – All the student bodies of the College involved in extension activities are brought under one banner, 'M.O.P. Cares,' with the mission to include more students in social responsibility projects, carry out multiple service activities, and thereby serve more people.

Best Practice #2: **M.O.P. SANSAD** - The Student Cabinet of the college is a platform for students to exhibit leadership skills and develop organisational capabilities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	M.O.P. VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS)
Address	NO. 20, IV LANE, NUNGAMBAKKAM HIGH ROAD, CHENNAI - 600 034
City	CHENNAI
State	Tamil Nadu
Pin	600034
Website	www.mopvc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Lalitha Balakrishnan	044-28330262	9940557437	044-2833038 5	mopvaishnav@mo pvc.edu.in
IQAC / CIQA coordinator	Gavoury R	044-28330677	9840293018	-	gavouryr.csc@mop vaishnav.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Day Evening

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	13-07-1992

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	07-09-2004

University to which the college is affiliated

State	University name	Document
Tamil Nadu	University of Madras	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-04-2003	[View Document](#)
12B of UGC	07-04-2003	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	29-06-2021	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NO. 20, IV LANE, NUNGAMBAKKAM HIGH ROAD, CHENNAI - 600 034	Urban	1.33	11902.65

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	Higher Secondary	English	78	78
UG	BCom,Commerce	36	Higher Secondary	English	212	212
UG	BCom,Commerce	36	Higher Secondary	English	40	40
UG	BCom,Commerce	36	Higher Secondary	English	77	77
UG	BBA,Management Studies	36	Higher Secondary	English	140	140
UG	BSc,Information Technology	36	Higher Secondary	English	50	49
UG	BCA,Information Technology	36	Higher Secondary	English	50	49
UG	BSc,Mathematics	36	Higher Secondary	English	70	64
UG	BSc,Food Science	36	Higher Secondary	English	50	49
UG	BA,Social Sciences	36	Higher Secondary	English	70	67
UG	BSc,Social Sciences	36	Higher Secondary	English	50	50
UG	BSc,Communication And Media Studies	36	Higher Secondary	English	50	50
UG	BSc,Communication And Media	36	Higher Secondary	English	55	53

	Studies						
UG	BA,Communication And Media Studies	36		Higher Secondary	English	70	62
UG	BA,Economics And Public Policy	36		Higher Secondary	English	70	63
PG	MCom,Commerce	24		Undergraduate degree	English	44	44
PG	MA,Management Studies	24		Undergraduate degree	English	44	43
PG	MBA,Management Studies	24		Undergraduate degree	English	54	54
PG	MSc,Information Technology	24		Undergraduate degree	English	29	29
PG	MSc,Food Science	24		Undergraduate degree	English	29	29
PG	MA,Communication And Media Studies	24		Undergraduate degree	English	40	34
PG	MA,Communication And Media Studies	24		Undergraduate degree	English	40	16
PG	MA,Economics And Public Policy	24		Undergraduate degree	English	30	11
Doctoral (Ph.D)	PhD or DPhil,Commerce	60		Postgraduate degree and NET	English	13	13
Doctoral (Ph.D)	PhD or DPhil,Communication And Media Studies	60		Postgraduate degree and NET	English	11	11

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				23				129
Recruited	0	0	0	0	0	23	0	23	11	118	0	129
Yet to Recruit				0				0				0

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				41
Recruited	14	27	0	41
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	10	0	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	23	0	0	29	0	52
M.Phil.	0	0	0	0	0	0	1	31	0	32
PG	0	0	0	0	0	0	10	58	0	68

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	3219	52	0	23	3294
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	486	29	0	1	516
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	48	54	56	55
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	2
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	618	591	603	553
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	697	736	720	714
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1363	1381	1379	1324

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Commerce	[View Document](#)
Communication And Media Studies	[View Document](#)
Economics And Public Policy	[View Document](#)
Food Science	[View Document](#)
Information Technology	[View Document](#)
Management Studies	[View Document](#)
Mathematics	[View Document](#)
Social Sciences	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialised areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence. MOPVC therefore has integrated inter-disciplinary electives into its course structure and also encourages multidisciplinary research initiatives.
2. Academic bank of credits (ABC):	Not applicable
3. Skill development:	M.O.P Kaushal Kendra as a part of Centre of Excellence was established in the silver jubilee year of 2016-17. With the objective of enhancing the quality of life and competitiveness to match global standards, M.O.P Kaushal Kendra offers various non-evaluative skill programmes.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Not applicable
5. Focus on Outcome based education (OBE):	In 2018-19, the College engaged in a thorough review of the curriculum, with the objective to map

	syllabus and pedagogy to desired outcomes. This philosophy was internalised by all teaching staff, and the lesson plan and activities became oriented towards learner-centric outcomes. The POs, PSOs and COs have been framed and displayed on the website.
6. Distance education/online education:	Not applicable

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	23	23	22	22

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

Number of departments offering academic programmes

Response: 8

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3810	3750	3666	3544	3437

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1346	1270	1258	1207	1161

File Description	Document
Institutional data in prescribed format	[View Document]

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3789	3702	3616	3481	3365

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.4

Number of revaluation applications year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	15	20	27	32

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
520	495	492	463	457

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.2

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
150	135	132	124	117

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
150	135	132	124	117

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
25922	21082	20352	20183	14883

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
483	473	473	449	449

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 53

4.4

Total number of computers in the campus for academic purpose

Response: 386

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
898.23	642.71	667.42	548.69	498.18

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

M.O.P. Vaishnav College for Women is committed to imparting value-based education to women through well-designed and implemented curriculum. All programmes adopt Choice Based Credit System (CBCS) and are based on the guidelines of the UGC, the Tamil Nadu State Council for Higher Education (TANSCHE) and the University of Madras. The programmes espouse the spirit of Work Skills 2020 and are structured to be in consonance with the National Education Policy (2020) in accordance with its tenets of equity, quality, affordability and accountability.

The college currently offers 15 undergraduate, 8 postgraduate, and 2 research programmes designed to facilitate development of global competencies, employability skills, value orientation, and social responsibility in students.The curriculum is planned in accordance with global, national, and regional requirements and fosters development and expansion of the domains of knowledge, cognitive skills and application-based skill-sets.

From 2018 onwards, a paradigm shift to outcome-based learning was conceptualized and realized with curriculum reflecting this in content and learning initiatives. The curriculum is designed and implemented in such a manner so as to have a lasting beneficial impact on students, with focus on the development of lifelong skills. Each programme has a defined objective stated in the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), which are incorporated inthe syllabi and teaching plans for effective translation of goals into practices which have a meaningful impact on the learner population.

Education is dialogic, with a structured feedback system that promotes transparency and accountability.The curriculum is revised and upgraded frequently based on feedback from institutional stakeholders and suggestions by experts from Academia, Curriculum Development Cell, and Industry. These are presented to the Board of Studies (BOS) and the Academic Council for approval on a regular basis in order to keep pace with evolving global advancements.

The curriculum encourages learners to participate in online courses from MOOC sources including NPTEL, SWAYAM etc. in order to acquire additional competencies. MOUs with universities in Chicago, Boston, and Vancouver provide ample opportunities for students to engage in international summer internship certificate programmes. These have a measurable impact on subject domain expertise and practical skill development amongst students.

The college introduced 13 value-added courses in 2016 to support the institution's mission of empowering women and added 16 new courses in 2018, providing learners with multitudinal options to enhance their skill-sets and practical know-how. Students are offered incentives in the form of extra credits for

completing these courses, skill-training courses, internships, diploma and certificate courses offered by the Centre of Excellence (established in 2017).

Courses such as Communicative Hindi, online trading, innovation and entrepreneurship management etc. are designed to impart practical skills to learners, that would benefit them in their professional pursuits post their study programme. Others, such as mobile app development, social media and web analytics embrace the national mission of Digital India whilst simultaneously promoting entrepreneurship as outlined in the Start-up India mission.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 92

1.1.2.1 **Number of all Programmes offered by the institution during the last five years.**

Response: 25

1.1.2.2 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 23

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years(Data Template)	[View Document](#)
Any additional information	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 98.98

1.1.3.1 **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
513	490	487	458	454

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 51.35

1.2.1.1 How many new courses are introduced within the last five years

Response: 267

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 520

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 95.83

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 23

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

With global society increasingly driven by enterprise, technology diffusion and decentralization, opportunities abound, and so do challenges.The need for young professionals to be firmly grounded in higher principles, to be better equipped to meet these challenges is felt significantly. The college works towards this goal by actively incorporating into the curriculum sensitization on gender, professional ethics, human values, and environmental and sustainability issues. MOPVC offers an inclusive approach by educating students on eradicating gender disparities, creating environmental solutions and building ethics for personal , corporate and social development.

Professional Ethics

The College's value-based education system fosters awareness about ethics and instils a sense of responsibility in students through education on the same. Courses that form part of the curriculum are developed to include components of professional ethics and principles. These are tailored to be in context for the particular course and also to allow educators to inculcate these in students for broader perspectives as well. Students enrolled in the course on Sports Marketing, for example, study ethical tenets of sports, such as responsibility, fairness and respect as well, and in addition to learning these in a classroom environment, such ethics gradually become ingrained in the learner's psyche.

Human Values

Holistic education imparts to learners a firm foundation in human values, and this is ably ensured by the curriculum, which is tailored to include domain-specific content highlighting the significance of values. The course on 'Practical Auditing', for example, explores the importance of values such as integrity and objectivity in auditors, thereby training learners to focus on and develop these principles as they advance in their study programme

Gender

Empowering women is the core tenet of the institution, and the College recognizes that this is not merely a goal, but a continuous process which has an ever-expanding impact. As a part of this process, the College has instituted a **Centre for Women Studies**, which is dedicated to sustainable progress and promotion of gender equality. The curriculum of all disciplines is designed to incorporate gender sensitization as an integral part of the academic process. As an example, the course 'Script writing for Electronic Media'

raises awareness about gender inequalities and addresses social discrimination against women. Similarly, course content for all disciplines is structured to highlight gender issues and also offers room to explore scope for improvement and ideas for gender equality.

Environment and Sustainability

To ensure that students are environmentally conscientious, the College has created a "Go Green" project. All undergraduate students are offered a course on **Environmental Studies.**Interdisciplinary electives on ecology and waste management are also offered for the benefit of the learner population. Core courses are structured to include applications of environmental and sustainability principles and practices in the context of respective subject domains. As an example, the course 'Entrepreneurship Development and Small Business Management' offered by the Undergraduate Programme of Business Administration includes a component where students are encouraged to create B-plans which highlight environmental impact and sustainable practices.

File Description	Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 89

1.3.2.1 **How many new value-added courses are added within the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
22	21	20	13	13

File Description	Document
List of value added courses (Data Template)	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 85.27

1.3.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3732	3341	3116	2806	2582

File Description	Document
List of students enrolled	[View Document](#)
Link for Additional Information	[View Document](#)

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 70.76

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 2696

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)
Link for Additional Information	[View Document](#)

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 97.7

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1363	1381	1379	1324	1296

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1442	1412	1391	1337	1322

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 93.23

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
451	441	450	416	412

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Learning levels are assessed through a three-pronged approach:

- First year students undergo a comprehensive **Induction Programme.** During this programme students are oriented about the academic calendar, Choice Based Credit Systems, Programme Outcomes, Programme Specific Outcomes, structure of the degree programme, evaluation methods etc. Based on the interactions during this programme, learning levels of the students are assessed through observation by the faculty advisor.
- These students are also given a course on **Communication skills** and they are evaluated at the end of the course to assess their learning potential.
- A class test is conducted at the end of first two weeks in all courses. A **formal and structured result analysis** of this test helps faculty to identify the advanced and slow learners for further special programmes.

Special Programmes for Advanced learners:

- Opportunities to earn additional credits through **self-learning papers and courses offered through Swayam, NPTEL** etc are available.
- Twinning opportunities are provided through enrollment in **Diploma and Certificate programmes** run by the college.
- The institution has partnered with Vancouver Film School in Canada, Kingston College in London, Stuart School of Business in Chicago, and UMASS in Boston, USA for **International Summer Course** opportunities.
- Students are identified and nominated to engage in **Semester Abroad Programmes** and are given suitable credit transfers.
- **Scholar Card** is awarded to advanced learners which entitles them to borrow 3 additional books from the library during each semester.
- **Aspirant Corner** features an exclusive space where books and magazines are available for students aspiring to appear for competitive examinations.
- **Leadership opportunities** are provided to class representatives, office bearership of student clubs and Student ministries.
- Advanced learners are identified to present papers, co-author research papers with teachers, publish articles and serve on the editorial boards of department publications.

Special Programmes for Slow Learners: 'Support' – Interventional Programme:

Following actions are part of 'Support' an interventional programme of the college aimed at enabling and tracking the performance of slow learners:

- **Additional Mentoring** – The student Mentoring card includes a space for tracking academic progress. Students who have arrears, for example, are offered additional mentorship and directed to remedial classes using this method.
- **Remedial sessions** are held for slow learners where faculty members resolve doubts, explain ideas, and discuss learning material with students, one on one or in small groups.
- Students with low performance in class tests, surprise tests and/or internal examinations are offered **extra tests and improvement exams**.
- A **Support card** is maintained to keep track of the remedial classes and the academic progress of slow learners.
- These students are also **given peer coaching, group assignments and projects** to help improve their performance.
- **Language lab activities** are planned for students based on their Communication Skills course evaluation.
- S**tudy materials and coaching are offered in the vernacular language** wherever feasible.
- Students with certified learning disabilities are given **extra time** to complete exams, assignments and are also provided **scribe facility** if required.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 25.4

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

The college has adopted several learner centric methods to enhance learning experience. From 2018 the curriculum has been Outcome and need based. This has enabled the college to design courses, electives and projects which encourage and focus on experiential and participatory learning.

Experiential learning

- **Practical or laboratory Component** has been included in several courses viz. a minimum of
    - 50% of courses in Department of Communication and Media Studies,
    - 65% in Department of Information Technology,
    - 48% - Department of Food Science,
    - 20% in Departments of Management Studies and Commerce,
    - 14% in Mathematics and Psychology
- 8 Postgraduate programmes, 4 Undergraduate programmes viz. B.B.A, B.Com(Hons), B.Sc. (Psychology) and B.A (Sociology) require students to undertake mandatory **project work** as part of the curriculum. These are research based or industry affiliated projects.
- All undergraduate and postgraduate students undergo a minimum of **4 weeks internship** during the course of study.
- The college has **'Practice School'** wherein students learn by doing
    - Food Science Management operates a **Bakery and Health cafeteria – Beyond breads** and conducts food safety audits at the college canteen
    - Visual communication designates **student photographers** to cover all events of the college
    - Computer Science and B.C.A students develop **mobile and web-based applications.** They also use bulletin boards on campus to disseminate information and knowledge
    - B.B.A. and B.Com students plan and execute **One day Business on Campus** to experience entrepreneurship.
    - Journalism students bring out the **M.O.P. News – a campus newsletter**
    - Corporate Secretaryship operates **Aakriti - a Joint Stock Company** on Campus
- The M.A (Media Management) & M.A (Communication) students undertake several **Public Relation Campaigns** every year to create awareness on social issues.
- The food science students undertake **research on new food product development**
- Students of the college **script, present and produce programmes for the campus run Community radio- MOP CRS @107.8 MHz FM**
- **Field visits, industrial visits and photography trips** are organized for students to provide real time exposure

Participative learning

- The **teaching methodologies** include participative learning tools like
    - Student presentations and seminars
    - Brainstorming and group discussions
    - Debates
    - Quizzes, educational games, role play and story telling
- **Student Exhibitions by and for the students** showcase learning in the form of charts, models, Audio visuals and games.
- Other participative learning methods include
    - **Annual workshop Series** of Department of Commerce.
    - **Annual Student Paper Presentation Competition** of Department of Management Studies.
    - **Model United Nations** organized by Electronic Media programme.
    - **MOP Box speaker** by Journalism Programme.
    - **Breakfast with CEO** and **Spectra** by Department of Management Studies to gain exposure and event management skills
    - **Dil Se (from the Heart) – talks with media professionals and Positives – Photography**

exhibition is organised by Visual Communication

Problem Solving Methodologies

- In courses like **Accountancy and Mathematics**, a minimum of 60 % of testing is through problem-based questions
- **Case studies** that inculcate higher order problem solving skills are included in the pedagogy of all Management courses and in the Psychology programme.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

- The college uses **Google Classroom as a platform for blended learning**. A classroom is created for every course in each semester comprising the course faculty and all students. This platform is used for **asynchronous learning** through sharing of learning material and information. It is also used for assignments and grading and evaluation.

- **Google meet** is used as a platform for **synchronous learning** through which remote lectures are delivered and class discussions are facilitated. Significant topics and special lectures are recorded and made available to students.

- College has a **4-quadrant approach in using ICT in the teaching learning process** (adopted from the model prescribed by the Ministry of Human resource Development, Government of India for developing online courses for Swayam)
    - **Quadrant I: E- Tutorial**-Providing Audio visual content in an organised form through
        - M.O.P Classroom – the YouTube channel of the college dedicated for learning. Audio Video Modules (produced in house at Naalandha – E- Resource centre) are uploaded for students to view and learn from.
    - **Quadrant II: E-content** -Providing self-instructional material through
        - Google Classroom – a classroom is created for every course wherein the course faculty uploads video lessons, presentations, notes, links to articles, case studies, additional reading material etc.
        - Remote Access to subscribed digital resources - ProQuest, Ebsco, N-List and Dion Insight is provided through the library portal on the college website. Students and staff are given login ids to access these.
        - Online access to specific journals/ periodicals are also provided.
    - **Quadrant III: Assessments** -Conduct of tests and examinations through

- Google classroom – Internal tests and assessments are conducted and evaluated using the G class. Exclusive Google classrooms were created course wise for end semester examinations during the

pandemic year. Remote proctoring was done through google meet

- Besides, ICT tools like Mentimeter, Flipgrid, Quizziz, Kahoot, jeopardy etc are used to conduct class tests, check-in check-out assessments.

  - **Quadrant IV: Discussion forums** -To engage learners to share opinions and views virtual forums are created through
    - Class WhatsApp groups
    - Stream page of Google classroom
    - Class discussions on Google meet

- **Use of Online Resources**: The college promotes the use of online resources by teachers by
  - Offering courses available on Swayam, NPTEL, MOOC etc as electives. Atleast 40% of the syllabus is covered using the online resources available on these platforms. The course faculty provides value addition to existing content.
  - Providing a List of e resources that can be used in the syllabus of every course
- **Infrastructure available for ICT enabled Teaching and Learning**
  - **Naalandha – E content creation centre**
  - All classrooms have ICT enabled facilities like LCD projectors, Audio Facilities and Wi -fi access. In addition, two Interactive smart boards are also available.
  - In the last 5 years a total of Rs.67,087,830 has been spent in improving the Information and communication facilities on campus.

File Description	Document
Any additional information	[View Document]()
Link for Additional Information	[View Document]()
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	[View Document]()

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 25.4

2.3.3.1 **Number of mentors**

Response: 150

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

Academic Calendar:

The college's academic planning and implementation system is in accordance with the IQAC's recommendations. The activities for the year are envisaged during the annual outbound training programme for faculty members -'VISHNIC'. The Staff Council, the IQAC and the Controller of Examinations then convene to draft an action plan for the ensuing academic year. The Annual Academic Calendar is drawn up by the calendar committee based on these inputs. The Academic Calendar contains information such as the start of the academic year, number of working days per semester, significant academic events like Conferences, Workshops, Faculty Development Programmes, prominent student activities like cultural fests, Sports Day etc., Internal examinations, End semester examinations, holidays and semester breaks.

Apart from preparig Academic calendar of the College, each Programme prepares an action plan at the start of the academic year comprising the specific plans relating to the interdepartmental / intra-mural / inter-collegiate competitions, workshops, seminars, conferences and other activities that they want to organize in the year ahead. The faculty members and the office bearers of each programme's student organisation work together to implement this action plan.

Teaching Plans

At the beginning of the academic year, the Head of each programme interacts with the faculty to allocate subjects and compile a workload statement. Based on this, all course faculty draw up a lesson plan containing unit wise teaching objectives and learning outcomes, lecture schedule, teaching techniques to be used, activities for skill, entrepreneurship and employability development and Internal assessment components for the year. The teaching plan is designed to cover 40% of the curriculum prior to the first internal assessment and next 40% prior to the second internal assessment. The remaining 20% of the syllabus is completed before the end-of-semester exams.

Adherence to Teaching plan:

Each programme head ensures that progress is made every month through Internal academic audit. During the academic audit the syllabus completion, adherence to lesson plan, student attendance and performance in internal assessment are reviewed. The effectiveness of the teaching learning process is further verified

by the Principal. External academic audit is conducted once every semester chaired by an external subject expert. The aims, plan and achievements of the programme are examined and reviewed. Wherever required, corrective actions are considered and communicated to the department and the particular member of the faculty. This ensures that the teaching–learning process is improved on a qualitative level.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 32.95

2.4.2.1 **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
51	45	42	40	39

File Description	Document
Institutional data in prescribed format (Data Template)	<u>View Document</u>
Any additional information	<u>View Document</u>
Link for Additional Information	<u>View Document</u>

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 7.84

2.4.3.1 **Total experience of full-time teachers**

Response: 1176

File Description	Document
Institutional data in prescribed format	<u>View Document</u>
Any additional information	<u>View Document</u>
Link for Additional Information	<u>View Document</u>

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 11

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	13	18	11

File Description	Document
Institutional data in prescribed format (Data Template)	<u>View Document</u>
Link for Additional Information	<u>View Document</u>

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.59

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	15	20	27	32

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The College has integrated advanced IT infrastructure and computer technology into the examination process to improve the transparency, accountability and confidence in the examination system. Several reforms to the examination processes have also been carried out.

IT integration in Examination Processes

- **VEMS (Vaishnav Examination Management System)** has 100% IT integration. The entire examination procedure from registration to result publication is entirely automated.
- Students are given a unique login id and password through which they can apply for the examination, pay fees, view their attendance, internal marks as well as the end semester results.
- Teaching staff are also provided with an intranet login ID and password for mark and attendance entry.
- The Controller of Examinations has interface through modules for examiner database, mark entry and result publication, marksheet printing and customised report generation
- The end semester examination for Environmental Studies is a computer based test.

Examination procedures – reforms

- Comprehensive Manual is available outlining various processes and procedures to be followed in the Conduct of examinations.

- Outcome based Education (OBE) was implemented in the year 2018-2019. Hence question paper

setting adheres to a format that maps testing to course objectives and cognitive levels based on Bloom's revised taxonomy of Higher Order Thinking Skills.

- Question banks are prepared as a guide for question paper setting. It contains questions that assess the different cognitive levels viz. Remember, Understand, Analyse, Apply, Evaluate and Create

- Question paper setters are chosen from a panel of external experts. The question paper pattern and weightage is outlined in the syllabi of all courses. Blue print of question paper with Course Outcome and Cognitive level mapping is given to question paper setter. The question paper is subject to scrutiny and validation by subject expert.

- Valuation camp and scrutiny officers ensure speedy and accurate valuation.

- Machine generated dummy numbers are assigned to all answer scripts for fair evaluation.

- Double Valuation takes place for all Post graduate programmes.

- Result passing board comprising subject experts - internal and external, scrutinise and pass results for publication.

- The evaluation procedure is transparent with provision for photocopy of answer scripts and revaluation and retotalling options for the benefit of students.

- Instant Supplementary Examination is held for final year students to facilitate student progression. Backlog examinations are held for all semesters twice a year to facilitate clearing of arrears by students.

- Examination rooms are equipped with surveillance cameras. The Principal, Vice Principal, Deans, IQAC Coordinator and Programme Heads make up the flying squad that visits the examination venues periodically to prevent malpractices This has aided in the enhancement of exam security measures.

- Student grievances pertaining to examination and evaluation are addressed by a duly constituted Grievance Committee.

- As a part of internal assessment several innovative components like mini projects, presentations, article and book reviews, film appreciation, student exhibitions, model making, report on field visits etc have been undertaken.

Examination Procedures 2020-21

In the year 2020-2021, owing to the pandemic, the entire examination conduct and evaluation was online. Examination was conducted using google classroom, proctored through google meet and the papers were evaluated digitally. Online examination committee was set up as an extension of the existing examinations committee to assist in the process of consucting online examinations. Training sessions and mock sessions were organised to train students in the process of scanning and submitting digital answer scripts. Students were assigned separate examination g suite login ids using which they could join google classrooms created exclusively for conduct of exams. Examination timings, links for google meet etc were announced

on google classroom. Question papers were assigned on the classroom and answer papers scanned and submitted with time and date stamps. Turn in duty was assigned to faculty to ensure proper submission of answer scripts. The answer papers were evaluated digitally using Google classroom. Valuators and scrutiny officers were invited using valuation G-suite account. Question papers and answer keys were sent to the respective valuator's G-suite e-Mail ID. Marks were recorded in a digital foil card and sent for scrutiny.

Internal assessment was also conducted online in 2020-2021 incorporating innovative evaluation mechanisms like concept / thought papers, open book tests, online quizzes etc.

These examination procedures and reforms have brought about transparency, shorter assessment days, quicker processing, less subjectivity, early resolution of exam-related concerns, early publication of results, and ICT enabled internal/external examinations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

All programmes offered by the institution are aligned with the college's mission and vision. Faculty members were offered intensive workshops on Outcome based education and hands-on training to identify, design and draw up appropriate PSOs, POs, COs in the curriculum of all programmes. The terminologies prescribed in the revised Bloom's Taxonomy of Higher Order Thinking Skills have been adopted for usage while drafting these outcomes. These outcomes are relevant to global, national, local needs and also focus on employability, entrepreneurship and skill development of the learner.

Course Outcomes

The Syllabus of all courses are unitized and each CO pertains to a particular unit. Hence every course has 5-6 course outcomes. The course outcomes are mapped to specific programme outcomes and cognitive levels and are presented at the end of the syllabus. Assessment pattern complies with cognitive level mapping of course outcome.

Programme Specific Outcomes and Programme Outcomes

Programme specific outcomes are unique to each programme and lead up to the attainment of the department's overall Programme Outcomes. Course outcomes are also mapped to the Programme Outcomes and Programme Specific Outcomes. When designing extra-curricular and co-curricular activities for students, relevant COs, POs and PSOs are taken into consideration.

Communication of Outcomes to students and teachers

- Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are displayed on the college website
- They are also displayed on bulletin boards strategically placed at various places in the college campus.
- References to these Outcomes are made in the programme brochures and the annual students' handbook.
- All students and teachers have access to a booklet comprising programme outcomes, programme specific outcomes and course outcomes placed in the college library.
- Beginning School - Orientation programme for the first-year students conducted at the beginning of each academic year provides an overview of the Program/Curriculum in the context of POs, PSOs, and COs.
- Syllabus and Lesson plan of each course contains the Course outcomes and provides a framework for their attainment. These are circulated via Google Classroom and / or group mail.
- Successful alumnae are invited to interact with both students and teachers at specific events and meetings where they share how their course experiences moulded their career thus helping students and teachers align better with the specified course outcomes.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The college measures the attainment of Course outcomes based on direct method taking into account the academic performance of students in Internal Assessment tests, End semester examinations and other evaluative components.

Measurement of Course outcomes

Every course is organised to achieve 5 effective Course outcomes which are directly mapped to each of the 5 units of the course syllabus. Measurement of attainment of COs is calculated by considering the following.

- Performance in Internal assessment Tests – The college conducts 2 internal assessment tests, Internal Assessment 1 (IA1) after completion of first two units of syllabus and Internal Assessment 2 (IA2) after completion of next two units. These measure the attainment of CO1 & CO 2 (IA1) and CO3 & CO4 (IA2) respectively.

- Internal Assessment component comprises one or more of the following: quiz, presentation, surprise test, assignments etc. and usually pertains to Unit 5 of the syllabus which enables the measurement of attainment of CO5.

- The end semester examination conducted after the completion of the syllabus is a comprehensive measure of attainment of CO1 to CO5.

Rubrics for measuring attainment of CO is fixed based on the class average of the course on a scale of 1 to 3. Attainment levels for each CO is fixed based on the past performance of the students in that course. For instance

Marks in Tests / Examinations (%)	Level of Attainment	Scale
60% and above	High	3
50% to 59%	Moderate	2
40% to 49%	Low	1

The average attainment score of each assessment component is then calculated. The overall CO attainment is then calculated using weighted average of the above as follows.

Assessment Component	CO Measured	Weightage
Internal Assessment 1	CO1 & CO2	2
Internal Assessment 2	CO3 & CO4	2
Other Componets (quizzes, presentations, surprise tests, assignments etc.)	CO5	1
End Semester examinations	CO1 to CO5	5

The Course outcome attainment is calculated for each course of the academic programme. Corrective measures are taken if the overall CO attainment is moderate or low. These measures include review of syllabus, pedagogy, learning material used and evaluation mechanisms.

Attainment of PSOs and POs

A CO-PO mapping and CO-PSO mapping is done by each course faculty for all courses of every academic programme on a scale of 1 to 3. Average scale level for each PO and PSO is computed.

The attainment of the PO/ PSO is then calculated as follows:

(CO attainment X Average scale value of the PO/PSO)/ Maximum attainment value (i.e. 3).

The attainment values of the POs/ PSOs are tabulated for all courses of the programme and PO/PSO wise average is calculated. Finally, the overall PO average and PSO average is computed in percentage. This gives a comprehensive measure of Overall attainment levels of the outcomes desired. Corrective and remedial measures are then planned and acted upon wherever required.

File Description	Document
Any additional information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 99.55

2.6.3.1 **Total number of final year students who passed the examination conducted by Institution.**

Response: 1332

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 1338

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.67

File Description	Document
Upload database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

M.O.P. Vaishnav College for Women has prioritised research by providing all the necessary quality inputs for conducting good research. The college's research policy and facilities are maintained up to date on its website. Students are trained to look at things with research bent of mind which helps them to enhance brain storming, problem solving skills and creative thinking there by motivating them to take up innovative research activity.

The fully automated library is equipped with Wi-Fi and prominent databases like EBSCO¸INFLIBNET, Insight (DION) and SPSS. Laboratory facilities that provide the essential infrastructure for the advancement of research include food processing labs, biochemistry labs, psychology labs, and fully equipped computer science labs with the latest software, in addition to an exclusive research lab.

The Board of Governors initiated the Seed Money Grant Scheme to fund the research projects of the faculty. In the year 2020-21, a sum of Rs 7,42,000/- has been sanctioned and 40 research projects dealing with social and national issues are in progress. As a result of its scientific and creative activities and IPR training for faculty members, the college has obtained 4 patents in the areas of deep learning networks, machine learning techniques, smart gadgets, and digital indicators.

Faculty members also receive financial aid for attending conferences and seminars where they present research papers. Faculty members are encouraged to participate in sponsored research projects. On a regular basis, workshops on the nuances of research methods, as well as funding opportunities, are held to assist faculty in developing a research-based practice in the classroom and beyond.

The Departments of Commerce and Communication and Media Studies have been upgraded as research centres, through which 17 research scholars have received doctoral degrees and 24 research scholars are actively working on their PhD under the guidance of 8 recognised research supervisors.

RESEARCH DAY is observed every year in the first week of July to acknowledge the research achievements of students and faculty. The faculty are recognised with special awards for maximum paper presentations, publications and for acquiring fellowships. Endowment awards for maximum paper presentations for UG students and for maximum publications for PG students are given. The College is commemorating its 30th anniversary as the "Year of KHOJ – Search for Knowledge," thereby encouraging students to engage in mini-projects and faculty members to contribute in major research initiatives.

Faculty performance appraisal procedures are designed in such a way that their research contributions are recognised.

The Research Advisory Committee takes up the responsibility of upgrading the research culture in the institution. To ensure that research activities are performed with academic integrity in keeping with high ethical standards, a Code of Ethics committee has been established. It provides advice on ethics for

research.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0.71

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
3.57	0	0	0	0

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

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 3.65

3.1.3.1 **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
14	7	1	1	1

File Description	Document
List of teachers and their international fellowship details	
e-copies of the award letters of the teachers	

3.2 Resource Mobilization for Research

3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 1.5

3.2.1.1 **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.5	0.5	0	0.5	0

File Description	Document
List of project and grant details	
e-copies of the grant award letters for research projects sponsored by government and non-government	

3.2.2 Percentage of teachers having research projects during the last five years

Response: 2.13

3.2.2.1 **Number of teachers having research projects during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	0	2	0

File Description	Document
Names of teachers having research projects	[View Document](#)

3.2.3 Percentage of teachers recognised as research guides

Response: 5.33

3.2.3.1 **Number of teachers recognized as research guides**

Response: 8

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Link for additional information	[View Document](#)

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 20.36

3.2.4.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	0	1	0

3.2.4.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	8	7	7

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

MOPVC through its emphasis on research and innovation has created an ecosystem that supports entrepreneurship, community outreach and incubation.

The College organises workshops, seminars, and Faculty Development Programmes (FDPs} to kindle the research interests of students and faculty. A 7-day National FDP on Data Analysis and research techniques served as a platform for faculty members and research scholars to update themselves with recent research trends. Workshops on intellectual property rights are held periodically to understand the procedures to convert the research outcomes into patents. Syndicate: The Journal of Management (ISSN 2278-8247) is an annual peer-reviewed open-access publication bringing out quality research articles by the faculty. The research advisory committee serves as a nodal centre in supporting innovative and socially relevant research activities of the college.

Department activities are designed to stimulate the collective creativity of the students. The Department of Information Technology hosts events like Ideathon, Webathon, Hackathon, App Development, Agile Software Engineering Quiz, and Python Code Fights. A National Level Summit on Innovation and Deep Learning in Business to Ideate, Visualize, and Apply Technology-based Solutions to Real-World Business Challenges was conducted by the Department of Commerce. To promote a resilient and secure food future, the Department of Food Science hosted a seminar- FOODS 2019: Innovations and Technological Advances in Food. It also provides opportunities to the students in designing and developing new products from idea conceptualization to product development, and evaluating consumer response to the product. The students present their work at various national and international platforms.

The M.O.P Bazaar, an annual event offers a plethora of products to the general public through student stalls which gives a real time exposure. In 2021, the Bazaar was a 3-day virtual event with 35 virtual booths run by 57 student entrepreneurs.A panel discussion with successful women entrepreneurs was held in collaboration with the US Consulate in 2018. IGNITE- A National Entrepreneurship Summit with 210 students from 15 colleges was held in 2018.

Community outreach activities are organised through NSS, NCC, YRC, Rotaract clubs and common initiatives of the college keeping in mind the spirit of volunteerism. Every year, all students participate in a thematic outreach project which translates the theme into action. Penn Kalvi (Women Education) (2016), Daan (2017), Pagir(Share) (2018) Thozhil Seiyallam Thozhi (Friends let's do a Business!) (2019) are the flagship community outreach projects.

Entrepreneurship training is given to students through regular B-Plan competitions and Business on Campus opportunities. Since its inception in 2019, the Incubation Centre has trained 129 students in commercialising their business ideas. The Centre has also incubated group business ventures: Beyond Breads, the in-house bakery, managed by the Department of Food Science, and Impressionz, a campus stationery store, run by the Department of Corporate Secretaryship. College enrolled itself as a member of the Institute Innovation Council (IIC) of the MHRD. All these activities and dedicated centres support

effective transfer of knowledge.

File Description	Document
Paste link for additional information	[View Document]()

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 383

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
91	76	77	76	63

File Description	Document
Report of the event	[View Document]()
List of workshops/seminars during last 5 years	[View Document]()

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Link for additional information	[View Document]()

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

Response: 3

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 24

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 8

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.6

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
116	32	37	19	7

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.59

3.4.4.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
31	13	11	11	11

File Description	Document
List books and chapters in edited volumes / books published	<u>View Document</u>
Any additional information	<u>View Document</u>

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 2.18

File Description	Document
Bibliometrics of the publications during the last five years	<u>View Document</u>
Any additional information	<u>View Document</u>

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 3

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<u>View Document</u>
Any additional information	<u>View Document</u>

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 39.87

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
16.93	18.40	0.38	0.29	3.87

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

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 46.25

3.5.2.1 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
8.87	20.94	11.39	0	5.05

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

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

MOPVC strongly believes in service ideals. A huge impetus is laid on producing socially responsible and committed student community. In its mission to empower students and thereby empowering society, the college has taken up several social welfare projects through the student bodies like National Cadet Corps (NCC), National Service Scheme (NSS), Youth Red Cross (YRC), Red Ribbon Club (RRC) and Rotaract.

The NCC army wing of the college belongs to 1Tamilnadu Girls Battalion, and the cadets have consistently performed well. CSUO Rakshna S. has won the All India Best Cadet Gold in 2019 from the Honourable Prime Minister Shri. Narendra Modi.

The College in its mission to produce responsible citizenry, has active NSS units including YRC and RRC, with the volunteers enthusiastically involved in the events every year. Special Camps are conducted every year focusing on Need assessment Surveys, Health camps, Awareness campaigns and Swachhta activities

The Rotaract club, with its slogan Engage, Empower and Excel, provides opportunities through its social, professional and community events and encourage the students to create a positive difference in the society.

Aahar is a college-initiated scheme aimed at providing breakfast to underprivileged school children. It serves as an incentive for the school children to be regular to school and develop healthy eating habits.

In collaboration with Ekal, an NGO which works towards educating underprivileged children, 51 volunteers of the College participated in an exclusive camp in villages around Yercaud to share their skills and knowledge with the community. A study on rural media access-usage and awareness was made during this period to understand the impact of digital divide and provide solutions to the same.

In 2016 Penn Kalvi (Women Education)-Mini marathon was organised to raise funds for the education of girl children. In 2017 the students of the college got together to drive a mega campaign focusing on the theme DAAN. Departments took up specific community engagement projects to address the diverse needs of the community. 2018 witnessed the students involving themselves in community service projects under the banner Pagir (To Share) to inculcate the values of sharing and caring in students. In 2019 Thozhil Seyyalam Thozhi (Friends Lets do a Business!) was an initiative aimed at imparting entrepreneurship skills to rural women to make them self-reliant individuals.

MOP CRS: The community radio station of the college caters to the needs of the community by curating a host of informative programmes focusing on empowering Women, entrepreneurship development and skill training.

Vaishnav Initiative for Social Help (VISH), an annual fund raiser organised by the students, has channelized Rs. 27,00,004/- over a five-year period. Some of the beneficiaries are Devi Social and Educational Foundation, Agaram Foundation, CIOSA, Friends of Tribal Society, Bala Mandir Kamaraj Trust, Mary Clubwala Jadhav Girls HSS, Manava Seva Dharma Samvardhini, and Shri Prathyaksha Charitable Trust.

The outreach activities of the college have made the students understand that they can create a positive impact in the world through volunteering.

File Description	Document
Upload Any additional information	[View Document](#)

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for

extension activities from Government / Government recognised bodies during last five years

Response: 13

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	2	2	3

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 244

3.6.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
46	58	48	53	39

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 79.92

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2795	2934	3096	2796	2909

File Description	Document
Reports of the event	[View Document]
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document]

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 487.4

3.7.1.1 **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2020-21	2019-20	2018-19	2017-18	2016-17
684	535	433	369	416

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document]
Copies of collaboration	[View Document]

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 15

3.7.2.1 **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	2	1	1	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

M.O.P. Vaishnav College ensures that infrastructure conforms to the highest standards of quality, durability and aesthetics. The Campus is spread across 1.33 acres with 11902.65 sq.mts. built-up area, and houses a multitude of facilities to meet the requirements of a diverse population.

State-of-the-art infrastructure, classrooms and seminar halls

The campus has **47 smart-classrooms** equipped with ICT-enabled facilities and broadcasting connectivity, and an e-Content Creation Lab (*Naalandha*), with Interactive Touch Panel Smart-board and lecture-capturing facilities. **8 halls/auditoria**, including an A/C Auditorium, A/C Viewing Theatre (*Meghdoot*), Seminar halls, and A/C Video Conference Halls offer ample options for the many events organized. **55 LCD projectors and audio systems, 7 LED TVs,** and a **Wi-fi enabled** campus with **212 Mbps** internet provide exemplary ICT facilities for the benefit of institutional stakeholders. An expansive **Open-Air Theatre** (1500 seating capacity) and a guest room are other amenities offered.

Laboratories and Learning Centres

The college has **30 Laboratories** and **Learning Centres** with state-of-the-art equipment and technology, including labs for Research, Skill Development, Technology & Instrumentation, Micro Processing, Creativity & Visualization, Language Skill Enhancement, and Food Science Laboratories for Food Innovation, Analytics, Testing, Food Entrepreneurship, Instrumentation and a Counselling and Mentoring Centre attched to the Psychology Lab.

Media Centres include the Green Matte Studio (with ultra-modern AV production equipment), Video Studio, Editing Suites, Audio Studios, Photography Studio, Ad-Photography Shooting Floor and Drawing Studio. An **Innovation and Incubation Council** to nurture student entrepreneurs, '**Channel M.O.P**' (Campus TV Station), and '**MOP CRS @107.8' Mhz** (M.O.P. Community Radio Station) are **Learning Centres** that facilitate practical learning.

Computing equipment and facilities

386 computers are used for academic purposes. The computers are equipped with a multitude of domain-specific software licenses - Adobe Creative Cloud, Tally.ERP 9, Oracle, Orell, and Microsoft Campus License, administered through **4 server rooms** with **15 high-end servers**.

Library - Information Resource Centre

The college has an **air-conditioned Library** with a **Digital Resource Centre**, and two satellite libraries, the **Research Lab** and the **Women's Studies Centre**. The library subscribes to databases such as NLIST, EBSCO, PROQUEST, and DION-INSIGHT, and offers **plagiarism-check** service through **Unicheck**.

Administrative and Academic Support

The campus has a wing exclusively for the **Office of the Controller of Examinations**, to provide examinations-related support. A **Strong Room** is used to secure confidential documents, to ensure integrity of the evaluation process. The **Curriculum Development Cell** offers a conducive ecosystem for conceptualizing advancements to academic curricula to meet evolving global standards, while the **Placement Cell** handles all recruitment processes. The **Record Room** efficiently stores all documents, supporting academic and administrative departments.

Divyangjan Friendliness Infrastructure

Support is offered for differently abled with ramps, 2 accessible elevators, wheelchair facility and specially designed washrooms.

Other Facilities and Equipment

Apollo Shine (mini-medical station), a **cafeteria**, 31 fire-extinguishers, 17 fire-exits, 2 solar plants, 125-KVA generator, 116 CCTV cameras, 8 DVRs with storage of 1TB each, EPABX telephone system, public address system, RO drinking water, 62 restrooms with foot-operated wash basins, and 20 automatic hand-sanitizer dispensers are other facilities offered.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response:

M.O.P. Vaishnav College for Women believes in empowering women through holistic education. Its systematic and sustained efforts in identifying pure talent, and guiding the expression of that potential as manifested achievement, has enabled the institution to secure an invincible position amidst other institutions in the arena of sports and cultural activities.

Facilities for Cultural Activities

The college is known for its cultural zeal, and offers the following physical infrastructure for the purpose of cultural activities – an **Open-Air Theatre** (seating capacity of 1500), **A/C Auditorium** (seating capacity of 500 - for inter-departmental and inter-collegiate cultural activities), **Meghdoot** (A/C viewing theatre with seating capacity of 250 - for screening educational movies / documentaries, lectures, panel discussions, student club activities), and **4** spacious fully furnished **seminar halls** (seating capacity of 150 each – for extra-curricular and co-curricular activities). All venues are equipped with **state-of-the-art sound and light facilities**. A **Student Cabinet Room** is available for exclusive use of student leaders, as a

conducive environment to conduct meetings and discussions.

Facilities for Sports and Physical Fitness

The college has a global presence in sports and representations in 28 sporting categories, with its students representing the nation and winning awards at the Asian Games, the Commonwealth Games and several other prominent international sporting events. The achievements of the students of M.O.P. Vaishnav College have thus contributed significantly to the country's successes in the field of sports. The sizeable **Sports Ground**, with an area 7436 sq.ft., provides adequate infrastructure on campus for student sportspersons to practice a variety of games such as volleyball and kho-kho. Indoor facilities conducive for games such as chess also provide support for student sportspersons. The college also promotes sports and supports their athletes by hiring sports academies and sports grounds for scheduling practice sessions on a regular basis and to conduct various sports events hosted by the college. The college sports ground is effectively utilized for conducting PT classes for the student population, with regular schedules to ensure that all students get equal opportunities to participate in these sessions. Student athletes are provided free, secure and comfortable living arrangements in prominent city hostels. **Transportation facilities** are also arranged for all students during sports meets and training sessions.

Yoga and Mental Health

AUM – Yoga and Mental Health Centre, launched in June 2018, provides a place for students to unwind, relax and meditate. Guided yoga and meditation sessions are organized for students and faculty on yoga postures, pranayam, mudra healings, etc. The college organizes **International Yoga Day** every year in the Madras University Union Grounds where thousands of students participate.

Gymnasium and Physical Fitness facilities

The college has a tie-up with Sports Dynamix, a gymnasium and fitness centre which is at close proximity to the campus. It offers exclusive fitness packages for faculty and students of the college, with tailored sessions to help student athletes achieve maximum fitness, endurance and agility.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 103.77

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 55

File Description	Document
Institutional data in prescribed format	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 26.41

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
381.24	136.64	119.96	176.36	90.76

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	[View Document](#)
Link for any additional information	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

M.O.P. Vaishnav College for Women has three distinct library spaces to optimize library services and accessibility for users. The institutional **Library** - **Information Resource Centre (IRC)** houses a comprehensive and diverse collection of resources spread over two spacious floors. It also has a **Digital Resource Centre** that facilitates independent research through dedicated access to subscribed e-resources. The IRC has two satellite libraries, with exclusive resources on Gender related issues, competitive exams and research.

Library Features

Library functions are fully automated with **Autolib Integrated Library Management Software (V – 7.2) Web Based Software - Advanced Edition.** The library was one of the first among arts and science colleges in the city to be automated (2001) with a significant update in 2016. The IRC has the most current ICT technologies, with **22 computers** with high-speed internet connectivity, a system for accessing records of library holdings and to reserve books, and a scanner for automating user logs. A e-library portal in the college website allows library users to access a range of subscribed e-resources. **The IRC has 64,510**

books (38,093 print volumes, 26,417 e-books), 89 periodicals and 16 newspapers. A sizeable floor area of **2986 sq. ft**. allows for several dedicated sections, such as the **Collectibles**, which houses collectible books and prints of important events, the **Alumni Corner**, which has a book bank created from donations by alumnae of the college, and the **Aspirant Corner**, which offers a dedicated space for students preparing for various competitive exams. The library also has institutional memberships with **British Council Library** and **American Centre at the U.S. Consulate General**, Chennai.

Digital Databases and e-Resources

The IRC subscribes to EBSCO, ProQuest, NLIST and Dion – Insight databases that offer authoritative content for library users. EBSCO Business Source Elite is an e-journal database pertaining to business and management, ProQuest Business and Economics an e-book database with 26,000+ e-books, NLIST a multi-disciplinary e-book and e-journal aggregator service, and the Dion–Insight database offers comprehensive financial and non-financial data on 10,000+ Indian companies. The IRC also subscribes to subject-specific journals, such as the Journal of Food Science (online access via Wiley Online Library), and select Sage online journals. It offers **Unicheck** plagiarism check service for faculty, research scholars and students. To encourage independent research and learning, librarians conduct orientation sessions for students on usage of e-resources.

Infrastructure and Amenities

The bi-level Information Resource Centre is fully air-conditioned**,** with ergonomic seating and comfortable spaces for formal study and relaxed leisure reading. Shelves are by **Godrej** Storage Solutions, with a perfect blend of function and form, to maximize storage of print collections while optimizing space. The IRC has a seating capacity of more than 150 users, and prioritizes privacy for research and study, and comfort and convenience of library users.

The IRC also maintains a **digital TV**, which displays news clipping, activities of college and learning activities on a regular basis. In-house reprography services are provided using a **photocopier** and a **scanner.**

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 9.47

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
11.24	10.49	8.89	8.31	8.42

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 30.08

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 1191

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

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

Response:

The College provides technology services comprising of computing and communications systems, Wi-fi, and servers. 24/7 access to IT resources is ensured through regular software monitoring and updating, firewall and anti-virus policies, network device status, trash maintenance and back-up. Maintenance is implemented as per annual budget and outcomes of IT Committee meetings.

MOPVC IT Policy

The IT Policy is crafted to include all institutional stakeholders (management, students, staff, collaborators), to facilitate exceptional user experiences while ensuring compliance with institutional policies and practices.

- Provide high-end IT infrastructure to all stakeholders
- Maintain, secure, and ensure legal and appropriate use of IT infrastructure based on standards and usage policies
- Protect confidentiality, integrity and security of information assets accessed, created and managed by the college
- Assessment of IT resources regularly by the IT committee, with upgrades implemented as per annual maintenance plan
- Initiate and implement green computing methods to provide eco-friendly environment and leverage IT as a socio-economic development tool

ICT Facilities and Features

Since 2019, the college has used Enterprise Resource Planning (ERP) to automate all academic and administrative processes. ICT facilities are utilzed in laboratories and Learning Centres to facilitate skill development, research, visualization and creativity. Computer networking is maintained using **D-Switches.** The campus has hi-speed internet connectivity, with the bandwidth upgraded to **212 Mbps** (2021), and **43** wi-fi access points.

Software licenses such as Microsoft Campus Agreement, Adobe Creative Cloud, Tally.ERP 9, Oracle and Orell software licenses (since 2016), **open-source software** like Java, Python and MySQL, and Unicheck (since 2020) **plagiarism-check software** ensure excellent user support. Cyber threats are eliminated through **firewalls and antivirus** such as Sonic firewall NSA 2650, Kaspersky, and McAfee (since 2016) and Sophos XG115 (since 2018).

To support the learning process, all classrooms have been made Smart classrooms (ICT-enabled) since 2017. The E-Content Creation Lab (*Naalandha*), created in 2021, enables development of digital learning content with the help of smart board, visualizers, and built-in audio-video facilities.

The safety and wellbeing of students is prioritized through 24/7 CCTV video surveillance placed throughout the campus.

e-Governance and Communication Systems

All faculty and students are provided e-mail ID's through **mopvc.edu.in** and **mopvaishnav.ac.in** domains for official communication. **WhatsApp** groups are used to communicate academic information to faculty and students. For admissions, **dialforSMS** system is used to communicate with a large population of applicants. Recognizing the importance of dynamic documentation, the college has implemented the **SPEED** - Systematic Periodic Electronic Entry of Data to support the MIS of the organization.

Processes like generation of ID Cards, student datasheets, examination fee payments, transfer certificates and staff biometric are completely automated. The library is fully automated using AutoLib**.** From 2020 onwards, Google Workspace is used for online classes, proctored examinations and webinars during extraordinary circumstances, like the pandemic.

Official YouTube Channels

M.O.P. Rang Manch (launched in 2018) is the official college channel for streaming live events, telecasts and all related videos. **M.O.P. Classroom** (launched in 2021) is an exclusive YouTube channel to stream E-content lectures.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 9.87

File Description	Document
Upload any additional information	[View Document](#)
Student - computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution.

Response: ?50 MBPS

File Description	Document
Upload any additional information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.4 Institution has the following Facilities for e-content development

    1.Media centre

2.Audio visual centre

3.Lecture Capturing System(LCS)

4.Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document]
Link for Additional information	[View Document]

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 59.22

4.4.1.1 **Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
629	347.79	340.55	302.55	327.84

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document]
Audited statements of accounts	[View Document]

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

Response:

M.O.P. Vaishnav College for Women works unceasingly to provide state-of-the-art infrastructure to staff and students. The college has well-equipped classrooms, laboratories and support facilities that meet the needs of all institutional stakeholders, and has constituted an Infrastructure Maintenance Committee that clearly outlines procedures and policies for maintenance and utilization of physical, academic and all support facilities.

Infrastructure Maintenance Committee

- The Infrastructure Maintenance Committee discusses, approves and implements infrastructural maintenance for physical, academic and support facilities on campus.
- It develops action plans to respond quickly and appropriately to maintenance issues and emergencies.
- Supervises all maintenance related work, conduct annual infrastructure audits of the physical, academic, and support facilities.
- Educates all teaching staff, non-teaching staff and students on the importance of participating in responsible maintenance of campus facilities.
- Ensures that the campus remains consistently clean, tidy and secure always.

Maintenance of Physical Facilities

The institution employs both **in-house** and **outsourced** staff to achieve effective upkeep. Maintenance of campus facilities and landscaping is outsourced, with a team of staff dedicated to ensure efficient upkeep. Maintenance of faculty staffrooms, electrical work and technical maintenance are handled by a team of in-house staff and janitors**.** In addition, regularly renewed **Annual Maintenance Contracts** for elevators, air-conditioners, RO water system, solar plants, photocopiers, fire compliance gears and other equipment ensure prompt maintenance and service for these facilities.

The campus has an efficient and effective **Safety System** with security personnel to competently monitor entry and exit points 24/7. The gate register records movement of staff, students and visitors. As an added security measure, CCTV cameras have been placed throughout the campus. To ensure prompt solutions in the unlikely event of a fire hazard, fire extinguishers and emergency exit boards are placed at strategic points. Refilling of extinguishers is regularly implemented.

Health and Sanitation

Hand-sanitizer dispensers are fitted at easily accessible points, to ensure protection against pathogens. These are refilled regularly. An efficient Waste Management System with colour-coded bins has been implemented, incorporating appropriate disposal of wet/biodegradable waste (green), paper/glass (yellow), and non-biodegradables (blue).

Pest control and defogging is done regularly to keep the campus free from pests, especially those that may act as vectors.

Plastic Free Campus

In keeping with green practices adopted by the institution, plastic products are banned on campus. This ensures a measurable reduction in plastic waste and pollution on campus. Sensitization programs for students on the hazards of plastic use are implemented. Plastics are also banned in the cafeteria.

Maintenance of Academic Facilities

Classrooms and Seminar Halls

All classrooms and seminar halls are equipped with ICT facilities - LCD projector, audio-visual equipment, modular furniture, and broadcast connectivity. In-house staff ensure that all ICT facilities in classrooms and seminar halls are maintained in optimal condition.

Classrooms are thoroughly cleaned and sanitized every day after college hours, with quality checks by supervising staff.

Pre-emptive action is taken to ensure efficacy of maintenance, but in the unlikely event of any concerns regarding cleanliness or technical problems, the Head of the Department may report the issue to the Administrative Head, and prompt action is taken within 24 hours.

Laboratories and Learning Centres

The multitude of laboratories on campus are efficiently managed, with meticulous planning and implementation of practices to eliminate misuse of equipment. Students are made aware of policies and processes regarding handling of apparatus before commencement of lab work. Every care is taken to guarantee ethical and judicious use of lab equipment by students, and that apparatus are safely returned after use. All lab work is done only under faculty supervision**.**

Prior authorization from the laboratory in-charge and Head of the Department is required to take laboratory materials out of the lab, and it is ensured that they are duly returned within the stipulated time. Regular stock taking of all equipment and instruments is done by the respective departments annually and given to the Infrastructure Maintenance Committee. Should need arise, maintenance and repair work may be carried out in the laboratories. The laboratory staff in-charge supervises the repair work and reports to the Head of the Department, who in turn co-ordinates with the Infrastructure Maintenance Committee.

IT Maintenance

The college has a robust system in place for effective maintenance of ICT, and this is overseen by technical assistants. The well-structured IT policy elucidates regulations for Wi-fi, cybersecurity and other technology related services, and periodic inspection and stock taking of computers is accordingly implemented. As integral institutional stakeholders, students are also sensitized on the importance of maintaining and using computer facilities in labs.

Library – Information Resource Centre

Management and maintenance of all library facilities is overseen by library staff. Routine library maintenance includes stock taking of all library holdings, which is implemented annually, and the findings reported to the Head of the institution. Library user logs are automated, with a scanner to record footfalls. Technical assistants assist in maintaining the library's computers with hi-speed internet connectivity.

Academic Records Maintenance

A **Strong Room** in the Controller of Examination's wing is used to secure confidential documents, to ensure integrity of the evaluation process.

The **Record Room** in the main block efficiently stores all documents, supporting academic and administrative departments.

Maintenance of Support Facilities

The College houses an excellent **Cafeteria** which operates with a license from FSSAI. The Student

Ministry of Health and Hygiene periodically conducts quality and hygiene checks of the cafeteria and regulates the menu.

Apollo Shine operates a mini medical station with a 'flu room' on campus, for support in the event of a medical emergency. The station is administered by a qualified nurse, trained to provide prompt and effective medical assistance to staff and students. First-aid kits and other medical equipment are periodically checked for validity and replaced should the need arise.

The **Sports ground** of the campus is maintained by in-house support staff. Sports equipment is stored in the sports room, with a logbook to record usage of equipment.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 1.44

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
62	59	59	50	34

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 12.22

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
275	582	443	605	317

File Description	Document
Upload any additional information	
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	
Institutional data in prescribed format	

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	
Any additional information	
Link to Institutional website	

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 33.96

5.1.4.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2384	1000	1376	1032	478

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	
Any additional information	

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

2. Organisation wide awareness and undertakings on policies with zero tolerance

3. Mechanisms for submission of online/offline students' grievances

4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 17.18

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
207	232	233	197	202

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 24.89

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 335

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 63.02

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.*)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
119	89	52	58	43

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
158	132	93	109	68

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 526

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
85	145	161	81	54

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

M.O.P. Vaishnav College for Women understands that academic processes must be supplemented with a learning model where students are given both independence and responsibilities. This positively impacts learners' cognitive skills, problem-solving skills, and emotional intelligence, and supports the transformation of learners into capable young leaders. Student representation is fostered at the college level as the Student Cabinet, at the ministerial level through departments, and also in academic and administrative bodies and Committees of the institution.

M.O.P. Sansad

M.O.P Sansad (Student Cabinet) is a body of democratically elected students' representatives modelled after the Indian Parliament, and provides a platform for students to be actively involved in decision-making and institutional processes.

Election Process

In the second week of February every year applications are solicited for various posts in the Student Cabinet. Interested students submit a statement of purpose to their respective Heads of Department. Shortlisted candidates' applications are forwarded to the selection panel, before whom students put forth their candidature. The top ranked candidates campaign before the student body and present their manifestos. Environmentally friendly campaign practices are followed, and voting is through online ballot.

Sansad Structure

Headed by the Prime Minister, who is assisted by two Deputy Prime Ministers, M.O.P. Sansad currently

has 209 members and hosts eight student Ministries - Youth Development, Health and Hygiene, Entrepreneurship, Environment, Sports and NCC, Home Affairs, Innovation and Design, and Communication. Each ministry comprises of students from one or more programmes.

The principal of the college acts as President and an MP is elected as Speaker of the House. Two parliamentary sessions are held every year. In the first session, Ministries present their plans of action to the House, and once debated, approval is accorded for implementation. The second session reviews progress made and explores revisions if required. Each session incorporates a question hour, where student issues are discussed. In acting as liaisons between the student population and the college management, members of the Sansad are transformed into able young administrators and leaders.

Functions of M.O.P. Sansad

The Sansad is a vital component of the institution, and participates in all college endeavours, such as:

- Organization of college events, including cultural and sports activities, Freshers' Day, and other activities, for all students of the institution, from initial conceptualization to post-event reports
- Observation and celebration of significant days such as Constitution Day, Gandhi Jayanthi etc.
- Celebration of events of national and global importance with the participation of all students
- Organization of VISH (Vaishnav Initiative for Social Help), the annual fund-raiser of the college
- Maintenance of discipline on campus
- Organization of General Assemblies, where student achievements are highlighted
- Representation of the college at various inter-collegiate sports, cultural and outreach activities

Representations in Academic and Administrative bodies of the Institution

Student representatives are members of the following bodies:

- Anti-ragging Committee
- Grievance Redressal Committee and student feedback systems
- Board of Studies
- Placement Cell

This ensures that students play vital roles in core issues that directly impact the student population and the institution as a whole.

File Description	Document
Paste link for Additional Information	[View Document](#)

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 85.4

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise**

during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
88	90	92	86	71

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural events / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The vision of M.O.P. Vaishnav College for Women is to nurture the transformation of young women into empowered and confident professionals who not only excel in their chosen vocations, but who are also socially responsible global citizens. The college implements meticulously conceptualized strategies to achieve an education process that creates outstanding individuals. The success of these processes is clearly observable in the institution's alumnae, who, through their passion and drive, have not only achieved tremendous success, but who also give back to the society.

Alumni Association

The college has a registered Alumni Association, with a comprehensive alumnae database. The Association is managed by an able team comprising of the President, Vice President, Treasurer, Secretary and other members.

Alumni Meets

The alumnae community of M.O.P.V.C. meet regularly, to both reminisce and to share their experiences after graduating from the institution. These meets also offer opportunities for them to reconnect with their alma mater and expand their professional network. Besides the traditional annual meet, outbound meets in exclusive locales and picnics also serve to foster and strengthen the alumni network.

Alumni Day

Alumni Day is celebrated every year, providing alumni an opportunity to reconnect with their fellow alumnae and their erstwhile teachers.

Alumnae Participation

The college provides myriad opportunities for alumnae to actively participate in processes that benefit current student populations.

- **Academic Activities**

Academic departments nominate an alumna to be a member of their Board of Studies, where they directly impact curriculum development through their inputs. Alumnae are also often involved in classroom learning as guest lecturers.

- **Alumni-Talk**

The college organizes 'Alumni-Talk', where alumnae interact with current students and counsel them on career prospects and skill enhancements.

- **Contributions towards Developing Infrastructure**

Suggestions by alumnae are welcomed and implemented for developing campus infrastructure and facilities. As an example, the vertical garden near the college entrance was created based on input from an alumna.

- **Industry-Institute Liaisons**

Alumnae also act as brand ambassadors of the college in their organizations/ industries, creating opportunities for industry-institute link-ups, especially in the context of placement opportunities for current and future graduates of the college.

- **Alumni Book Donations**

The Alumni Book Donation Corner in the institutional library houses textbooks and reference books donated by alumnae to support current and future students. These books form part of the Book Bank, and are loaned for longer periods to deserving students.

- **Financial Contributions**

MOPVC alumnae often give back to their alma mater via financial contributions. These support the college in continually expanding its facilities and infrastructure, to better meet the needs and requirements of a diverse student population. Some create endowments, which benefit deserving learners in various ways, such as scholarships and prizes in recognition of specific achievements.

- **M.O.P. Bazaar**

M.O.P.V.C. has a history of nurturing student entrepreneurs, and many of them participate actively in college events such as M.O.P. Bazaar as alumnae as well, putting up stalls with their offerings.

File Description	Document
Any additional information	[View Document](#)

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: A. ? 15 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

M.O.P. Vaishnav College for Women, established in 1992, has a system of governance designed to implement the vision of its founding Trusts: to promote academic excellence and develop self-reliant, competent women. M.O.P. Vaishnav aims to be a leader in learning, research, and engagement that facilitates innovation, embraces inclusion and sustainability, and inspires achievements that make a positive, long-lasting impact on the world. The model of governance practised in the college is transparent, collaborative and participatory. The institutional values of M.O.P. Vaishnav College guide all mission goals and policies formulated all participants in the governance.

INSTITUTIONAL VALUES

Integrity

In all endeavours, honesty and consistency are our watchwords. The same values are inculcated in students.

Inclusivity

We embrace differences and pursue diversity in the faculty and student body.

Responsibility

All decisions are deeply considered, and we stand by our word. We believe in having the courage of our convictions.

Research

A spirit of curiosity and innovation drives us forwards, and is the moving spirit behind our progress, both academic and otherwise.

Excellence

We believe that contentment fosters complacence, and therefore strive for excellence as individuals and as an institution.

Caring for Society

We believe we stand on the shoulders of the community, and strongly understand our responsibility to give back to society. The spirit of sharing and giving is strongly encoded in all our programmes.

Participative governance

The goal of the governance structure is to decentralise authority while maintaining unity of vision. All important issues associated with the academic and administrative aspects are discussed at relevant fora such as the meetings of the Board of Governors, Academic Council and Staff Council. Advisory committees are constituted to discuss issues pertaining to IQAC, sports, research and examinations.

The Principal and the **Heads of Departments** meet on the first Tuesday of every month, followed by a Department-level meeting.

Faculty members play a vital role in the functioning of the college as part of various committees. These committees are responsible for the formulation of plans and policies of the organisation and thus contribute immeasurably to the governance of the institution in tune with its Vision and Mission.

A democratically elected **Student Cabinet, M.O.P. Sansad**, plays an active role in ideating for policy governing campus life for students. Regular meetings by Departments with **parents** and **alumnae** enables off-campus stakeholders, too, to contribute towards governance. Alumnae play a prominent role on the Boards of Studies.

This method of governance ensures that the long-term Vision and strategic plan are shared by the top management, through the teaching and non-teaching staff, with the student body and all other stakeholders.

File Description	Document
Any additional information	[View Document](#)

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Decentralisation and participative management as institutional practices at M.O.P. Vaishnav College for Women facilitate interactive decision-making. The Heads of the Departments of the College participate in Staff Council meetings chaired by the Principal and contribute to all policy discussions. The Department Heads are self-accountable, and are empowered with necessary resources to implement the activities proposed at the beginning of the year in a Department calendar. Faculty members, students, parents and alumnae contribute in their various capacities to: manage campus events such as cultural festivals, ideate regarding extension service projects, provide inputs on curriculum modification, etc. Thus, all stakeholders have representation in the governance of the college.

Case Study: *Introduction of Diploma / Certificate Programmes*

 Academic Plan: The College is able to use its autonomous status to offer career-oriented programmes in tune with industry demand. Towards this end, the College, in 2018-19, introduced a variety of Diploma and Certificate programmes that offer valuable skills above and beyond the curriculum. These programmes are aimed at making students more self-reliant and employable, in keeping with global standards.

Participative Management:

The planning and implementation process illustrate the participative management style in place at M.O.P. Vaishnav:

- Formation of a Committee consisting of faculty members from different Departments to study the scope of courses that would enhance students' employability.
- Selection of courses from topics suggested by the various Departments for their high industry value. The courses finalised at the launch of the Diploma and Certificate Programme included:
    - Office Management (Suggested by the Department of B. Com Corporate Secretaryship)
    - Computer Applications (BCA)
    - Multimedia (B.Sc. Electronic Media)
    - Fashion Designing (B.Sc.Visual Communication)
    - Journalism and Mass Communication (B.A. Journalism)
    - Human Resource Management (B. Com Marketing Management)
- Appointment of Coordinator of the programme.
- Finalising the curricula and syllabi, in consultation with various stakeholders including subject experts.
- Planning the workload and number of faculty required, in consultation with the Committee.
- Deciding the requirement of non-teaching staff for the programme in consultation with the Administration Department.
- Planning the admission process in consultation with the Admission Committee.
- Creating awareness about the programmes on social media through students

Decentralisation:

Various staff members were tasked with specific functions in the planning and implementation phase:

- Preparation of book list for each course – Library Committee headed by the Librarian.
- Classrooms, staff rooms, furniture and other civic amenities – Head of Administration.
- Laboratory and equipment – Respective Departments.

Implementation:

- The Diploma and Certificate programmes were conceptualised in 2017-18, the silver jubilee year of the College.
- A letter was sent to the University of Madras informing the University of the launch of the programmes.
- The inauguration was presided over by the Registrar of the University of Madras on August 18, 2018, setting in motion the programme that has since been successfully run year upon year, thanks to the combined effort of all the stakeholders.

File Description	Document
Link for strategic plan and deployment documents on the website	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

M.O.P. Vaishnav College aspires to emerge as an Institution of Eminence – a leader in teaching and learning, research and engagement that facilitates innovation, inclusion and sustainability, creating a positive impact on the community. The vision, mission and institutional values of the College are interwoven throughout the following long-term and short-term plans.

Future plan – Vision 2030

Keeping in mind its long-term vision of emerging as a University of international repute, M.O.P. Vaishnav's strategic plan 2030 was crafted. Through **foreign collaborations** for internship, research and extension, M.O.P. will continue to pursue research and funding opportunities with even greater vigour. This will accelerate the journey of the College towards its Vision.

India is seeing greater digital penetration into even remote geographies. **Digital innovation** will allow the College to virtually reach out and deliver services to many under-served areas, and deepen the impact of our pedagogy for all learners.

In the process of introducing current and relevant programs and courses to keep up with a fast-changing world, it is imperative to keep the focus on the long-term goal. Therefore, strong governance, objective oversight and a clear understanding of conditions under which such modifications must occur, are essential aspects of our long-term **strategic planning** process.

Short-term plans are designed to feed into the long-term vision.

2016-17: Centre of Excellence

The Centre of Excellence was established in 2016-17 with the mandate to promote academic excellence, self-reliance, opportunities and social responsibility. This has been realised through the launch of value-added courses, life-skill programmes, international study opportunities, and an expanded, structured social responsibility programme.

2017-18: International Internships

Since 2017-18, with the goal of facilitating international exposure for students, the Centre has organised short study programmes for students in institutions such as the Vancouver Film School, Canada; the Stuart School of Business, Illinois Institute of Technology; and the University of Massachusetts, Lowell.

2018-19: Outcome-based Education

In 2018-19, the College engaged in a thorough review of the curriculum, with the objective to map syllabus and pedagogy to desired outcomes. This philosophy was internalised by all teaching staff, and the lesson plan and activities became oriented towards learner-centric outcomes.

2019-20: Thozhil Seyyalaam Thozhi ('Let's do business, my friend!')

2019-20 saw the launch of 'Thozhil Seyyalaam Thozhi,' an initiative to upskill women in rural areas to generate income. The Departments extended the initiative in unique ways, such as the imparting of skill training to 100 women in Thiruverkadu village to cultivate entrepreneurship skills such as agarbatti- and jewellery-making.

2020-21: Focus on research

The Research Advisory Committee conducts periodic audits of research output and organises seminars for sharing of best practices among faculty members to strengthen the research culture of the institution.

M.O.P. Vaishnav seeks to promote a global perspective through a well-informed faculty, a curriculum oriented towards skill development, entrepreneurship and employment, and an intensive research ecosystem. With its top-notch technological and intellectual resources across domains, M.O.P. Vaishnav is ideally situated to extend its reach and impact and fulfil its long-term potential.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document

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

Response:

The College adopts an agile organisational structure allowing decentralised functioning and quick decision-making.

The system of governance is as follows:

- The Management is headed by the Board of Governors, assisted by the Managing Committee.
- The statutory bodies of the College are the Managing Committee, the Academic Council and the Boards of Studies.
- These bodies along with the Finance Committee and IQAC play an important role in framing policies and executing them.
- The Secretary of the Board of Governors provides guidance and support to the Principal in all administrative, academic and financial matters.
- The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution.
- The Academic Council, constituted according to the guidelines of the UGC, is responsible for scrutinizing the proposals of the Boards of Studies with regard to the programmes of study,

academic regulations, curriculum, syllabi and framing evaluation policies.

- The Boards of Studies evaluate the syllabi to ensure quality, and the resolutions are presented to the Academic Council.
- The Staff Council comprising all Heads of Departments discusses all the major programmes and issues in the College and supports the Principal in the administration of the institution.
- The Deans oversee the sharing of responsibilities among the staff members for academic and non-academic matters.
- The HODs coordinate the activities of respective departments.
- The curricular aspects of the College are overseen by the Dean of Academics, nominated by the Principal.
- The Student Cabinet, elected by the student body, is guided by a faculty member nominated by the Principal as Dean of Students.
- The Academic wing of the College lays emphasis on Extension and Outreach Programmes.
- Co-curricular activities include Arts, Sports and Literary Clubs along with NSS and NCC.
- Student welfare is ensured through the Placement Cell and Grievance Redressal Committee. The Moms' Club and Alumni Association also contribute to student welfare.
- The College office comprising Administrative and Support Staff coordinates the administrative activities under the Head of Administration in consultation with the Principal.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Institutional data in prescribed format	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

M.O.P. Vaishnav College has instituted staff welfare and career advancement policies that are regularly updated to ensure staff development and satisfaction.

Career development

M.O.P. Vaishnav believes in retaining talent by nurturing and developing it. Several measures are in place to help staff with their career growth.

Teaching staff are:

- granted study leave while pursuing their Ph.D.
- granted seed money for viable research project proposals through the Seed Money Grant Scheme.
- granted sabbaticals to serve short stints in the industry, thereby gaining hands-on experience that can inform their teaching. This measure was instituted to mark the 30th year since the inception of the College.
- awarded citations annually for outstanding research work, and for the maximum number of research publications and conference presentations made.
- encouraged to undertake consultancy projects and motivated for collaborative publications.
- granted membership fees of professional bodies such as Madras Management Association and the Madras Chamber of Commerce and Industry.

Non-teaching staff are:

- granted financial support to upskill themselves through short-term courses or degree programmes.

Teaching and non-teaching staff are:

- offered capacity-building programmes – such as workshops on advanced Microsoft Excel techniques and accounting software – to help staff refine their skills.
- given service awards annually to acknowledge their services to the institution.

Financial Support

- Medical insurance, provident fund and gratuity are given to all teaching and non-teaching staff.
- All staff can avail of loans and festival advances to tide over sudden expenditures.

- Scholarships are given for the education of the wards of non-teaching staff at the school and higher-education level.

Health

- Maternity leave and medical leave are granted to all teaching and non-teaching staff.
- Through a tie-up with Apollo Hospitals, an Apollo Shine clinic functions on campus to tend to the health needs of staff and students.
- Non-teaching staff can avail of a free annual medical check-up.
- A health card for all staff from our health partner affords prompt medical services even outside campus.

Welfare

- A Reverse Osmosis plant has been installed to ensure potable water.
- Wi-fi facilities are available for all staff.
- All floors of the College are served by two elevators.
- CCTV cameras are installed in all classrooms and at key points on campus to enhance security.

Well-being

- Non-teaching staff are given free midday meals.
- The Management also provides them with uniforms.
- A hygienic canteen offers nutritious food options.
- M.O.P. celebrates Diwali with the presentation of gifts to all staff.
- The management organises an annual staff picnic for all teaching staff.
- Non-teaching staff enjoy an annual three-day, all-expenses-paid leisure trip.
- Sports events are held for the staff, and winners felicitated at the annual Sports Day.

M.O.P. Management thus puts a lot of thought into welfare and career progression schemes for the staff, to facilitate their all-round wellbeing and progress, and foster cordial employer-employee relations.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 36.3

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
40	53	51	53	40

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 18

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	21	20	18	16

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 19.65

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
90	36	12	2	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Audit Framework

M.O.P. Vaishnav College has a well-planned and transparent budgeting, accounting and auditing system implemented and practised over several years.

The College maintains four accounting entities for the convenience and transparency:

- **MOPVC General Fees Account**
- **MOPVC Special Fees Account**
- **Development Fees Account**
- **Autonomous Account**

The College Accounts Office maintains receipts and payments accounts, cash book, cheque book, cheques issue register, vouchers and bills for all financial matters.

The Governing Body discusses and deliberates on all aspects of financial management and resource mobilisation and utilisation. The accounts relating to the previous year are carefully scrutinised prior to the preparation of the financial budget for the next financial year. The College uses the latest version of Tally software.

The College conducts internal and external financial audits regularly and obtains a certified report from a qualified chartered accountant.

Internal Audit:

- The Internal Audit is conducted on a quarterly basis to ensure appropriate accounting policies for the management of financial resources.
- The accounting systems and procedures are authenticated based on the Audit reports of the Internal Auditor.
- The audited statements are submitted to the Management by the Internal Auditor and the

Management takes appropriate corrective action based on the report if required.

• Management takes special care to satisfy the queries, rectify and follow the resolution raised, if any, during audit at the end of every financial year.

Statutory Audit:

• Statutory Audit is conducted after the close of the financial year by the External Auditor appointed by the sponsoring body – Shri Vallabhacharya Vidya Sabha.

• Books of Accounts are examined to established whether the accounts and other records maintained by the College disclose a true and fair view.

• Balance Sheet is examined to get a true and fair view of the state of affairs of the College and the Income and Expenditure Account to verify the excess of income over expenditure or vice versa as the case may be.

The scope of the Internal and External Audit teams is spread over the majority of the accounting domains such as:

• **Income and Expenditure Statement**
• **Payments and Receipts**
• **Verification of Assets and**
• **Statutory Compliance and Payments**

Audit Objections and Rectifications:

Any Audit objections raised are resolved amicably pursuant to the statutory rules. The Audit objections pointed out by the Auditor are discussed in the meeting of the Board of Governors, which enables the Management to take remedial action. The objections are rectified by the Accounts Department and a report with due explanation is submitted to the Finance Committee. The action-taken report is also sent to the Auditor for further rectification, if any, and for final approval.

File Description	Document
Any additional information	[View Document](#)

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

Response: 71.86

6.4.2.1 **Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.65	22.924	17.477	10.97	19.842

File Description	Document
Institutional data in prescribed format	[View Document](#)
Annual statements of accounts	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

As an unaided, self-financing institution, with no aid from the Government, M.O.P. Vaishnav College depends on Management support, student fees and other sources for institutional income.

- Fees – Students' fees account for a large portion of fund mobilisation
- Philanthropists – A few philanthropic trusts regular support select aspects of activities at M.O.P., such as award endowments.

- Sponsorships - As a desired demographic, M.O.P. Vaishnav student audiences attract sponsorships from major local and regional brands during various events.
- Consultancies - With unique skill-sets and technological infrastructure to offer, the college undertakes consultancy projects in many areas, such as short film-making for companies such as TVS Motors.
- M.O.P. Bazaar - This yearly bazaar in which student entrepreneurs are guided to set up stalls and conduct a pop-up business for a city-wide target market is hugely successful and raises funds through entrance tickets.
- VISH (Vaishnav Initiative for Social Help) - Through this annual institutional social responsibility initiative, the college chooses a worthy cause and runs fundraising campaigns so as to make a sizable contribution to the cause.

Process to ensure optimal utilisation of funds

- The institution systematically strategises for optimal utilisation of funds. Departments, in their year-ahead plan, indicate their expenditure estimate, and raise requests for books and infrastructure improvements if any.
- The Planning Committee presents these and other infrastructure requirements to the Finance Committee, which allocates funds.
- The Finance Committee periodically reviews the fund mobilisation efforts and utilisation patterns and modifies them to maximise efficiency for the benefit of students and the institution.

Optimal utilisation areas

- Funds are utilised optimally to update the library with fresh books and journals.
- Equipment used in the media, food science and psychology laboratories are regularly audited, and maintenance, repair or replacement is arranged.
- Scholarships and waivers, both financial and non-financial, are offered to deserving students, as per the discretion of the Management. Scholarships to the tune of Rs. 1 crore are awarded annually.

- Funds are also used for social responsibility campaigns carried out by the NSS, NCC and Rotaract units of the College, besides the general student body.
- One example of optimal resource utilisation can be seen in the usage of classrooms, which are occupied by one shift of students in the morning, and another shift in the afternoon.

- Programmes using the same infrastructure are scheduled in different shifts. For example, optimal utilisation of the computer laboratories is ensured by scheduling the B.Sc. Computer Science programme in Shift I, and Bachelor of Computer Applications programme in Shift II.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

M.O.P. Vaishnav College believes in growth through self-examination and constructive feedback. The IQAC has spearheaded several incremental advancements at the Institution **as a response to the report given by the esteemed Peer Team in the third cycle** of NAAC accreditation.

- Firstly, the IQAC of the college widened its scope, initiating many quality improvement initiatives. Under its aegis, the Centre of Excellence was established with the mandate to promote academic excellence, self-reliance, opportunities and social responsibility among students **(2016-17).**
- Collaborations have been actively pursued, and starting in 2017-18, several MOUs have been inked with foreign universities to facilitate international internships **(2017-18).**
- The IQAC led the transition to outcome-based education, implemented by reviewing lesson plans and activity planners **(2018-19)**.
- An Incubation Centre was launched to mentor budding entrepreneurs **(2019-20).** A total of 11 students with eight business proposals are registered with the Incubation Centre.
- Pursuant to a digital push, an e-content creation centre, Nalanda, featuring a state-of-the-art smartboard, has been established **(2020-21).**

In other responses to the Peer Team report:

- A language lab was established for students who require English language coaching.
- Gender inclusivity sensitisation programmes are organised by the Centre for Women's Studies.
- To encourage performing artistes, the College instituted an award, M.O.P. Yuva Sammaan, that

includes a citation and Rs. 1 lakh for young achievers in three fields, one of which is performing arts.

- Remedial coaching is offered to slow learners as part of the interventional programme, 'Support.'

Of the various advancements, the following are worth detailing:

- **Research Centre:** Recognising the centrality of research in the higher education ecosystem, the Research Centre was established to encourage faculty members to conduct multi-disciplinary research, publish papers in quality journals, and present their research findings at national and international conferences. The IQAC conducts periodic audits of research output to enhance the research culture. The Cell also scouts for opportunities for research funding from organisations such as the ICSSR, NGOs and philanthropists. The Head, Research Advisory Committee, helps faculty members explore patent registration. Besides, the Management has instituted a Seed Money Grant Scheme, through which faculty members are encouraged to pursue their research goals.
- **Collaboration:** The IQAC has been successful in establishing memoranda of understanding with universities abroad to enable students to experience global work culture and pick up soft skills that meet international standards. In 2017 alone, for example, 15 students from the school of Media visited the Vancouver Film School, Canada, for a course on Film Production; 25 students visited the Stuart School of Business, Illinois Institute of Technology, for the Global Business Immersion Program; and 13 students visited the University of Massachusetts, Lowell, for a course on Entrepreneurial Development and Leadership. Thanks to the efforts of the Centre of Excellence, three students from M.O.P. were selected for semester-abroad programmes through the U.S. Department of State. The IQAC also works with companies in India and abroad to help students acquire internship experiences that enhance employability and inspire entrepreneurship.

File Description	Document
Link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

Responding to quality advances in education, the IQAC led the transition to the **Outcome-Based Education** ecosystem in 2018-19. Incremental improvements in methodology have led to a set of guidelines issued to faculty members for teaching and assessment, which focus all efforts on attaining the desired outcome for the learner. All lesson plans include activities geared towards one of three goals: skill development, employability or entrepreneurship development. Testing methods have also undergone a realignment so that every question in each question paper, both internal and external, is mapped with the pertinent knowledge level from Bloom's Taxonomy, so that all knowledge levels are tested.

- **Academic audit**: Under the aegis of the IQAC, Departments conduct internal academic audits twice a month, in which the Head of the Department discusses academic progress with other faculty members. The IQAC employs the triple-E approach (efficiency, effectiveness and enrichment) in its endeavours to establish, periodically review and enhance quality measures in the teaching-learning process. The audit template issued to Departments, therefore, checks for percentage completion of syllabus on time (efficiency), measures to carry out assessment and test for attainment of course outcomes (effectiveness), and value-additions such as variety of case study discussions, reinvention of lesson plans, etc. (enrichment). External academic audits by faculty members from other institutions are also conducted once each semester to help Departments get a fresh perspective on academic progress and consider best practices.

- **Value-added Courses**: The IQAC has identified a variety of inter-departmental certificate programmes under the banner of Value-added Courses, designed to help students garner skills that are sought-after in the marketplace.

The programmes, which are offered in the odd semester in areas such as Social Media Analytics and Geographical Information Systems, are periodically reviewed with the help of student and other stakeholder feedback, so that only the most industry-relevant content is offered to students. The Life Skills programme, offered by M.O.P. Kaushal Kendra, in the even semester, is also the brainchild of the IQAC. This programme offers a gamut of courses in areas such as dress designing, self-defence and baking. With the support of an expert resource-person, the courses allow students to pursue their interests outside their area of academic study, while also imbibing essential life-skills.

The review mechanism, which factors in student and industry inputs, helps the IQAC conceptualise and periodically update content and delivery modes that are efficient, effective and offer the most enrichment to students.

File Description	Document
Link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

M.O.P. Vaishnav College for Women (Autonomous) is a college that pioneers in its efforts to promote awareness on gender equity.

The college through its curricular and co-curricular activities sensitises students on gender issues that are predominant in the society. Various competitions and series of guest lectures regarding this are systematically arranged to create awareness and also to mould the students to be proactive in gender related issues.

Gender Equity: The Centre for Women's Studies was established to encourage informed deliberations on gender equality and women empowerment. The college conducts management funded research and development programmes, panel discussions and symposiums systematically to sensitize students on these issues.

The course curricula of all the programmes have allotted a particular weightage to gender equity. The students are encouraged to write research articles on the topics related to gender equity during the library hours where they can have access to e resources like EBSCO and PROQUEST. To add to the main curricula M.O.P. has introduced a few more subjects as value added courses for students to understand the issues in depth, which will enable them to come across multiple other perceptions and theories related to gender equity.

Post graduate media programmes of the college, through its students' campaigns every year create awareness related to all pressing issues concerning women starting from Penn Kalvi (Women Education) to UNICEF funded project on Elimination of violence against women.

Safety and Security for Women: Safety for women is one of the primary concerns of the college and therefore multiple CCTV cameras are installed at all the vital points in the campus. Students and staff are encouraged to download Kavalan (Guardian) App, an initiative by Chennai police to reach out to public anytime anywhere. Guest lectures and workshops focusing on women safety, self-defense and social media and crime, to mention a few, are also conducted under the banner of The Centre for Women Studies.

Mentoring and Counselling Centre

To motivate students to adapt to the rapidly changing milieu and cope with extensive peer pressure, the college emphasizes on mentoring. The faculty-mentors meet the students frequently to give guidance, motivation and encouragement. A mentoring record is maintained to monitor the graph of growth of students.

In case of sexual abuse faced by the students under any circumstances, **the internal complaints committee** consisting of the mentor, the head of the department and the principal would take necessary

action against the perpetrator. The student is also given necessary psychological counseling to overcome the trauma.

Inspirational awards

In the act of reaching out to the society to encourage women of calibre, M.O.P. has instituted an award called M.O.P. Yuva Sammaan award. This award is conferred on young women achievers every year, in the fields of Sports, Performing arts and Entrepreneurship. MOP has successfully completed 4 editions of YUVA SAMMAAN awards.

To commemorate the silver jubilee celebrations of M.B.A Department, the college has instituted another award called "Award for Corporate Excellence" for women achievers.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

      1. **Solar energy**
      2. **Biogas plant**
      3. **Wheeling to the Grid**
      4. **Sensor-based energy conservation**
      5. **Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**

- **Hazardous chemicals and radioactive waste management**

Response:

Higher education institutions are majorly the agents that bring sustainable changes in the society. Proper waste management system in the campus is a proof of college's ethical concern for sustainable development.

Waste Management and Recycling Programs:

The college has taken **several initiatives for waste management and recycling programs.** The college has adopted **measures to segregate the waste at source**, which is the primary and most significant step in waste management.

The three coloured dust bin system serves the first stage of waste segregation. Through the student bodies like Student Cabinet, NCC and NSS, repeated awareness programmes are conducted to sensitise students in these matters. The colour coded dustbins are placed on every floor and around common areas on campus. The green-coloured bins collect wet and bio-degradable waste such as food waste, paper, eco-friendly plates etc. The blue-coloured dustbins collect non-biodegradable waste such as plastic wrappers, plastic bottles etc. The yellow-coloured dustbins collect glass bottles. The college promotes the process of eco-friendly waste disposal method, and 90% of the waste generated is recycled and reused.

Waste management in Food Analytical Laboratory:

Waste minimisation strategy is always followed in the chemical labs. Procuring only minimum materials required by following an ably maintained inventory helps in minimisation of waste products.

Disposal of chemical waste: Expired Chemicals are stored in clearly labelled containers in a designated location that does not interfere with normal laboratory operations. Periodically they are handed over to the chemical distributor/ supplier**.** Any chemical spills during the practical are cleaned up by the laboratory workers wearing PPE. Chemical waste generated during the conduct of practical such as concentrated acids, dilute acids and alkalis; harmless soluble inorganic salts are washed down drains with excess water after dilution.

Disposal of waste generated during food microbiology practical: For safety reasons, all the petri-plates and conical flasks used for the inoculation and enumeration of the microorganisms are autoclaved (steam sterilized) to inactivate the biological agents. Once autoclaved, precautions are taken not to pour melted agar into sink or floor drains. They are allowed to cool and solidify for disposal as a bio waste.

e-Waste Management: Disposal of electronic wastes has been cautiously done as it demands specific disposal methods. Chennai Corporation has been conducting many e-waste drive where a specific date would be given for dumping the e-waste at multiple collecting points. Students and staff were encouraged to make use of this opportunity created by Chennai Corporation. Electronic goods in the campus are serviced, maintained and upgraded regularly to maximise longevity of usage. All hardware issues are repaired by technical staff to ensure minimum e-wastage. Empty toners, printer cartridges, dysfunctional computers and expired electronic items are sold to renowned agencies for safe recycling. Computers in the laboratory are equipped with rechargeable uninterrupted power supply.

In the process of revamping the computer lab the used computers were donated, as a part of the Daan drive, to M.O.P School Triplicane, Chennai School, Kotturpuram and Lady Willingdon School, Triplicane.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geotagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

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

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

M.O.P. Vaishnav College for Women has always exhibited its concern for the need of an inclusive

society. As a renowned institution for Higher education, the college has ensured that inclusivity is an integral part of the college eco system.

To help the differently abled, parking areas are kept closer to the building.
Ramps are provided for wheelchair users. Both the lifts closer to the entrance are spaced out in such a way that it could accommodate a student on a wheelchair and her attendant.

An MOU was entered with Ananya Learning and Research Centre – Special School of Madras Dyslexia Association to offer placement and internship assistance to students with learning Disability. Foundation Program on Specific Learning Disability from December 2019 – January 2020 was conducted. The objective of the program was to inculcate employability skills. 94 students had enrolled and successfully completed the certification process.

Students from different parts of the country constitute M.O.P. family. This heterogeneity is aimed, so that cultural, regional, linguistic, communal and socio-economic tolerance is transmitted to the student community.

It is ensured that the teams for academic projects are formed keeping inclusivity as the main factor. This also enables students to learn to work in a multi-cultural organisation.

The faculty in-charge of National Service Scheme (NSS), Youth Red Cross (YRC), Red Ribbon Club (RRC) and Community Radio Station (CRS) also encourage students from different cultures to join hands together for the extension activities that come under their banners.

During NSS camps the volunteers gather information regarding the socio-economic status of the villages they have camped in. This enables them to understand the way of life of under privileged and also motivate them to help the people in need.

To foster cultural awareness, various value-added courses are offered which would empower students in terms of understanding cultural diversity.

Global exchange programmes are offered to students to help them go beyond the national boundaries to understand culture and tradition of other countries.

The college sets an example of an institution which embodies cultural diversity by conducting varied range of culturally diverse events such as Dandiya nights, Pongal, Diwali, Onam, and competitions on college campus such as Abhilasha and Jhankaar to familiarize students with the indigenous traditions and demonstrate that no culture is a monolith.

Unique Entrepreneurship Programs such as the annual **M.O.P. Bazaar** paves way for students to showcase their entrepreneurial skills and build cultural bridges by exploring a plethora of products ranging from art pieces, handicrafts, fashion and culinary delicacies from all over the country. Several curricular and co-curricular methods have been adopted to expand student awareness, welcome multiple perspectives, and help build social skills.

By exposing students to the plurality of opinions, cultures, and backgrounds education at M.O.P. Vaishnav College for Women (Autonomous) focuses on equipping students with real-world strategies to engage in civil discussion and preparing them for work in a global society.

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

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

M.O.P. Vaishnav College for Women (Autonomous) has a unique practice of having youth parliament in place of the student council. With the-8 ministry parliament house, the MPs are selected by the department. The Prime minister and the deputy prime minister are elected by the entire college through online voting. This parliamentary system is constitutional in nature. This helps the students understand their duties and responsibilities. While presenting the action plan for the academic year and also while conducting events, the students understand that with power comes responsibility.

All first year undergraduate students have value education classes that teach all values prescribed in the scriptures. The curricula for all the programmes are framed in such a way that adequate weightages are given for the subjects to promote the understanding of the Indian constitution - the rights, duties and responsibilities.

The College organises events such as seminar on 'Intellectual Property Rights', Symposium on Juvenile Justice in India - Crisis to Cure, Intradepartmental box speaker event on the topic "Should the right to privacy be made a fundamental right in India?", and Webinar on Intellectual Property Rights to promote constitutional values.

The college has introduced a post-graduate program in Public Policy in the year 2020. The program aims at providing a platform to train students in policymaking. The program prepares students for careers as policymakers, consultants, policy analysts and public leaders. The students are given intensive training to lead and manage public governance. The program also provides opportunities for collaborative research/projects on public issues.

All members of M.O.P. are motivated to exercise their democratic duty by casting their votes on the day of the election. Student volunteers create awareness regarding the importance of voting during the period of election. Audio and Video PSAs are produced to spread awareness on importance of voting. With the aid of MOP CRS awareness campaign on the importance of voting, a Government Funded Project, has been conducted.

Students and faculty step in to render national services when called upon. Our volunteers actively partnered with The New Indian Express and The University of Madras in the collection of relief materials during the natural calamities such as flood in Kerala and Gaja cyclone in Tamil Nadu.

Encouraging scientific temperament in students is an expected quality of a teacher at M.O.P. Vaishnav College for Women. In the world of misinformation and disinformation, it is the individual's responsibility

to question and fact check. The campaign on #saynotofakenews is an initiative of the college to inculcate the scientific temperament in the minds of students and also the common public. As a part of the campaign a four day workshop was conducted in collaboration with Reynolds School of Journalism, University of Nevada's for their project on fake news and misinformation verification.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

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

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

National and International days and events are celebrated to remember with respect the indelible mark that they have created in history. It is indeed the responsibility of any institution of higher education to make students understand the importance of the days and events that are being celebrated. It is ensured that each and every student internalises the reason for celebration and therefore her gratitude for her educational institutions and the country is dutifully realised.

Independence Day and Republic day are celebrated with the chief guests hoisting the National Flag and

addressing students. Various cultural programs would be organised to rekindle the facts of the troubles and turmoil faced by our ancestors to win us the freedom.

On the occasion of Gandhi Jayanthi Gandhi quotient quiz is a marked event of the college every year. All the stakeholders are allowed to take part in the quiz conducted by professional quizzers.

The college's youth parliament considers **Teachers' Day** as one the most important days that they need to celebrate. They honour the teachers for their special contribution to education by sending them wishes and conducting programmes and games.

Thanks Giving Day is another important day celebrated to honour the teachers and also all others who have made differences in their lives. On the campus, they write small notes about the teachers they want to honour and give them to the respective teachers.

International Yoga Day is celebrated on a large scale wherein over thounsands of students assemble in a common venue to perform yoga for individual and universal wellbeing.

The college also celebrates the following days with student bodies and departments:

NSS day, NCC day, International Museum day, World Peace Day, International Day of Elimination of Violence against Women, World Suicide Prevention Day, International Braille Day, International Youth Day, National Tourism Day, National Cancer awareness day, World Mental Health Day, International Women's Day, International programmer's day, Madras day, Hindi day and Sanskrit day.

Every year January 28th students are sensitised regarding the primary duty of a citizen of a democratic country. **National Voter's Day** is celebrated with pride and responsibility by encouraging students to apply for voters ID. Student volunteers are chosen to help the peers apply for online voters ID.

Being a college of students from different cultures and religious practices, all religious festivals are treated with high reverence. **Islamic students and Jain students are given special permission and privileges during their fasting months.**

Every year NSS camps would be conducted during the Christmas holidays. Volunteers visit old age homes and orphanages during the period and celebrate Christmas along with the residents by distributing sweets and gifts.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

1. Title of the Practice: **M.O.P. CARES – EXTENSION ACTIVITIES**

Objectives of the Practice

M.O.P. has always held dear the idea of social responsibility, as codified in its mandate to all undergraduate students to render at least 90 hours of community service. M.O.P. CARES brings under its banner, wings of all extension activities initiated by the college and executed by different student bodies.

The major objectives are:

- To sensitize students on the socio-economic structure of the society
- To arouse the spirit of common interest to participate collectively for social cause.
- To motivate students to make a difference in society.
- To create a community of selfless, caring and committed individuals.

The Context

M.O.P. Vaishnav College for Women (Autonomous), in its aim to bring all the extension activities of the college under one banner, initiated M.O.P. CARES which houses the student bodies such as National Service Scheme (NSS) and National Cadet Corps (NCC) highlighting their community service activities. Other than regular prescribed activities of NSS and NCC, the college has introduced many schemes to reach out to the community it is catering to which are also categorized under M.O.P. CARES. From Chennai Floods 2015 to the pandemic, it is observed that educational institutions through their organized student bodies are able to cater to the needs of the societies during calamities. Under M.O.P. CARES, work is equally distributed to all the students and as a result the number of beneficiaries addressed is multifold.

The Practice

Seeking to systematize the practice, the college has, for the last few years, chosen an annual theme for its service efforts, thus spreading the effects of the effort across a gamut of worthy causes. Once the theme or cause is identified, the various Departments engage their students in carrying out the vision of the theme in their unique way, thus giving students agency and ownership of the effort while still realizing the broader vision for the service theme chosen for the year.

The Centre for Excellence of the college, in consultation with the NSS unit of the college, oversees efforts to identify worthy causes and plan student volunteer efforts to effectively help those causes.

- Beginning in 2016 with the Penn Kalvi (Women Education) run, a mini-marathon that raised funds for the cause of the education of girl children, the Centre has, year after year, designed volunteer initiatives in which all Departments participate.
- The year 2017 was declared the 'Year of Daan' (Year of Donation) to enable students to experience joy of giving. Students of the various departments gave their own interpretation to the idea, coming up with initiatives such as Netra Daan, in which students pledged to donate their eyes,

Vigyan Daan, in which basic computer skills were imparted to children at the learning center of Madras Dyslexia Association, and Kaushal Daan, in which livelihood skill training was given to parents of the underprivileged students of Chennai High School and M.O.P. School.

- The initiative 'Pagir,' meaning 'to share,' came in 2018, in which students sought to share their resources and good fortune with others. Many acts of kindness resulted, such as the donation of ceiling fans and grocery essentials to C.S.I. School.
- 2019-20 saw the launch of 'Thozhil Seyyalaam Thozhi (Let's do Business, My Friend!),' an initiative to upskill women in suburban and rural areas to enable income generation. The various Departments extended the initiative in unique ways imparting livelihood skills to women.

Evidence of Success

Apart from reaching out to general public, M.O.P. Vaishnav College has been focusing on a few select areas so that the impact of the schemes could be easily evaluated. M.O.P. Vaishnav School, Kottur School, The Assumption School, Lady Wellington School, Government School - Kottur and self-help groups in Thiruverkadu are the major communities that M.O.P. is catering to.

- Continuous implementation of the schemes every year stands a proof for their success.
- The enthusiastic support of the schools for the existing and new schemes
- Positive feedback from the school managements catered to.
- The livelihood earned by the beneficiaries of Thozhil Seyyalam Thozhi (Let's do Business, My Friend!) in the rural communities is a sheer example of success.

The responses from the beneficiaries and their enthusiastic participation in all the programmes initiated by the college stand a testimony to the success of the events that the college initiates.

Problems encountered and Resources required

Problems Encountered:

- Creating awareness in the students about the socio-economic status of the society they are catering to.
- Encouraging them to step out from their comfort zones to reach out to the society.
- Initial hesitation to stay back beyond college hours.
- Continuous motivation is required as the students are capable of losing their confidence when things don't go in the expected way.
- Monitoring the safety of the students when they go out into the community.

Resources Required:

- Dedicated staff and assistants to help implement the schemes and conduct events
- Arranging conveyance for the students whenever they have to go into the villages
- As the protocol demands the contact of local authorities is required to get permission for organizing camps

2. Title of the Practice: **M.O.P. Sansad – Student Cabinet**

Objectives of the Practice

- To create a sense of accountability and responsibility among students
- To prepare them to take leadership roles in future
- To hone their critical thinking ability and decision-making skills.
- To instill confidence in them to speak for others
- To encourage them to practice team leadership through active group participation

The Context

A shift from student council to student cabinet was felt mandatory as the structure of the cabinet resembling the parliamentary setup would be an ideal ground for students to emerge as leaders. To familiarize students with how a parliament functions, to make them aware of their rights, duties and responsibilities and to groom them as righteous citizens, it was thought fit to model the student leadership body as a student cabinet of ministers. To instill the values of democracy, to train the student leaders in the practice of conceptualizing an activity, preparing the budget, weighing the pros and cons of its implementation as well as to instill the ability to counter questions and criticism, to create an opportunity to defend the proposal and overall to simulate a model parliamentary session, the idea of M.O.P. Sansad was conceived and deployed.

The Practice

M.O.P. Sansad is headed by the student Prime Minister who is democratically elected. Nominations are called for. The eligible candidates attend an interview before the Board of Student Cabinet Advisors chaired by the Principal. In front of the student assembly the candidates running for prime ministership put forth their election manifesto, stating in clear terms, their proposals for the ensuing academic year. 48 hours after the campaign ends students get to electronically vote for their Prime Minister. The candidate with maximum number of votes is elected as Prime Minister and she is assisted by two deputy Prime Ministers. Each department nominates a minister who is assisted by a deputy minister. To complete the setup each ministry has member of parliament from I, II and III year classes, to give a chance to all students to be part of M.O.P. Sansad.

The Principal of the college acts as President and an MP is elected as Speaker of the House. Two parliamentary sessions are held every year. In the first session, Ministries present their plans of action to the House, and once debated, approval is accorded for implementation.

Each session incorporates a question hour, where student issues are discussed. In acting as liaisons between the student population and the college management, members of the Sansad are transformed into able young administrators and leaders.

MINISTRIES:

HEALTH & HYGIENE: Periodical health and hygiene audit is conducted in the campus and in cafeteria.

ENVIRONMENT: Green audit is regularly conducted to ensure clean and green campus.

YOUTH AFFAIRS: Parliamentary sessions are organised by the ministry twice every year to discuss important issues.

HOME AFFAIRS: Regulating traffic at the entrance, checking for id cards and helmets and also ensuring that the COVID protocol is adhered to are the responsibilities of the ministry.

SPORTS: All sport related events that the college organizes including intra mural and inter collegiate are ably organised by the ministry.

INNOVATION & DESIGN: This ministry focuses on carrying out the designing of posters, invites, banners, rulebooks, brochures and other design related works, for any forth coming event.

COMMUNICATIONS: While promoting technology enabled communication in the campus, this ministry also ensures by conducting inter departmental competitions that information technology is an inevitable part of the learning process.

ENTREPRENEURSHIP: The Ministry of Entrepreneurship Development of the college functions as an E-cell that is active throughout the year, conducting various activities like lectures, workshops, seminars, E-week celebrations, and B-plan.

Evidence of Success

- In 2018, A symposium on climate change was organized which was attended by 274 participants from 14 colleges.
- Pandemic did not stop the enthusiasm of the students in conducting M.O.P. Bazaar. In November 2020 the first e-Bazaar, a three-day virtual event on Facebook was inaugurated by Professor S. Gowri, Vice Chancellor of University of Madras. 35 virtual stalls were put up, held by 57 talented entrepreneurs selling a variety of products.
- Being able to defend and criticize is the expected quality of a member of parliament. The student cabinet hosted a panel discussion on the Draft National Education Policy 2019.
- A. Pushpavalli, Prime Minister and Meenakshi Alagusundaram Deputy Prime Minister from our cabinet attended a discussion on NEP organized by D. G Vaishnav College and shared their views and opinions.
- In 2020, a book donation drive was conducted, which resulted in the cabinet launching M.O.P. Bookshelf at the annual M.O.P. Bazar where the collected books were sold and the proceedings went towards charity.
- On 18th October 2021, the cabinet organized UN Day intercollegiate fest with the objective to throw light on Sustainable development goals. Around 17 events were organized and were successfully conducted dutifully following the COVID norms.

The success of the cabinet form of student representatives is visible in the meticulous planning and organizing.

Problems encountered and Resources required

Problems Encountered:

- Initial hiccups in the students' ability to ably manage classes and cabinet.
- As the parliament comprises heterogeneous students' group, the initial hesitation among them to mingle freely was always observed.
- Over confidence and enthusiasm have to be reined for them to get actual picture of the situation

- Reaching out to other colleges and getting optimum participation for competitions, seminars and workshops
- For events were organized during pandemic, coordinating with people and overcoming technical glitches posed a great challenge.

Resources required:

- Proficient group of faculty members to guide the Cabinet members
- Mentors to help the students to balance academics and cabinet
- Team building and leadership workshop to be conducted periodically to direct them on the right path.
- Identify resources to fund the projects taken up by the student cabinet.

File Description	Document
Best practices in the Institutional web site	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

M.O.P. SWABHIMAAN – ENTREPRENEURSHIP DEVELOPMENT

M.O.P. Vaishnav College was established with the ideal of women's empowerment at its core. The College seeks to inculcate in students more than academic proficiency – it seeks to nurture self-reliance and social responsibility, hallmarks to true empowerment. This ideal remains the lodestar that the College continues to work towards, most notably with the entrepreneurship development programme, M.O.P. Swabhimaan.

M.O.P. Vaishnav College works through all means possible to create a conducive ecosystem for women entrepreneurs. M.O.P. Swabhimaan aims at creating job providers rather than job seekers through a distinctive multi-pronged approach. This includes seminars, practice schools and mentorship through the Incubation Centre.

The thrust on entrepreneurship is a natural outcome of the 'Panchsheel' or 5-'I' principle that guides all student programmes at M.O.P. Vaishnav. The process can best be described through the following five actions:

- Impact – Pedagogy (through faculty, guest lectures and other academic and non-academic exposure) creates an impact on the student.
- Imagine – This kindles the student's imagination and she develops a problem-solving mindset.

- Ideate – Her creativity is stimulated, and, often through brainstorming with faculty guides and peers, ideas are generated.
- Imbibe – Lessons from practitioners and gurus are imbibed, and the student is motivated to strike her own path.
- Inspire – In turn, she inspires her peers and others to similarly craft their destiny.

M.O.P. Swabhimaan is structured to help students imbibe the required conceptual, analytical, technical, entrepreneurial and human relations skills to become effective and ethical entrepreneurs.

An evaluation of women entrepreneurial ecosystem nation-wide reveals that while NGOs, philanthropic investments, and businesses have combined their resources to work collaboratively, a lot still remains to be achieved. Access to government schemes such as MUDRA, Pradhan Mantri Rozgar Yojana, Startup India Programme, Skill India, Udhyam Sakhi Portal for Women Entrepreneurs, and the Women Entrepreneurship Platform by Niti Aayog, remains a huge concern due to lack of awareness or understanding of the benefits at the grassroots—especially for rural women entrepreneurs. Taking on the role of evangelists for entrepreneurship, M.O.P. also conducts awareness programmes and skill development programmes for women in semiurban and rural communities.

ENTREPRENEURSHIP DEVELOPMENT CELL

The Entrepreneurship Development cell of M.O.P. Vaishnav College is the nerve centre of all activities that pertain to creating entrepreneurial system and culture among the students. It organizes guest lectures, panel discussions, workshops and seminars on entrepreneurship, besides training programmes, field visits, open fora and research work for budding entrepreneurs. An arm of The Ministry of Entrepreneurship Development of the college, it functions actively throughout the year, conducting various activities like e-week celebrations, B-plan Competitions and M.O.P. Bazaar.

M.O.P. BAZAAR

The Ministry of Entrepreneurship Development – one of the eight ministries of M.O.P. Sansad, or the Student Cabinet – organizes the annual student-run M.O.P. Bazaar. It is a platform for students to showcase their entrepreneurial skills, wherein students and alumnae of the college come together in teams to run their businesses for two days. The Bazaar is open to the public and generally sees a footfall of over 20,000 visitors.

For an extra element of fun, the Bazaar is structured in the form of streets, each having a unique name, holding around 100 stalls run by around 300 students and alumnae. A plethora of products ranging from art pieces, handicrafts, cosmetics, garments and footwear and food delicacies are sold at the Bazaar. The exercise serves as an end-to-end workshop for students in all aspects of business including market research, strategy, capital-raising, budgeting, inventory management, book-keeping, marketing and people management.

IGNITE

Apart from giving hands on experience, seminars, conferences and panel discussions are also held. Ignite 2017, a national-level entrepreneurship summit was hosted by M.O.P. Vaishnav. Featuring eminent speakers, including practitioners and thought-leaders on entrepreneurship, it was aimed at inculcating passion for entrepreneurship among young people both within the college and from elsewhere. The summit

created a forum for the exchange of ideas and insights, with the goal of inspiring budding entrepreneurs, or at the very least, igniting the thought of self-determination.

INCUBATION CENTRE

The Incubation Centre, launched in 2019, trains students in idea generation and business plan preparation. The Incubation Centre handholds budding student and alumna entrepreneurs. Business-on-Campus practice school initiatives are conducted as a part of incubation on campus. Beyond Breads (Bakery), Impressionz (Stationery) and Akriti (Model Joint Stock Company) are businesses that have been incubated and operated on campus.

The registered students of the Incubation Centre are provided with one-to-one mentoring as they begin their entrepreneurship journey. A total of 11 students with eight business proposals have registered with the Incubation Centre.

B-PLAN COMPETITIONS

The Management Studies programmes every year conduct business plan competitions for students – both within the college and at the inter-collegiate level. With veteran business leaders as judges and mentors, participants receive thorough feedback on every step of their plans, thus helping them hone their entrepreneurial skills. M.O.P. MBA students have also emerged winners several years in a row, winning cash prizes, at the B-Plan competition organized by the Madras Management Association.

PRACTICE SCHOOL

Every year, all students of Management Studies programmes and Commerce set up day-long pop-up businesses on the campus that help them get a flavour of entrepreneurship, from conceptualization, through marketing, financial planning and operations.

ENTREPRENEURSHIP OUTREACH

2019 - 20 saw the launch of 'Thozhil Seyyalaam Thozhi,' (Let's do Business, My Friend!) an initiative to upskill women in suburban and rural areas to enable self-determination and income generation. The various Departments of the College extended the initiative in unique ways, including the imparting of skill training to 100 rural women in Thiruverkadu village to cultivate entrepreneurship skills such as agarbatti and jewellery-making.

In its thirty years of existence the students graduating from M.O.P stand out in their exhibition of entrepreneurial skills. The number of success stories that have been scripted by these students stand testimony to the fact that the spirit of entrepreneurship and M.O.P graduates are inseparable.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

M.O.P. Vaishnav College believes in growth through self-examination and constructive feedback. Several advancements have been made at the institution as a **response to the report given by the esteemed Peer Team in the third cycle** of NAAC accreditation.

- A language lab has been instituted to train students who require English language coaching
- The Entrepreneurship Cell has been strengthened, with frequent training seminars and other support offered to students with aptitude for and interest in entrepreneurship.
- Gender inclusivity sensitisation is emphasised by the Centre for Women's Studies, which organises workshops and seminars on the subject.
- The management has instituted a Seed Money Grant Scheme, through which faculty members are granted seed money to pursue their research goals.
- The IQAC of the College has widened its scope, spearheading many quality improvement initiatives, including workshops and seminars for the sharing of best practices among various higher education institutions.
- There is fresh emphasis on performing arts. The college has instituted an award, M.O.P. Yuva Sammaan, that includes a citation and Rs. 1 lakh for young achievers in three fields, one of which is performing arts.
- A full-time medical officer on campus offers medical assistance to students and staff.
- Remedial coaching is offered to students who require it. An 'Aspirant Corner' has also been set up in the library, offering a collection of books for students preparing for competitive examinations.
- Financial support is offered to students with the need, through institutional scholarships.
- Collaborations are actively sought out. Several MOUs have been inked with higher education institutions abroad so that students may derive the benefits of global exposure.
- Faculty members are encouraged to seek out major and minor research projects that would boost the research output of institution and contribute to the knowledge capital of the nation.

Concluding Remarks :

M.O.P. Vaishnav College has always undertaken the holistic development of students, and believes that one truly distinct attribute is its entrepreneurship development programme - M.O.P. Swabhimaan. The College was established with the ideal of women's empowerment at its core. It seeks to inculcate in students more than academic proficiency – it seeks to nurture self-reliance and social responsibility, hallmarks of true empowerment. M.O.P. Swabhimaan aims at creating job providers rather than job seekers through a distinctive multi-pronged approach, including seminars, practice schools, business plan competitions and mentorship through the Incubation Centre. In 2019-20, the programme incorporated a social responsibility project, 'Thozhil Seyyalaam Thozhi' ('Let's do business, my friend!') wherein students set out to evangelise entrepreneurship by imparting income-generation skills to disadvantaged women, particularly in rural areas surrounding Chennai.

The College is thus committed to moulding students into responsible citizens who are conscious of their role as forward-thinking women in society, sensitised to values such as social inclusivity and environmental conservation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.3	**Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**
	
	    1.1.3.1. **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**
	Answer before DVV Verification:
	
	{TABLE1}
	
	Answer After DVV Verification :
	
	{TABLE2}
	
	    Remark : As per the documents and clarification received from HEI, based on that DVV input is recommended.

1.3.2	**Number of value-added courses for imparting transferable and life skills offered during last five years.**
	
	    1.3.2.1. **How many new value-added courses are added within the last five years**
	Answer before DVV Verification:
	
	{TABLE3}
	
	Answer After DVV Verification :
	
	{TABLE4}
	
	    Remark : As per the data and clarification received from the HEI, based on that DVV input is recommended.

1.3.3	**Average Percentage of students enrolled in the courses under 1.3.2 above.** 1.3.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: {TABLE5}

1.1.3.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
520	495	492	463	457

1.1.3.1 Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
513	490	487	458	454

1.3.2.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	16	0	13

1.3.2.1 Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	21	20	13	13

1.3.3.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

| 3740 | 3345 | 3134 | 2806 | 2583 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3732	3341	3116	2806	2582

Remark : As per the data and clarification received from the HEI, based on that DVV input is recommended.

2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)** 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>453</td><td>442</td><td>451</td><td>417</td><td>415</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>451</td><td>441</td><td>450</td><td>416</td><td>412</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. **Number of mentors** Answer before DVV Verification : 152 Answer after DVV Verification: 150 Remark : As per the documents and clarification received from HEI, based on that DVV input is recommended.
2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr></table>

08-04-2022 08:16:04

55	46	42	40	39

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
51	45	42	40	39

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 1174.5 Answer after DVV Verification: 1176 Remark : As per the revised data received from HEI , based on that DVV input is recommended.
3.1.3	**Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years** 3.1.3.1. **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
19	11	4	4	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	7	1	1	1

Remark : As per Clarification received from HEI , DVV input is recommended.

3.2.4	**Average percentage of departments having Research projects funded by government and non-government agencies during the last five years** 3.2.4.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	0	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	0	1	0

3.2.4.2. **Number of departments offering academic programes**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	8	7	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	8	7	7

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

3.3.2	**Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.**

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
109	88	80	80	69

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
91	76	77	76	63

Remark : As per the clarification received from HEI , based on that DVV input is recommended.

3.4.3	**Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
83	59	37	28	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
116	32	37	19	7

Remark : As per the data received from HEI according to calendar year for research papers ,based on that DVV input is recommended.

3.4.4	**Number of books and chapters in edited volumes / books published per teacher during the last five years**
	3.4.4.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	18	14	13	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
31	13	11	11	11

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

3.6.2	**Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**
	3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	22	13	12	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	2	2	3

Remark : As per the revised data received from HEI, based on that DVV input is recommended.

3.6.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**
	3.6.3.1. Number of extension and outreach programs conducted by the institution through

NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
61	70	55	64	42

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
46	58	48	53	39

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

3.6.4	**Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3258	3214	3133	3019	2966

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2795	2934	3096	2796	2909

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

3.7.1	**Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

3.7.1.1. **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
692	536	435	369	420

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
684	535	433	369	416

	Remark : As per the clarification received from HEI, based on that DVV input is recommended.
3.7.2	**Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)** 3.7.2.1. **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years** Answer before DVV Verification: |2020-21|2019-20|2018-19|2017-18|2016-17| |---|---|---|---|---| |11|2|0|1|2| Answer After DVV Verification : |2020-21|2019-20|2018-19|2017-18|2016-17| |---|---|---|---|---| |9|2|1|1|2| Remark : As per the clarification received from HEI ,based on that DVV input is recommended.
5.1.2	**Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years** 5.1.2.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)** Answer before DVV Verification: |2020-21|2019-20|2018-19|2017-18|2016-17| |---|---|---|---|---| |288|615|501|663|352| Answer After DVV Verification : |2020-21|2019-20|2018-19|2017-18|2016-17| |---|---|---|---|---| |275|582|443|605|317| Remark : As per the clarification received from HEI, based on that DVV input is recommended.
5.1.4	**Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.** 5.1.4.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years** Answer before DVV Verification: |2020-21|2019-20|2018-19|2017-18|2016-17|

3.7.2.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	2	0	1	2

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	2	1	1	2

5.1.2.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
288	615	501	663	352

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
275	582	443	605	317

5.1.4.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

2384	1140	1422	1210	478

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2384	1000	1376	1032	478

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

5.2.1	**Average percentage of placement of outgoing students during the last five years**

5.2.1.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
212	233	237	197	203

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
207	232	233	197	202

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

6.3.2	**Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
70	107	97	107	75

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
40	53	51	53	40

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
103	50	13	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
90	36	12	2	1

7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures** 1. **Solar energy** 2. **Biogas plant** 3. **Wheeling to the Grid** 4. **Sensor-based energy conservation** 5. **Use of LED bulbs/ power efficient equipment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	23	23	22	22

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24	23	23	22	22

2.1	**Number of students year-wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3810	3750	3667	3544	3437

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

3810	3750	3666	3544	3437

3.2	**Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
152	137	134	127	119

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
150	135	132	124	117

3.3	**Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
152	137	134	127	119

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
150	135	132	124	117

4.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
494	484	484	455	455

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
483	473	473	449	449

4.3	**Total number of classrooms and seminar halls** Answer before DVV Verification : 55 Answer after DVV Verification : 53