Criteria 2.3.2

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

ICT enabled TOOLS including online resources for effective teaching and learning process

Devised new strategies to cope with the challenges in the field of education

2020 onwoards

- **Wi-Fi enabled campus**
- Yes to **Digital white board**
- **Virtual training** workshop
  - Effective Assessment, Formative and Summative
  - ICT competency for higher education teachers' pedagogical innovations through ICT tools'
- **Trained & Implementation** of digital platforms
  - Google Class room, Edmodo, Kahoot, Blogs, Zoom, Microsoft Team, You Tube
- **Provided desktop and laptop** - departments strengthened and facilitated
- **Smooth TRANSITION TO ONLINE** teaching-learning during the pandemic
- Use **ICT for continuous assessments**, individualized instruction methodology.
- **VAISHNAV LMS**

Benefits

- e-notes and e-resources for the students.

- Online certification courses both faculty and students

- Registered MOOC and NPTEL courses

Out come

- Groomed students with innovative ideas with technology

- Faculty emerge to become digitally literate and competent users of ICT.

How ICT can be used to improve effectiveness in teaching and learning?

*Due to the pandemic, adapting to online teaching and learning became the need of the hour for educational institutions. ICT tools like **Google Classroom, Zoom, m-Learning, online class, Jam Board, Virtual Laboratory, Render forest, Filmigo, Edmodo, Techmint, Kahoot!, Flipgrid, Mentimeter, Padlet, Quizizz etc.**, have immensely supported online education and made teaching more effective. Free accessibility and ease of use made these tools popular among teachers and students*

alike. They have the potential to create an inclusive platform wherein students and teachers can interact and collaborate. Since online classes lack the personal touch of a traditional classroom, student engagement is imperative to make them effective. ICT tools are of great help for teachers to engage their students in online classes. The attractive interface of these tools promotes participative learning and makes students understand concepts easier. It also helps teachers evaluate their students' performance and see how far they have understood the lessons taught.

ICT can enhance the effectiveness of teaching learning process in several ways, by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICT are also transformational tools which, when used appropriately, can promote the shift to a learner-centred environment. Use of ICT in the classroom aid to work on information processing, authentic communication, and on the learner autonomy, as the builder of his or her own learning process. Providing ICT helps young people to arrange, evaluate, and decide on the information that comes to them. It is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional mode of instruction to engage students in long term learning.

How far faculty and student used the ICT tools before pandemic?

*The usage of ICT tools was very much limited before the pandemic. Before the pandemic, the penetration of online teaching and learning in India was little to none. Faculties and students became familiar with these tools due to the pandemic. Before that, Teachers used blackboards, projectors, and smartboards to deliver the course content. PPT and Google classroom were deployed for teaching learning process. You tube videos were also used to enhance the thinking ability of students. The faculty were not trained enough to use ICT tools and the students were not sensitized about the usage of ICT tools before the pandemic. ICT tools were rarely employed since most people preferred traditional learning techniques. Even though various online courses were available on platforms like **MOOCs, SWAYAM, NPTEL, Coursera,** etc., they were accessed only by a few students and faculties. ICT tools were rarely used in a traditional classroom setting before the pandemic. Lack of knowledge and training among faculties and students, inadequate infrastructure, lack of time, etc., can be quoted as reasons for neglecting to incorporate ICT tools before the pandemic.*

The challenges of implementing ICT during pandemic

The major challenges faced in implementing ICT during pandemic were 1) infrastructure and (2) digital competence in online learning and teaching. Many students did not have proper access to the internet and their data availability was limited. This created a vaccum in the dissemination of content to the students at a larger extent. Many challanges and problems were faced during the online classes as students had an initial stigma to the new normal. Student attention was always a difficult task and the methodology adopted to seek their attention during the online classes were only little effective. The digital competence of both faculty and students was much limited, since many of them were new to this system and had little or no knowledge about the various ICT tools. The face-to-face learning experience is missing, which may interest many learners and educators. Obstacles of implementing E-learning methods instead of traditional education which evidences us, we can educate students even in this emergency period.

Effect of ICT during Pandemic

E-learning is the best option available to ensure that epidemics do not spread, as it guarantees spatial distancing. ICT are critical for more than just detecting, tracking, analysing, managing, treating, and perceiving pandemics. Fundamentally, ICT tools are the most effective means of making learning more dynamic and engaging. The use of ICT during the COVID19 epidemic demonstrates both the limitations and possibilities of ICT use. On the positive side, ICT facilitate quicker responses by facilitating large-scale participation and mass collaboration across state and national borders. On the negative side, there is insufficient data for decision making, untrustworthy data for healthy public discourse, inaccessible data to satisfy people's everyday information requirements, and the spread of misinformation, disinformation, and false news.

Ict tools for effective teaching and learning process

All the departments provided with

- *Smart class room in (III year Under graduate programs and I, II year Post graduate programs)*

- *Projector*

- *Minimum of 2 computers and 1 printer (apart from lab courses and computers for instruments)*

- *Wifi enabled class room*

Projector

Smart classroom

Computer with Printer

Generic Tools used by the faculty (**Few examples**)

List of tools	Link
Google class room, Google Meet, Google doc, MS Excel, Render Forest, Zoom, Edmodo	https://classroom.google.com/c/MjIyNDg1Mz MzOTE4?cjc=mwlcvby https://classroom.google.com/c/NjQ5OTU2Nz Q1MDBa?cjc=wxhm3q7 https://classroom.google.com/c/MTgxOTQxN TAyODc0?cjc=bsrew4f https://classroom.google.com/c/Mzgw MjM3NjI1MTQ1?cjc=s74llec https://classroom.google.com/c/MTQ5NTE 5NTI5OTc4?cjc=hl6okbv https://classroom.google.com/c/NDAzOTY 2ODQxNDc3?cjc=en6dawu https://meet.google.com/looku p/cp2jzsfnio?authuser=0&hs= 179 https://new.edmodo.com/groups/incometax-31058388 https://new.edmodo.com/groups/biofer tilizer-technology-and-organicfarming-31157828 http://meet.google.com/uawyvnx-btx

Contemporary based resources used by the faculty and its effectiveness during pandemic

Faculty used competency-based recourses for lecturing and giving assessment that focuses on the student's demonstration of learning outcomes and attaining proficiency in particular competencies in each subject. For educators, the COVID-19 pandemic is a typical adaptive and transformative challenge, one for which there is no preconfigured playbook that can guide appropriate responses. Faculty must swiftly design responses and with specific contexts in mind. Contemporary based resources used are 1. Digital e-learning resources including video, audio, text, animations and images 2. Spoken tutorial lectures and NPTEL video lectures. To illustrate a few

SI No	Name of the faculty	List	Link
1	Dr. Kavitha Menon	YouTube Channels	https://www.youtube.com/channel/UCdlAi8lWoeREyBoV5NE4U5A https://www.youtube.com/channel/UCvPtM6dcVBI4SoF9Bp2o3GQ https://www.youtube.com/channel/UCeD2MCys9ciAeQoYElowBUA
2	Dr. A Bhuvaneswari	ICAI Resources	https://www.icai.org/post.html?post_id=16945
3	Ms. D. Narmadha	ICAI Resources	https://www.icai.org/post.html?post_id=16950
4	Dr. K Tamilselvi	YouTube Channels ICAI Study Resources	https://www.youtube.com/watch?v=48--dXbJoo https://resource.cdn.icai.org/62173bos50435ip.pdf
5	Dr. J Chithralega	ICAI Resources	https://resource.cdn.icai.org/61999bos50392cp4u1.pdf
6	Dr. C P Vijayalakshmi	YouTube Channel	https://www.youtube.com/channel/UCcD7FuLS0uxkey2nx847y2w
7	Dr. D Jayaprakash	ICAI Study Resources	https://www.icai.org/post.html?post_id=16950
8.	Dr. Alamelu Sathyabama	YouTube channel	https://youtu.be/DgghIWqhZR8
9	Ms. Sneha Karthikayan	YouTube channel	https://www.youtube.com/watch?v=t96A1DrsZT_w

10	Dr. V Sathish Kumar	YouTube Channel	https://www.youtube.com/channel/UC556QJVm0HsEPmmSzd3vvg/videos
11	Ms. V Radhalakshmi	YouTube Channel	https://www.youtube.com/channel/UCR2D0AS2LBV53CP0hxYYlvg
12	Dr. V Subhashini	YouTube Channel	https://www.youtube.com/channel/UCR2D0AS2LBV53CP0hxYYlvg

Why ICT is important in today's lives?

ICT is critical in today's student's lives because:

- *To surround educational institutions with dynamic and innovative learning environments in order for students to become more motivated and creative*

- *To enable students to gain a broad range of knowledge and access to the internet in order to develop a global outlook*

- *To develop students with the ability to process information more effectively and efficiently*

- *To develop students with the attitudes and capabilities of life-long learning and self learning.*

How your department promoted positive use of ICT to students?

- *Students were explained thoroughly on the usage of GOOGLE classroom*
- *ICT tools were employed to enable students to present their assignments and project work*
- *Generic skills of the students were tested using ICT tools*
- *GOOGLE forms were widely used to conduct quizzes*
- *Feedback mechanism was employed using ICT tools □ Classroom engangement was maximized using ICT tools □ ICT tools enabled participative learning.*

How did ICT help you as an individual? (FEW EXAMPLES)

Dr.P.Vidya: *ICT enables the use of innovative educational resources and the renewal of learning methods, establishing a more active collaboration of students and the simultaneous acquisition of technological knowledge.*

Dr.S.Jagadeeswari: *The ICT tools were an hybrid of class room teaching in combination with new technology developed to reach the students at a better reach and invoking creativity thinking.*

Dr.B.Kirthiga: *ICT tools helps to make learning with more interesting and keep the learning environment lively. It assists to acquisition/application/dissemination of knowledge. Helps to think creatively in the teaching - learning process. For teaching purposes use to prepare lesson plan, post questionnaire, conducting test, posting assignment and evaluating students" performance easily. It's one of the significant part in the teaching learning process. Efficiency and accountability also needs to be improved. This includes improving student–teacher ratios as well as retention and dropout rates. The education provided also needs to be relevant to socioeconomic conditions, such as matching skills taught to those valued by the global market.*

Dr.R.KUMARAN: *The ICT tools were an hybrid of class room teaching in combination with new technology developed to reach the students at a better reach and invoking creativity thinking.*

Dr.M.Abirami: *ICT helps to gain the knowledge, it's give more interesting to teaching and learning. They can provide an enabling environment for teachers to focus on teaching by minimizing their technical tasks. This may be done in partnership with technical and vocational institutions. In the city of Cavite in the Philippines, students from technical institutions provide schools with technical support (maintenance of ICT infrastructure, hardware and software) as part of their vocational training.*

Ms. V. Renuka – *ICT helped me to explore and represent information dynamically in a significant manner. It helped me to become socially aware of the latest trends. It increased my motivation and confidence level. I got a better understanding and view of processes, and systems. I also became a great problem solver and critical thinker.*

Dr. D. Syamala: *Flexibility, Adaptability, Intellectual interest and curiosity. The impact of technologies on good health, students and teachers, is multidimensionally approached, therefore, contradictory analytical positions are not lacking or will be lacking in this*

horizon. In any case, you have to see the positive side and also take into account its drawbacks.

Dr. A Bhuvaneswari: *ICT has created an opportunity to have all the information in finger-tips, experiencing both the learning and teaching process. It is the easiest way to communicate to the students.*

Sowmiya B: *PowerPoint presentations, digital notes etc. helped us prepare for class and helped organise teaching material which in turn resulted in a seamless teaching experience.*

V.R.Nanthiga: *ICT is a veritable tool in modern days classroom. Teachers are saddled with many responsibilities among which is how to get the content knowledge across to learners in the best possible ways. ICT has lessen the burdens of teachers especially in discovering new ideas coupled with existing knowledge which can be unraveled through the use of modern technology.*

Tools in the Department

Smart Board
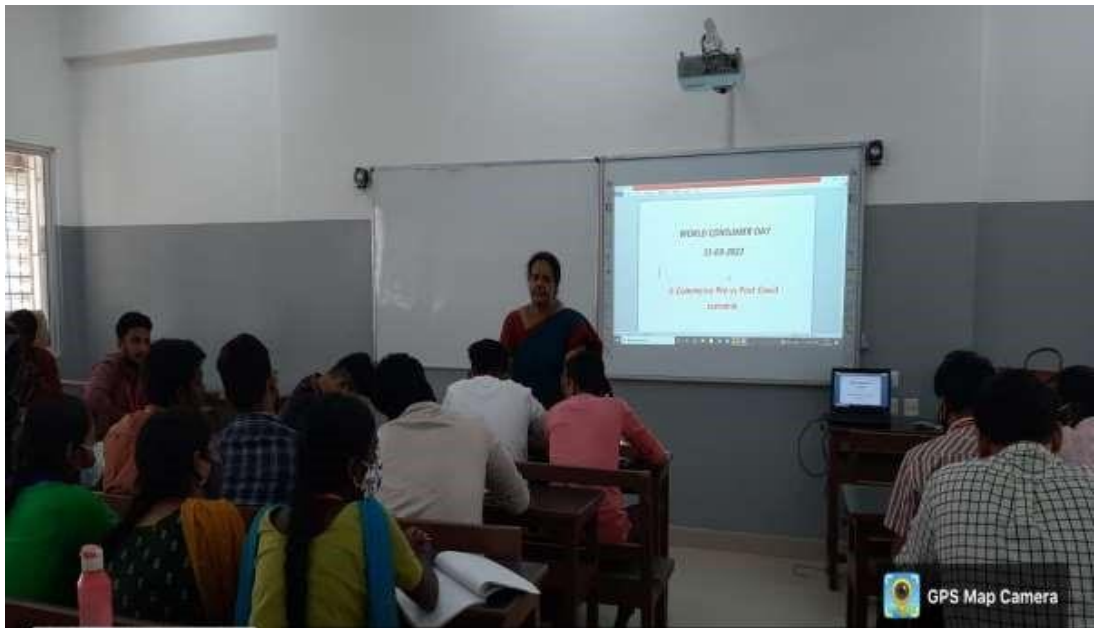
Projector

White Board

Computer with Scanner and Printer

Assignment in Google Classroom
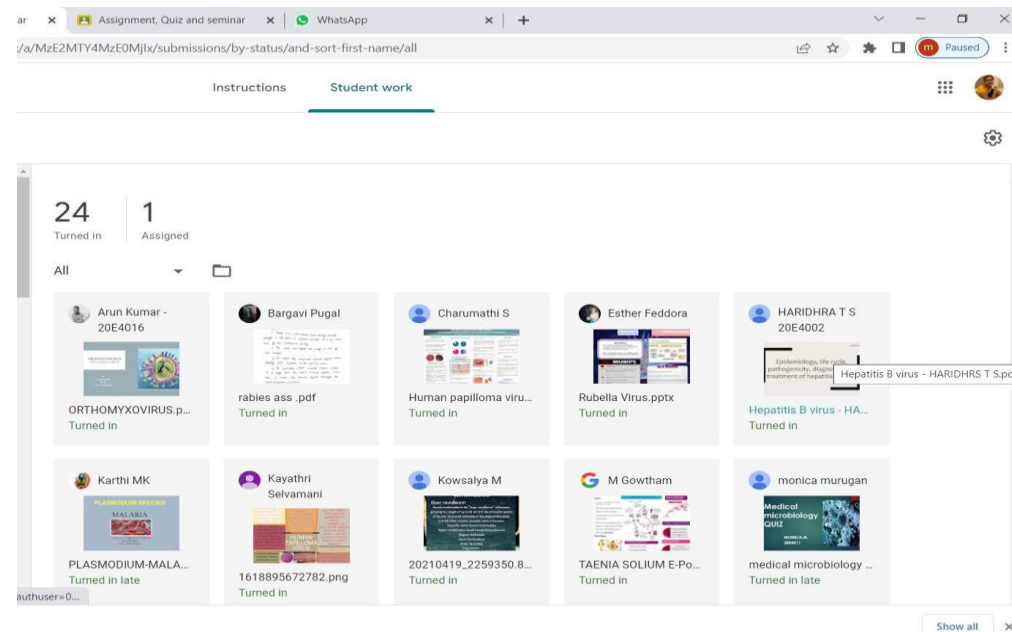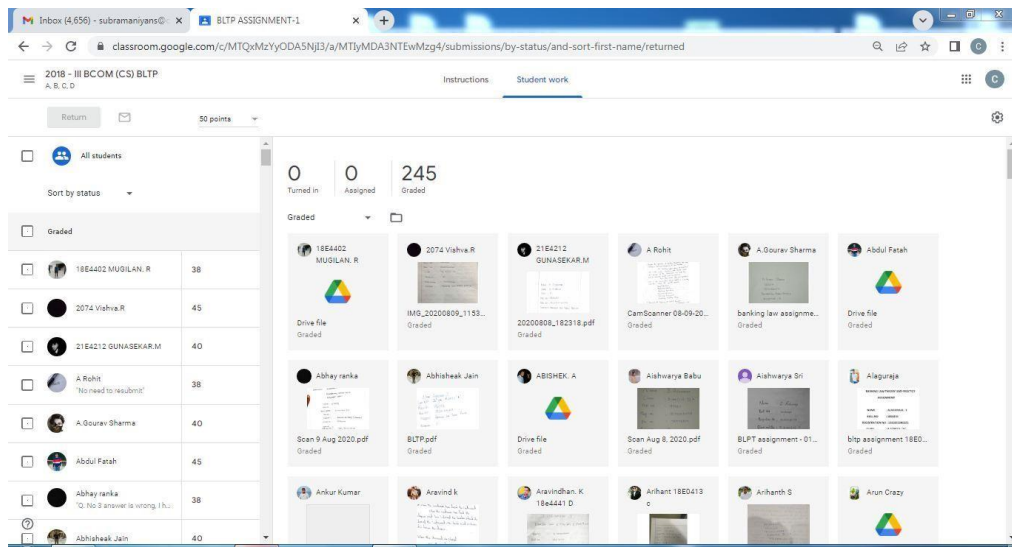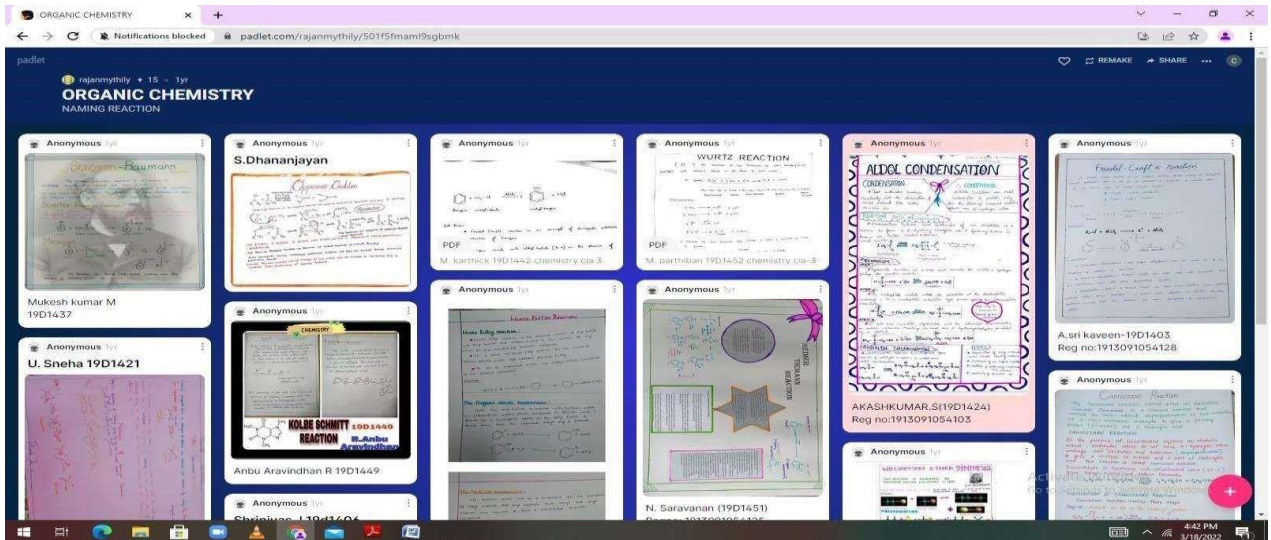
Assignment, Quiz and seminar

Arun Kumar - 20E4016   100/100   Draft

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ORTHOMYXOVIRUS
INFLUENZA VIRUS

BY:
D ARUN KUMAR
20E4016
I M.Sc. Microbiology

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New

Priority
My Drive
Shared with me
Recent
Starred
Trash

Storage

ADULTERANTS OF MILK
LIST

Melamine	starch	Benzoic acid	Water milk powder chemicis soda	Urea
Cude	Sugars and some kind of acids	Sugar	Water	Formalin
Chemicals	Large quantity of Water	Will affect health of human being.	Water	Water
Water	Food practice	milk adulteration	What are the adulteration you know the milk	Water,milk,powder,soda powder

Chemistry Dr.R Mythily Asst. Prof

C

Activate Windows
Go to Settings to activate Windows.

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☰   61997bos50392cp2.pdf   1 / 42   — 80% +   ⛶ ↺

CHAPTER 2

2.2   INCOME TAX LAW

CHAPTER OVERVIEW 👉

RESIDENCE AND SCOPE
OF TOTAL INCOME

Residence and Scope of Total Income

Residential Status [Section 6] | Scope of Total Income [Section 5]

Individual/HUF | Firm/LLP/AOP/BOI/company etc. | Resident and ordinarily resident | Resident but not ordinarily resident | Non-resident

Resident | Deemed resident (Individual) | Non-resident

Resident and ordinarily resident

Resident but not ordinarily resident

Global income is taxable in India

Resident

Non-resident

Income which is received/ deemed to be received/ accrued or arisen/ deemed to accrue or arise in India

Income which accrues or arises outside India being

Income received/ deemed to be received/ accrued or arisen/ deemed to accrue or arise in India

LEARNING OUTCOMES

After studying this chapter, you would be able to-

❑ **appreciate** the provisions for determining the residential status of different persons;

❑ **apply** the relevant provisions to determine the residential status of different persons;

❑ **examine** the scope of income of a person based on his residential status;

❑ **apply** the relevant provisions to determine the total income of a person based on his residential status.
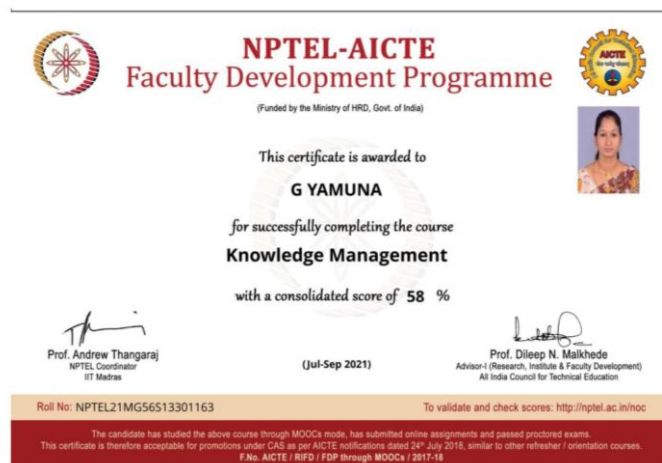
Type here to search

32°C ENG 18:11 23-03-2022

Interactive instructional courses

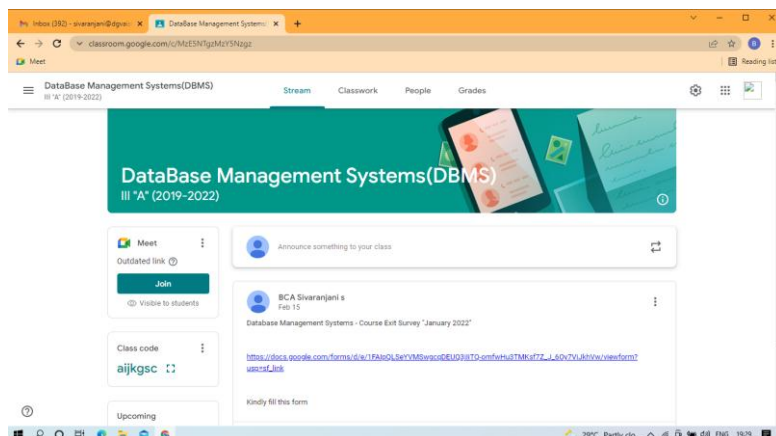## SWAYAM

NPTEL

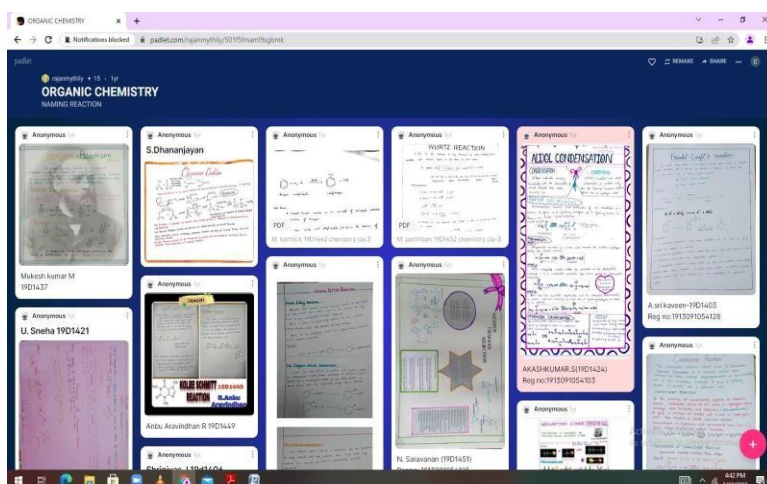## ONLINE CERTIFICATE COURSE

Ict tools for effective teaching and learning process
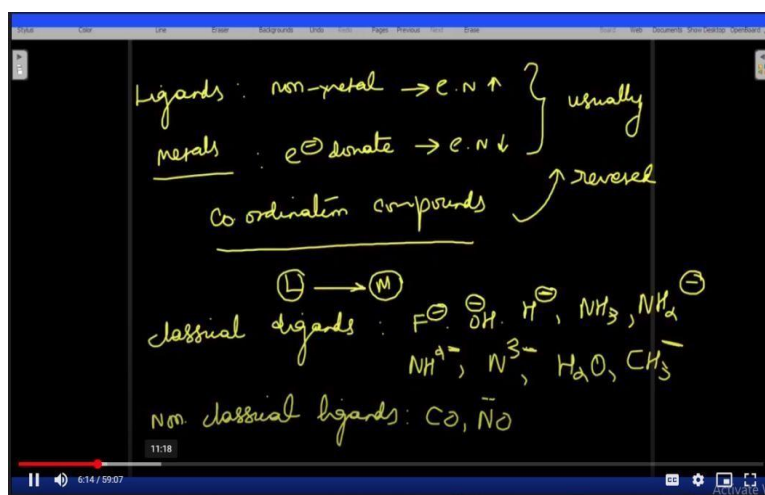
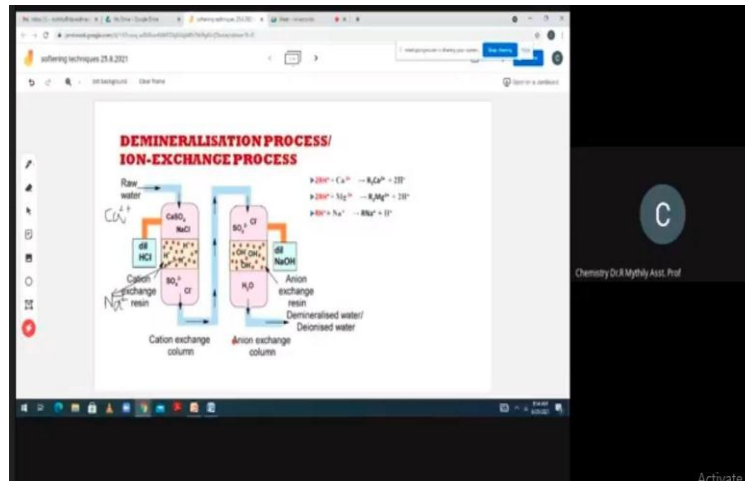## *Generic Tools*

Google classoom
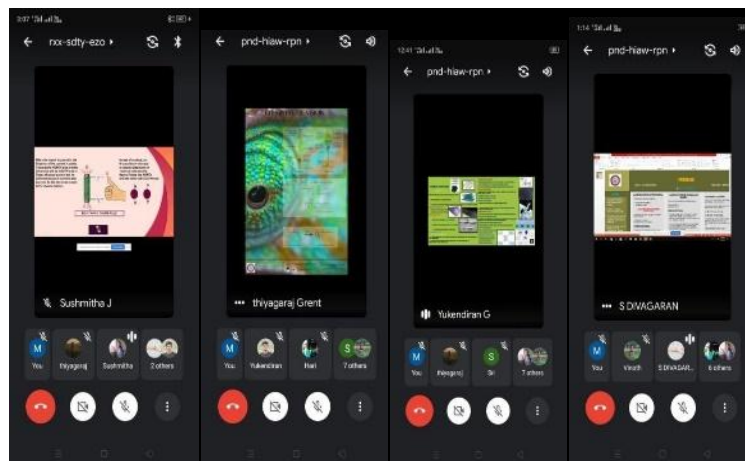

Padlet

Online classes

Generic Tools

Jam Board

M– learning

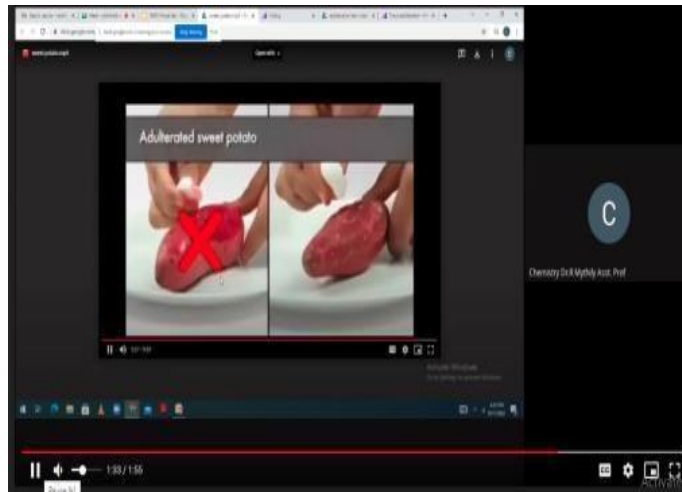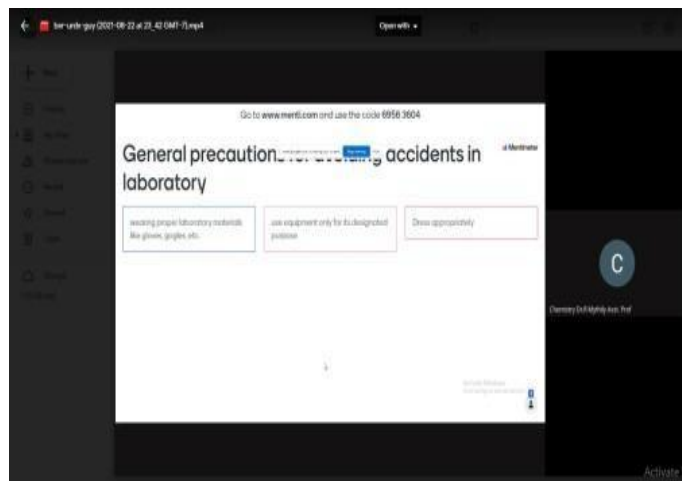
Kahoot

Generic Tools
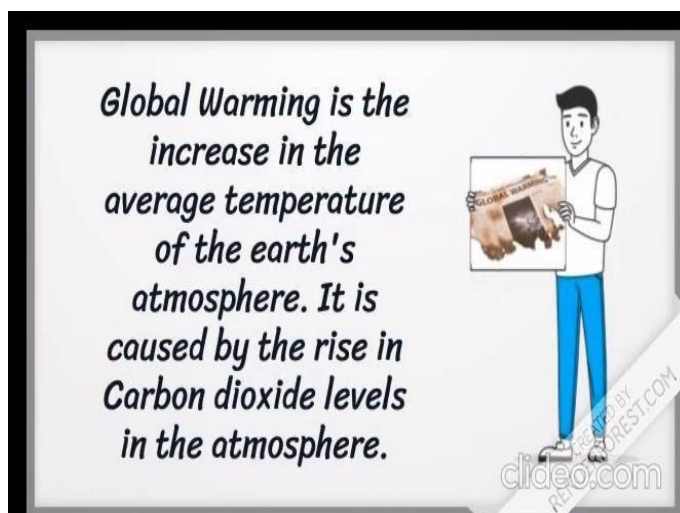
Virtual Laboratory

Mentimeter
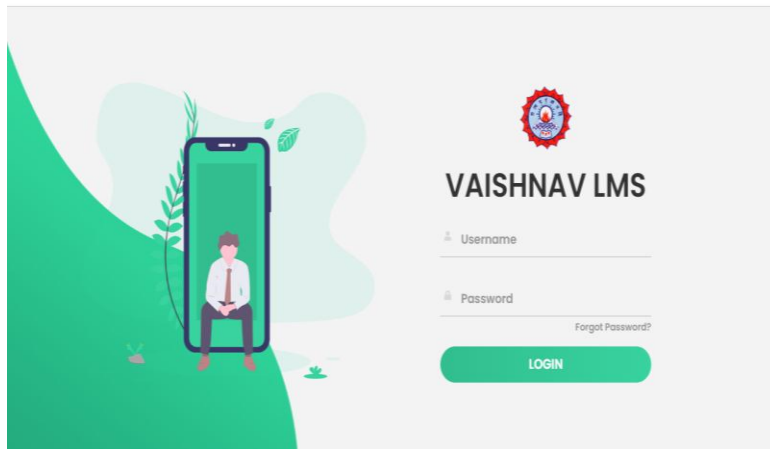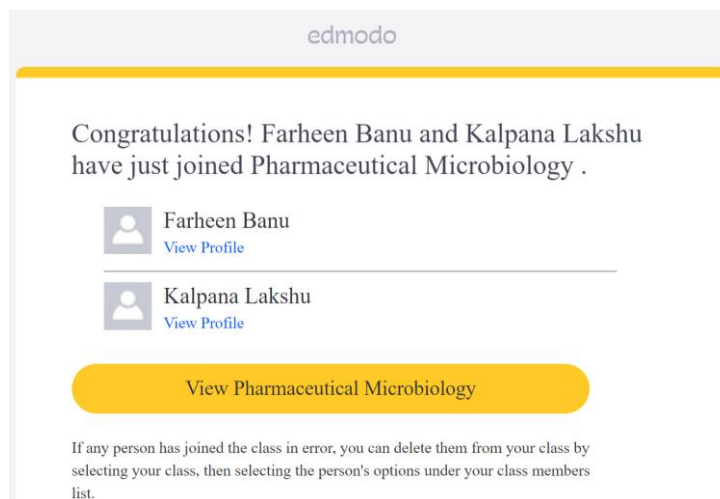

Render Forest

Generic Tools
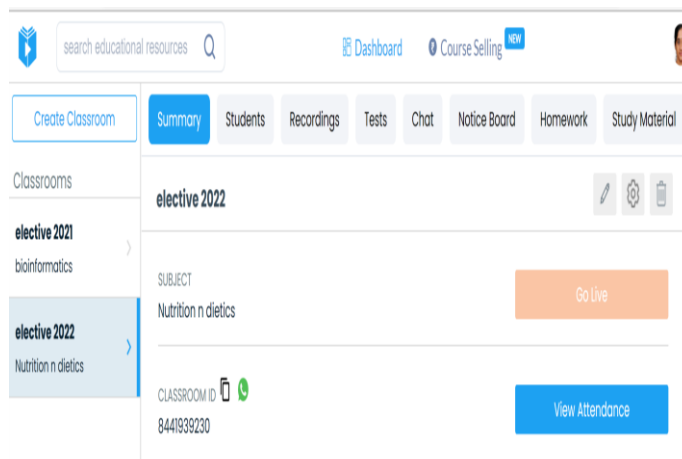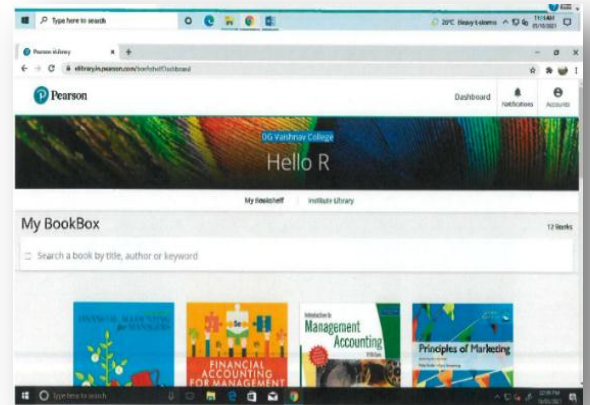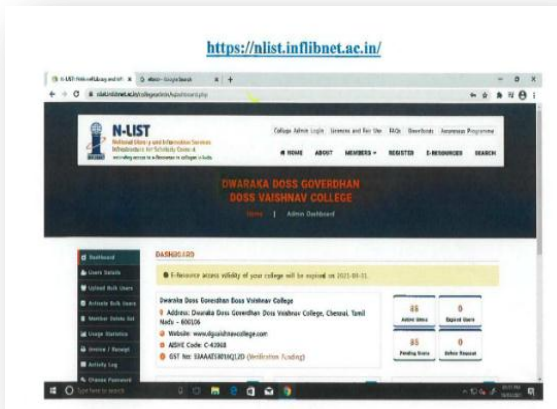
Vaishnav LMS

Edmodo

Teachmint

Contemporary based resources

E – Resources

TAMILNADU GOVERNMENT COLLEGIATE TEACHERS' ASSOCIATION

<u>**TEACHING - LEARNING - EVALUATION PROCESS**</u>
<u>**IN ONLINE MODE**</u>
<u>**DURING COVID-19 PANDEMIC PERIOD**</u>

Guidelines for Conducting Online Classes for Government Arts & Science Colleges

The Corona COVID-19 pandemic has stalled the teaching – learning process for the last six months, and as it is impossible to reopen the colleges in the present situation prevailing in the country and in particular our, Tamilnadu State and also considering the uncertainty that lies ahead, it is proposed that the ODD semester (Aug – Nov 2020) of the Academic Year 2020-2021 shall be conducted through Virtual Mode for all degree programmes.

The proposed online Teaching module adopts a blended approach to the Teaching-LearningEvaluation process, taking into consideration the socio-economic constraints of the students which includes the factors such as internet connectivity, physical endurance, psychological factors, effectiveness of online content delivery mode and other related concerns.

Salient Features and Recommendations:

1. Google Classroom shall be the preferred and recommended virtual platform, considering the ease of access and the internet data required by the student and the teacher.

2. It is proposed to conduct the classes through the 6 day order pattern with 5 classes per day.

3. The Classes shall be of 50 Minutes duration with 10 Minutes break in between each class.

4. There shall be virtual teaching hours comprising of Live Classes conducted through Google Meet or other video conferencing tools and will be referred to as Synchronous Virtual Class (SVC).

5. In a week, each student will be attending a maximum of 3 SVCs per day, totalling a maximum of 18 hours of SVCs per week.

6. The remaining 12 hours shall be conducted through Asynchronous mode i.e. offline teaching through digital means such as E-Contents / Videos / Power points / Study material / Reference links etc. and these classes will be referred to as Asynchronous Virtual Class (AVC).

7. The SVCs and AVCs put together will work out to be 30 hours per week.

8. The Course Teacher is expected to provide to the students the relevant study material for the AVCs of a particular week through the Google Classroom and / or other relevant platforms, such as (WhatsApp, Telegram, etc.) before the end of every topic.

   A simple assignment is to be administered on the topics covered through AVCs to monitor the self-study progress of the student. The assignment should be completed by

the student within a maximum of 6 working days, and only those students who submit the required assignments within the deadline will be marked present for the AVCs of the respective courses.

9. The Course Teacher shall enter the attendance for the SVC's and AVC's in the student portal / database / any other attendance record which shall be used for internal assessment.

10. If a mandatory to attend at least 50% of SVC's per week, to score attendance for all the AVCs for that particular week.

11. The virtual classes for the entire ODD Semester shall be conducted for 15 weeks (90 working days) which includes conduct of tests, revision and related academic works.

12. For effective implementation of online teaching – learning process, it is recommended to teach 60% of the syllabus through SVCs (Live Online Classes) and 40% through AVCs (Offline Classes providing study material, reference material, PPT's, video lectures, links, etc.).

13. The Practical papers will be taught using Virtual Lab software (Ref. http://vlab.co.in/). The experiments that will be dealt through the SVCs shall be 50% of the actual list of experiments. The AVCs of Practical papers shall be utilized for Record / Observation work / Assignment etc. Attendance for AVCs shall be given based on progress / completion of the required work.

14. The Continuous Internal Assessment for all Theory Papers shall be conducted by the following method:

    • The Internal evaluation will have 25% weightage and have 4 components namely Tests (10 marks), Attendance (05 marks), Seminars (05 marks) and Assignments (05 marks).

    • For computation of Test Marks, it is proposed that 3 tests be conducted through virtual mode after every 4 weeks (i.e. at the end of 5th, 10th and 15th weeks) on the topics covered through SVCs (during the preceding 5 weeks) and the best 2 out of 3 shall be considered to compute the score out of 10 marks.

    • For computation of seminar marks, it is suggested that Group Seminars / Presentation (on topics covered through AVCs) and viva-voce can be conducted.

    • Similarly for computation of Assignment marks, it is suggested that Written / Problem solving Assignments (on topics covered through AVCs) which will be scanned and uploaded by the student within the stipulated time.

15. For Practical Papers, the internal evaluation weightage is 40% and there has to be continuous evaluation and grading at the end of each experiment and the consolidated internal marks are to be computed which include Digital Record / Manual Record / Observation marks etc.

16. The timings for the SVCs shall be from 10.00 am to 01.00 pm for all Programs with 50 minutes duration each and a break of 10 minutes in between.

17. As the AVCs are to be taken up by the student offline, there need not be any scheduled timings.

This model is designed in such a way to ensure that the student community is provided with adequate opportunities, amidst this pandemic situation, to continue with their learning effectively and a level playing field is offered to all the students irrespective of their socio-economic background.

References:

1. RAGYATA: Guidelines for Digital Education - MHRD
2. Virtual Labs : An MHRD Govt of India Initiative
3. A blended approach to virtual learning, Loyola College.

*****

Learning Management System

Standard Procedures and Guidelines

<div align="center">**Learning Management System Standard Procedures and Guidelines**</div>

PURPOSE

To define the Standard Procedures and Guidelines that governs and promotes the efficient use of the Learning Management System (LMS) and ensures compliance with Dwaraka Doss Goverdhan Doss Vaishnav College policies.

LMS STANDARD PROCEDURES AND GUIDELINES

The college recognizes the LMS facilitates and enhances the process of teaching and learning with all educational resources and seeks to promote their efficient use to supports the academic mission of the institution in accordance with legislation and policy of the college.

Accordingly, access to LMS courses shall only be by authenticated, approved Users who require access to specific courses according to the role and responsibility of each User and only for a reasonable period of time. All requests for course creation and integration of external applications shall comply with prescribed forms and processes. Additionally, all use of the LMS shall be in compliance with applicable legislation and policy regarding, but not limited to, Copyright, Acceptable Use of Information Technology, and Privacy.

Applicability

These Standard Processes and Guidelines apply to all Users of the LMS.

LMS Management and Administration

- The Data Centre - DDGDVC is responsible for the administration of the LMS.
- The LMS Administrator is responsible for the management and administration of all aspects of the LMS including but not limited to:
- ✓ User interface components and design, navigation links, and tool configuration and availability.
- ✓ Course components including site design and structure, course codes and term designations.
- ✓ External Learning Tools and other services integration.
- Requests for changes to standard templates and configurations within the LMS shall be made to the LMS Administrator. Requests will be assessed by the LMS

Administrator, and if approved will follow standard web design practices and principles for usability and accessibility.

User Management and Access

- All Users must be authenticated with unique credentials, and use the LMS for institution - affiliated purposes only.
- All Users must access the system through an assigned institution network account.
- In order to ensure privacy, protection of intellectual property and the integrity of materials, access to courses in the LMS is regulated.
- Employees may be granted access to courses when requested by the Course Creators for pedagogical and advisory purposes. These requests for access must be forwarded in writing to the LMS Administrator.
- In certain circumstances a person, group, or organization, other than Users or Employees, who are affiliated with the college may request access to the LMS for approved institutional purposes.
- When deemed appropriate, and within the licensing limitations of the LMS, a Guest Account with a defined LMS user role may be created. All requests for a Guest Account must be received and approved by the LMS Administrator.
- Employees other than the LMS Administrator are responsible for obtaining written permission from the course creator of record in order to receive access to another Course Creator's LMS course.
- A User's account is deemed "inactive" if they have not logged into the LMS at least once over a period of two years. Inactive accounts will be deleted on a yearly basis.
- All Users are required to comply with the institution's "Acceptable Use of IT Policy".

Confidentiality and Privacy of Information

- Confidentiality and privacy of information within the LMS are maintained via authentication using an assigned or authorized institution network account.
- All Users are required to comply with the institution's "Privacy Policy".

Course Creation Process

- Course sites must be requested by the course creator of record using the online Course Request Form.

- Course sites are created by the LMS Administrator in the order that they are received and are processed within 3-5 business days of receipt.
- A high volume of requests are received at the beginning of each term. During these times courses may take longer than five days to process.

Use of Copyrighted Materials in the Learning Management System
- Course Creators may post copyrighted materials to the LMS only in compliance with the institution's "Copyright Policy".
- This applies to all copyrighted materials and link to materials.
- The Copyright Office may periodically review copyrighted materials posted to the LMS.

User Course Content, Backup and Download Responsibilities
- All Course Creators are responsible for their own course content, assignments, and any other related materials.
- Course Creators are strongly encouraged to follow standard file management practice and are responsible to maintain backup copies of all materials outside of the LMS.

Copying Course Content from Learning Management System Courses
- Course Materials, including slides, notes, outlines, presentations, handouts, tests, exams, and other course and lecture Materials, shall not be copied to another course without the written consent of the Course Creator.

Backup and Deletion of Learning Management System Courses
- Course Creators are responsible for creating and maintaining backups of their own LMS courses.
- The LMS Administrator will on request provide instruction to Course Creator regarding how to create backups of LMS course content.
- All courses stored in the LMS, will be deleted by the institution twenty four (24) months after the course Inactivity Date.
- Course Creators may request their own course deletions provided the request date is at least one year after the course Inactivity Date and all appeal deadlines have passed.
- All requests for course deletions must be sent to the LMS Administrator in writing.

- Once courses and course content have been deleted, retrieval of course materials will not be possible.

Integration of External Learning Tools (ELT)

- Course Creators may request the integration of External Learning Tools into their LMS course to augment the functionality and scope of their course content. All integration requests shall be sent to the LMS Administrator. The requests will be reviewed to ensure the ELT owner's or licensor's policies comply with applicable copyright and privacy legislation, specifically as it relates to the security and privacy of any student information, data, marks, student created content, etc. Requests for ELT integration must be re-submitted and re-reviewed on a yearly basis.

- Upon approval of the request, the LMS Administrator will communicate with the ELT owner or licensor to receive the proper credentials for the integration of the tool. The LMS Administrator will then set up the Learning Tool Interoperability (LTI) for the third party tool in the LMS.

- The LMS Administrator will add the ELT link to the selected course for access within the specific LMS course site.

- In cases where the ELT requires a separate and/or distinct authentication/login to access the third party tool, the instructor shall notify students of the secondary authentication procedure.

- The institution does not offer support for ELTs that integrate with LMS. Any issues other than the proper integration with the institution's LMS (e.g. access, use, functionality, etc.), are the responsibility of the ELT owner or licensor.

System Maintenance, Outages and Upgrades

- The LMS Administrator will notify all Users in advance of any LMS outages for regularly scheduled maintenance or upgrades. Outages will be scheduled during specific time periods such that the impact (or inconvenience) on Users is kept to a minimum.

- It is the responsibility of Users to read all notifications posted by the LMS Administrator.

- Faculty should consider planned outages when scheduling assignments and tests.

Support and Troubleshooting

- All requests for support or assistance should be sent to the support email address:

iqac@dgvaishnavcollege.edu.in

One on one support for users, including students is offered by the LMS Support Specialist on a weekly basis in the data centre/computer lab.

- Student support is offered through a dedicated Student support URL website

www.dgvaishnavcollege.edu.in/grievance portal).

- Training workshops for Course creators are offered throughout the Academic term. Training for specific departments is also available upon request.

- New Course Creators are automatically enrolled in the training course.

Accessibility

- The institution is committed to providing staff and students with equal access to courses online. The LMS meets Accessibility Standards Compliance and, where possible, the institution follows web accessibility guidelines for online content as set out by the World Wide Web Consortium.

- An accessibility training module is available in the online "Vaishnav LMS tutorials for Instructors" course.

Vaishnav Learning Management System(LMS)

The inhouse Vaishnav LMS is developed and used to maintain the integrity of their educational programs by enabling educators to effectively and efficiently develop courses, deliver instruction, facilitate communication, foster collaboration between students, assess student success, and provide other learning resources for support. The pandemic had delayed the full-fledged use of Vaishnav LMS. The testing phase was initiated during 2020 and all the features like Academic Creation, Student Attendance, Announcement to Students, Assignment, Events, Email/SMS, Promotion, Complaint, Reports were successfully implemented. Unfortunately, the Online classroom is still under testing and hopefully will be employed from June 2022. The online class through Vaishnav Learning Management System has been linked with g suite for the academic year 2021 – 2022 since January.
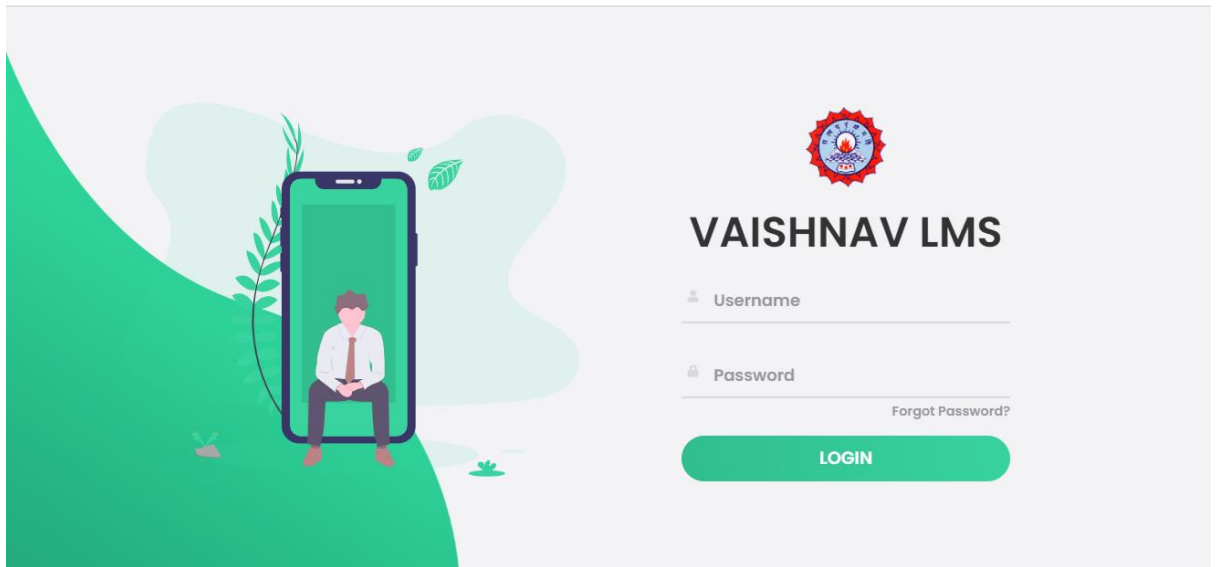
VAISHNAV LMS

Username

Password

Forgot Password?

LOGIN

DGVC

DWARAKA DOSS GOVERDHAN DOSS VAISHNAV COLLEGE (AUTONOMOUS)

Welcome to dcs1234   🔔(2)   ⇥ Log out

- Dashboard
- Academic Creation ‹
- Attendance ‹
- Announcement ‹
- Assignment ‹
- Events ‹
- Email/Sms ‹
- Promotion ‹
- User Role Creation ‹
- Compliant ‹
- Reports ‹
- Certificate

Events:

DCS1234

👤 Name	Mr.M.JohnDinesh	
📞 Mobile	7845960961	
✉ Email	dataentre@dgvaishnavcollege.edu.in	

Announcement

Assignment

Academic

Attendance

Announcement

Assignments

https://dgvc.in/lms/view_announcement.php

DGVC

DWARAKA DOSS GOVERDHAN DOSS VAISHNAV COLLEGE (AUTONOMOUS)

Welcome to dcs1234   🔔(2)   ⇥ Log out

- Dashboard
- Academic Creation ‹
  - O Academic Year
  - O Master
  - O Department
  - O Subject
  - O Subject Type
  - O Subject Allocation
  - O Department Allocation
  - O Designation
  - O Staff Subject Allocation
  - O Period
  - O Roll No Prefix
  - O Attendance Status
  - O Roll No

View Course New ↺ Go Back

Category *   Select ▾   Search

Show 25 ▾ entries   Search: [   ]   Copy CSV Excel PDF Print

Showing 1 to 25 of 140 entries

S.No	Category	Course	Edit	Delete
1	Academic	PROJECT	✏	🗑
2	Academic	Soft Skill IV	✏	🗑
3	Academic	Elective III-Paper XV	✏	🗑
4	Academic	Computing Skills	✏	🗑
5	Academic	Elective VI	✏	🗑
6	Academic	core paper VI Practical II	✏	🗑
7	Academic	Core Paper VI Practical II	✏	🗑

Screenshot 1 — View Attendance Details

DGVC

DWARAKA DOSS GOVERDHAN DOSS VAISHNAV COLLEGE (AUTONOMOUS)

Welcome to dcs1234   (2)   Log out

- Dashboard
- Academic Creation
- Attendance
  - O Student Attendance
  - O Student Attendance Edit
  - O Student Attendance View
  - O NME Attendance View
  - O NME Attendance Edit View
- Announcement
- Assignment
- Events

View Attendance Details Go Back

Attendance Status

S.No	Course	Department	Batch Year	Last Entered Date	P1	P2	P3	P4	P5
S.No	Course	Department	Batch Year	Last Entered Date	P1	P2	P3	P4	P5

S.No	BatchYear	Course	Department	Section	Subject	Edit
S.No	BatchYear	Course	Department	Section	Subject	Edit

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https://dgvc.in/lms/view_attendance_entry.php#

Screenshot 2 — View Announcement

DGVC

DWARAKA DOSS GOVERDHAN DOSS VAISHNAV COLLEGE (AUTONOMOUS)

Welcome to dcs1234   (2)   Log out

- Dashboard
- Academic Creation
- Attendance
- Announcement
- Assignment
- Events
- Email/Sms
- Promotion
- User Role Creation
- Compliant
- Reports
- Certificate

View Announcement New Go Back

Department Name   DEPARTMENT OF COMPUTERSCIENCE   × ▼   Course Name   Select ▼
Department Name   Select ▼

Search

Show 25 entries   Search: Copy CSV Excel PDF Print

Showing 1 to 3 of 3 entries

S.No	Academic Year	To Address	Course Name	Department Name	Created	Batch Year	Section	Date	Title	Edit	Delete
1	2021-2022	STUDENT	B.Sc	Computer Science	EC08001	II Year	A	2022-02-14	practical 2 asc and desc		
2	2021-2022	STUDENT	B.Sc	Computer Science	EC08001	II Year	A	2022-02-14	Practical programs		
3	2021-2022	STUDENT	B.Sc	Computer Science	ec08001	II Year	A	2022-	tests		

Screenshot 3 — Dashboard

CV - jagadeeswari@dgvaishnav   DDGDVC

Not secure | https://dgvc.in/lms/dashboard.php

Google   University Grants c...   Administration   Stock report.xlsx -...   Login   Gmail   YouTube   Maps   youtube - Google S...

DWARAKA DOSS GOVERDHAN DOSS VAISHNAV COLLEGE (AUTONOMOUS)

Welcome to dcs1234   (0)   Log out

- Academic Creation
- Attendance
- Announcement
- Assignment
- Events
- Email/Sms
- Promotion
- User Role Creation
- Compliant
- Reports
- Certificate
- Configuration
- Online Class

Events:

DCS1234

Name	Mr.M.JohnDinesh
Mobile	7845960961
Email	dataentre@dgvaishnavcollege.edu.in

Announcement

Assignment

Academic   Attendance   Announcement   Assignments

DDGDVC - Googl...

4:26 PM 31/03/2022