



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution	Annammal College of Education for Women
• Name of the Head of the institution	Dr. A.Joycilin Shermila
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04612375601
• Mobile No:	9486637714
• Registered e-mail ID (Principal)	annammals@yahoo.com
• Alternate Email ID	ajshermila@gmail.com
• Address	Thiruchendhur Road
• City/Town	Thoothukudi
• State/UT	Tamil Nadu
• Pin Code	628003
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Urban

- Financial Status UGC 2f and 12(B)
- Name of the Affiliating University Tamil Nadu Teachers Education University, Chennai
- Name of the IQAC Co-ordinator/Director Dr. R. Suryakala
- Phone No. 09894220060
- Alternate phone No.(IQAC) 04612375601
- Mobile (IQAC) 9486637714
- IQAC e-mail address aceiqac@gmail.com
- Alternate e-mail address (IQAC) rskmapril2010@gmail.com

3.Website address<https://annammal.org/>

- Web-link of the AQAR: (Previous Academic Year) <https://annammal.org/iqac/AQAR2022-23.pdf>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: <https://annammal.org/iqac/cal2023-24.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	86.5	2006	02/02/2006	01/02/2011
Cycle 2	B	2.56	2013	05/01/2013	04/01/2018
Cycle 3	A++	3.61	2022	27/12/2022	26/12/2027

6.Date of Establishment of IQAC

14/06/2006

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Dr. S.Jeyap rvathi	Minor Research Project	ICSSR	01/05/2023	428000

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **4**

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

- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

1. Introduction of new Value Added Courses 2. Encouragement of innovative teaching strategies 3. Enrichment of teacher preparation through special sessions 4. Sensitizing students to social issues through outreach activities 5. Development of the skills of students through a wide range of activities

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
To provide a variety of Value Added Courses to the students	8 Value Added Courses were organized by the institution. They were organized in collaboration with many educational institutions and agencies.
To encourage inclusion of student centric teaching strategies in the teaching plans developed for the courses	Curriculum Planning Committee under the direction IQAC encouraged the teachers to include student centric teaching strategies in the teaching plans for all the courses
To provide additional inputs for teacher preparation through special sessions	Ten special sessions on themes relevant to teacher preparation were organized
To organize programmes focusing on the communication skills development of students	Simulation Based Communication Practice was organized for the students. Discussion on books was organized. One Value Added Course and one Public Speaking Training Programme was organized to develop the communication skills of the students.
To train students in technology integration for teaching and learning	Students were trained to create blogs, presentations, posters and video lessons. They were trained in using quizzing apps and to create video lessons. Two Value Added Course on technology integration were organized.
To ensure the attainment of learning outcomes by students	The attainment of learning outcomes by students were analyzed in the internal exams. Necessary remedial action was taken to bridge the learning gaps of students who had not attained the learning outcomes satisfactorily.
To encourage teachers to do institution funded research	Seven institution funded research projects were completed

projects	by the faculty members this year.
To organize a faculty Development Programme on artificial intelligence and its impact on education	An online Faculty Development Programme on "Preparing Teachers for Artificial Intelligence Driven Education" was organized for teachers. This was extended to teachers of other institutions as well.
To leverage the MoUs signed with educational institutions and agencies to organize meaningful programmes	A variety of activities were carried out through the MoUs for the benefit of students, teachers and community.
To organize programmes and activities for the empowerment of women	A number of gender sensitization and empowerment programmes were organized for the women stakeholders of the institution and for the women in the community.

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Management Committee	09/11/2024

14. Whether institutional data submitted to AISHE

Part A

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<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
College Management Committee	09/11/2024
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2023- 2024	06/12/2024
15. Multidisciplinary / interdisciplinary	
<p>Plan of institution to transform itself into a holistic multidisciplinary institution The institution has a sprawling campus with 15 acres of land. The infrastructure of the college is more than enough for running B. Ed. and M. Ed. programmes. The</p>	

infrastructural and instructional resources available were augmented keeping in view the starting of four year integrated programme. The institution plans to start four year integrated programme and to run the two year B. Ed. programme in parallel with the four year integrated programme. The institution has all the potential to be converted into a holistic multidisciplinary institution. Institutional approach towards the integration of humanities and science with STEM The institution offers B. Ed. programme with specialization for teaching different subjects in the form of pedagogy courses. The institution can think of integrating Science and Humanities pedagogy courses. An English pedagogy student can also learn the pedagogy of Science, pedagogy of Maths and pedagogy of History. Likewise a Science pedagogy student can also learn the pedagogy of English and the pedagogy of History. The pedagogy of Computer Science can be made common considering the thrust on ICT integration into education. All these can prepare the future teachers for STEAM education who can present disciplines holistically to develop the critical thinking of school students. Flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education The institution follows the curriculum prescribed by Tamil Nadu Teachers Education University, to which it is affiliated. The B.Ed. and M.Ed. curriculum is structured around Choice Based Credit System. The curriculum of the two year B. Ed. programme consists of compulsory theory courses, an elective course and engagement with the field in the form of School Internship, Courses on "Enhancing Professional Capacities" and one online course. The School Internship and Courses on "Enhancing Professional Capacities" provide ample scope for community engagement and community service. The curriculum of the two year M. Ed. programme consists of eight Perspective Courses, four Tool Courses, two Specialization: Thematic Courses, one Teacher Education Course, one Specialization: Core Course, dissertation, practicum and four online courses. The School Internship and Courses on "Enhancing Professional Capacities" provide ample scope for community engagement and community service. Environmental Education is a core theory course while Values and Peace Education and Community Engagement through Work Education are elective courses. The practicum component in M. Ed. programme requires field immersion in co-operative schools, field visit to teacher education institutions, field-based internship in co-operative schools and field-based internship in teacher education institutions. The students take up activities for community engagement, value

education and environmental education during these periods. Institutional plans to engage in more multidisciplinary research. The institution encourages multi-disciplinary research by M. Ed. scholars. The institution shall make multidisciplinary research a value added course for the M.Ed. students. Multidisciplinary research will be further promoted by teachers in the form of externally funded and institutionally funded research projects.

16.Academic bank of credits (ABC):

Initiatives taken by the institution to fulfil the requirement of Academic Bank of Credits The institution is ready to fulfil the requirement of Academic Bank of Credits as proposed in NEP 2020. The institution has not received any direction from the State Government or affiliating University in this regard. Efforts for internationalization of education The institution has not made any effort for internalization of education, joint degrees between Indian and foreign institutions so far. Encouragement given to faculty to design their own curricular and pedagogical approaches within the approved framework The faculty of the institution enjoy the freedom to decide their own pedagogical approaches. They experiment with innovative teaching strategies that are learner centric and based on experiential learning. The teachers are resourceful enough to customize the new constructive strategies they come to know to suit the needs of their learners. The institution, in fact promotes novel ideas for teaching- learning. The faculty can refer to any reading material that can help the students gain a deeper understanding of contexts. The assignments given by the teachers can also be of any form- involving library work or involving reflection exercises, involving a small project or involving hands on experience or involving a field visit. The teachers can develop their own rubrics for the assessment of tasks and assignments as a part of comprehensive internal evaluation.

17.Skill development:

Efforts made by the institution to strengthen the vocational education and soft skills of students The institution conducts many training programmes for students for the development of generic skills. They are also trained for certain life skills and 21st century skills that are required for the teaching profession. Training in Life Skills is given every year for the students. The expertise of the faculty and the expertise available in the local community are used to provide such trainings. The institution trains the interested students in organic farming and mushroom cultivation. A large shade net

organic farming unit and a mushroom cultivation unit are functional in the institution. The Entrepreneurship Development Cell of the institution is active in developing the entrepreneurial skills of the students. The students with special vocational knowledge are made to share their knowledge with their peers in the form of training forums. Provision of Value-based education to inculcate positivity amongst the learners that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. There are many academic clubs and extension units in the institution. They organize a number of programmes that contribute to the value education of students. The History Club of the institution has organized observation/ celebration of the following days: National Education Day Education Development Day International Youth Day Youth Awakening Day National Youth Day National Voters Day Constitution Day World Human Rights Day International Archaeological Day World Tourism Day International Students Day Social Justice Day International Day of Sign Languages Vigilance Awareness Week Bonded Labour System Abolition Day The Student Council of the institution regularly organizes the following: Observing International Peace Day Celebration of International Girl Child Day Celebration of International Women's Day Observing National Education Day Observing World Mental Health Day Observing International Day for the Elimination of Violence against Women Observing Martyr's Day The students are actively involved in all the above programmes.

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

Strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses The curriculum of the B. Ed. and M. Ed. programme lend themselves to the integration of Indian knowledge system into certain concepts in all the courses. The pedagogy courses deal with methods of teaching, role of the teacher, organization of the curriculum, classroom management and methods of evaluation. The legacy of the ancient educational system of the country has much to offer to the students. Although they do not find a place directly in the courses, they are discussed in great detail in the classrooms during offline and online classes. Institution's plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular) The teachers of the institution are

proficient in English and the vernacular language. The teachers use both the languages during the classroom teaching. The class is heterogeneous with both English and Tamil medium students. The teachers therefore resort to bilingual instruction to ensure understanding by all the students. The students are free to choose any of these two languages for writing exams, writing assignments, completing internship records and tasks. The language of the students and the language of the teacher are not barriers for the successful completion of the teaching- learning process. Details of the degree courses taught in Indian languages and bilingually in the institution All the courses in B. Ed. and M. Ed. programme are taught bilingually in the institution. The course "Language across the Curriculum" for B. Ed. students help them to understand the role of language in teaching learning. Efforts of the institution to preserve and promote Indian languages, Indian tradition, Indian arts and culture Tamil is an ancient Indian language. Efforts are taken by the institution to promote Tamil language. International Mother Language Day is celebrated to emphasize the importance of mother tongue in education. Students are trained in Indian arts to participate in inter collegiate cultural competitions. The Bharathanatyam dance teacher and the music teacher from Subbiah Vidhyalam Girls' Higher Secondary School, Thoothukudil are readily available to train the students in traditional art forms. The institution celebrates all religious festival with equal vigour. This promotes communal harmony and promotes the understanding of different cultures and traditions.

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

Institutional initiatives to transform its curriculum towards Outcome based Education The institution has clearly defined student learning outcomes for all the courses. The teachers develop unit wise student learning outcomes for the courses they handle. The teaching activities and the assessment of students are in alignment with the learning outcomes. The institution has therefore taken efforts to transform its curriculum towards Outcome Based Education. Efforts made by the institution to capture the Outcome based education in teaching and learning practices The teachers develop teaching plans for the courses they handle. They decide the collaborative tasks to be given, assignments to be given, constructivist methods to be employed and enrichment content to be given in terms of the unit wise student learning outcomes. The teaching and learning process is therefore centred on the student learning outcomes. The internal exams are conducted for students on a regular basis. The

questions asked in the exams aim at prompting higher order thinking. The attainment of the unit wise student learning outcomes are analysed to help the teachers understand the kind of support required for the students to attain the specified outcomes.

20.Distance education/online education:

Possibilities of offering vocational courses through ODL mode in the institution The institution is affiliated to a University and therefore cannot offer vocational courses through ODL mode. The students are helped to complete the online courses mandated by the University. They are also provided guidance to pursue online self-study courses. Development and use of technological tools for teaching learning activities The teachers of the institution are trained in the use of technology for teaching and learning. Many training programmes are organized in the institution for teachers and students on themes related to integration to technology. The teachers use blogs, Google groups, Google sites, whatsapp and Google classrooms to communicate and share resources with students. The teachers use a wide range of technological tools and apps to make the classes stimulating and engaging. The students are also trained in the use of ICT resources. Teachers and students produce a number of e-resources for school education. The institutional LMS is used for assignment submission and sharing of e-resources. The institution was able to navigate successfully the transition to online classes during the pandemic. Many attempts are being made since then, to promote blended learning.

Extended Profile

1.Student

2.1	176
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	300
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	208
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	93
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	91
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	74
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	3399568
4.2 Total number of computers on campus for academic purposes	68
3.Teacher	
5.1	16

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	16	
Number of sanctioned posts for the year:		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Planning		
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>Curriculum planning</p> <p>The planning of curriculum is done through two ways:</p> <ul style="list-style-type: none"> • Extensive deliberation on course work plans of teachers • Development of action plans by individual teachers <p>Deliberation on course work plan developed by teachers</p> <p>Curriculum Planning Committee has been constituted for streamlining the process of curriculum planning. External experts are also invited for the Curriculum Planning Meetings. Teaching plans include detailed descriptions of the learning experiences planned for the courses. Each teacher presents her teaching plan and the others provide their observations. Suggestions are noted and the teachers use their discretion to arrive at the final teaching plan for their courses.</p> <p>Development of action plan by teachers</p> <p>A wide range of activities are carried out every year to support the learning that occurs within the syllabus. The activities are planned through clubs, committees and cells of the institution. Every teacher develops an 'Action Plan' for the year which includes such activities. A meeting is convened by the Principal</p>		

to discuss the action plans of the teachers.

Review of plans

The progress in the teaching plans and action plans are reviewed during staff meetings. Meetings are also convened by the Curriculum Planning Committee to review the implementation of teaching plans.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year
Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://annammal.org/Academic/bed-po.pdf , https://annammal.org/Academic/med-po.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

9

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

9

1.2.2.1 - Number of value-added courses offered during the year

9

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

166

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

166

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

176

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

176

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Understanding of the Field of Teacher Education

The course "Contemporary India and Education" included certain concepts that helped B.Ed. to understand the levels of school education in the country. They were also enlightened on teacher education for all these levels. M. Ed. students gained an understanding of the development of teacher education in the country through two units in the course "History and Political Economy of Education in India". They also learned a course titled "Teacher Education in India: Secondary Level".

Procedural Knowledge

The quality of pedagogical inputs prepared the student teachers of the institution with professional competence for various levels. Special sessions by Block Resource Teachers and DIET personnel that focussed on procedural knowledge of teaching at the elementary and secondary level were organized for the students.

Capability for extrapolation

Students were made active in the learning process and made to apply the learning. The ICT knowledge they had gained helped them

to make short films on various topics. They applied the knowledge they gained in the institution for event management.

Skills/Competencies

Life Skills course was organized for the students. Team building skills were developed in the classrooms. Students were introduced to the tools and techniques of collaboration.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

The institution ensured that students are familiarized with the diversities that exist in the Indian system. This was done in the following ways:

- The students were taught the history behind the development of the present day school system through the concepts that deal with the sociological foundations of education.
- A special discussion on "Experience Sharing: Learning in a State Board, ICSE and CBSE School" was organized for the students. Students who had completed their school education in these three boards of education participated in the discussion.
- The students were oriented on the methods of assessment followed in CBSE syllabus, ICSE syllabus and State Board Syllabus during the classes for the course "Assessment for Learning".
- The students were taken to visit a CBSE School and State Board School to understand the curriculum transaction and, assessment procedures followed in these schools.

- A special lecture on “Experiential Learning for Child Development” was organized to help students know about the ways to provide experiential learning experiences to elementary school children.
- A Special Session on “Education System in Belgium” was organized for the students so that they gain a broader understanding of the education system in other countries in the world.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Syllabi Driven Curricular Experiences

The learning engagement of students is assured by the institution through its way of planning curricular experiences given in the syllabus for different programmes. Tasks and assignments for all the courses provide understandings relevant to the concepts being learnt. The following courses in B. Ed. programme on Enhancing Professional Capacities provide rich curricular experiences:

- Book reading and reflection
- Drama and art in education
- Critical understanding of ICT
- Understanding yourself

The syllabi of the different courses are extended adequately to include experiences that add value to the making of teachers.

Learning Engagement through Seminars/ Webinars/ Workshops/Special Sessions

It is a regular practice of the institution to organize seminars,

webinars workshops and special sessions for students as an extension to the classroom inputs they receive. The themes of such programmes are planned to facilitate teacher preparation. Such programmes organized this year include:

- Skill Development Programme "Vaagai Suda Vaa"
- Special Session on "Impact of ALM"
- Special Session on "Will AI Replace Teachers?"
- Special Lecture on "Know thyself"
- English Language Day and World Book Day Celebration
- Visit to Special Schools
- Teachers' Day Celebration
- Special Lecture on "New Emerging Media for Teaching"
- Special Address on "Differentiated Instruction for Diverse Learners"

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

83

2.1.1.1 - Number of students enrolled during the year

83

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

79

2.1.2.1 - Number of students enrolled from the reserved categories during the year

79

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	View File

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The institution has the following ways to understand the learning needs of students and their level of readiness to undergo professional education programme:

- Entry level testing
- Non-scholastic talents inventory
- Reading and writing assessment
- Mentoring system

Entry Level Testing

The entry level testing is done to understand the students' information and communication technology usage, certain components of soft skills (social competence, leadership, time management, stress management, emotional competence), vocabulary, reading comprehension, pedagogical content knowledge and attitude towards teaching.

Non-Scholastic Talents Inventory

A Talent Show is organized for the students to get to know their non-scholastic abilities. The performances of the students are noted in an Observation Schedule.

Reading and Writing Assessment

Considering the importance of language proficiency for the teaching profession, a reading and writing assessment in Tamil and English language is done.

Generation of Student Profile

The data gathered from all the four modes are collated to give an overall picture of the abilities of students. The profile of the learners thus constructed are given to the mentors and pedagogy teachers for better understanding of the needs of students. The pedagogy teachers and mentors work together to provide the required academic support to the students.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs;

Six/Five of the above

Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year**11:1****2.2.4.1 - Number of mentors in the Institution****16**

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Learning Modes Used

Teachers employed the following experiential and participative learning strategies:

- Discussion- Open discussion, discussion in small and large groups
- Debate
- Concept cartoon
- Visual mapping - concept maps, mind maps, info graphics, photo story, flow chart
- Brainstorming
- Seminar
- Case studies
- Activities
- Online quizzes
- Staging of tableau
- Video watching and discussion
- Role play
- Practice of learned concepts
- Flipped learning
- Group presentation
- Creation of e-resources

- Use of online applications

Rationale for the Adoption of Learning Modes

Discussion made students active in the learning process.

Debates developed critical thinking and collaborative skills.

Concept cartoon provoked thinking and discussion.

Visual mapping in different forms made students present ideas logically and creatively.

Brainstorming encouraged the generation of new ideas.

Seminar honed the communication abilities of students.

Case studies helped in linking theory with the real world.

Activities made students engrossed in their learning.

Video watching and discussion developed their meaning making abilities.

Role play and tableau encouraged immersive learning.

Practicing what has been learnt strengthened the learning.

Flipped learning created an interactive learning environment.

Group presentation developed their team spirit and communication skills.

Online quizzes kept the students alert and attentive.

Creation of e-resources helped practice technology.

Online applications increased their learning engagement.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

16

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://sites.google.com/annammal.com/e-content/google-classroom
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

176

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://sites.google.com/annammal.com/e-content/e-resources
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The academic experiences are planned to guarantee the development of personal and professional attributes required for the teaching profession.

Mentoring for Team Work

Team work is integral to all the activities. The morning assembly, collaborative tasks in the classroom, cultural programmes and outreach activities helped students share responsibilities as a team.

Mentoring for Dealing with Student Diversity

The group situations during the teaching learning process gives them a ground for practicing inclusion. A special session on "Differentiated Instruction for Diverse Learners" was organized for the students. Adequate inputs for inclusive education are given through the course "Creating an Inclusive School" in the fourth semester.

Mentoring for Professionalism

The student teachers are trained to take up their work in a professional way. Special sessions emphasizing teacher

professionalism were also organized by the institution.

Mentoring for Stress Management

Ways of managing stress and balancing responsibilities are topics discussed now and then in the classroom. Experts in the field of psychiatry and counselling were invited to help students learn about these. A meditation room has been created mindful stress reduction.

Mentoring for Being Updated

Invited talks on recent developments that add value to the preparation of teachers were conducted regularly by the institution.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Case 1

Creating Visual Representations

One of the ways in which the teachers attempt to strengthen the learning that has occurred is by using visual representation of concepts. There are two ways to do this. In one method, the teachers ask the students to fill in templates of visual representations while teaching concepts. In the second method, students are asked to develop their own visual representations after learning a concept. Both help the students to resolve cognitive conflicts that arise during the construction of visual representations. The outcome is the development of a greater clarity in the thought processes of students.

Case 2

Discussion

Discussion is one of the commonly used teaching strategy. The discussion is planned by the teachers so that students process the information they receive in the classroom and learn by taking in multiple perspectives. It also helps the students to think aloud, raise questions and retain the concepts being learned. Discussion takes varied forms like open discussion by throwing questions at the students, large group discussion to understand the relationship between concepts and small group discussion or one-to one discussion to deepen understanding. Eventually discussion helps the students to develop higher order thinking skills.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan)

All of the above

**Developing Teaching Competencies
 Assessment of Learning Technology Use and
 Integration Organizing Field Visits
 Conducting Outreach/ Out of Classroom
 Activities Community Engagement
 Facilitating Inclusive Education Preparing
 Individualized Educational Plan(IEP)**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Identification of Schools

The internship work begins with approaching host schools listed by the University for internship. The teaching practice coordinators send requests to the listed schools regarding accommodation of student teachers for internship.

Collaborative Planning for Internship

The teaching practice coordinators visit host schools and acquaint the school heads and school teachers with the internship programme. Their visit is crucial to ensure a smooth internship

journey for student teachers.

Student Orientation

The teaching practice coordinators organize an orientation for student teachers. They are oriented on their work as an intern and requirements to complete the internship successfully.

Orientation to Teachers

The teaching practice coordinators provide the college supervising teachers or pedagogy teachers a clear picture of how they are expected to support the experiential learning by student teachers during internship.

Defining Assessment Modes

Separate formats are developed for the observation of internship performance by supervising teachers, school head, school mentors and peers. Self-observation formats are also distributed to the student teachers.

Visit to Innovative Schools

The student teachers are taken to visit innovative schools prior to their teaching practice. This familiarizes students with the different kinds of school set ups and prepares them to meet the diversity during internship.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

92

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Internship Monitoring Mechanism

The performance of the student teachers during internship is monitored by different persons on a regular basis. The observations of different persons are collated by the supervising teachers to arrive at a final conclusion about the quality of internship experiences of student teachers.

Observation by Teacher Educators

The teacher educators observe the student teachers in the host schools on a regular basis. The teacher educator holds a conference with the student teacher to present feedback immediately after the observation. The post observation conference is very crucial to refine the teaching competencies of the student teachers.

Observation by School Teachers

The school teachers and teacher educators work together to provide constructive feedback to the student teachers. A common observation form is used for this purpose.

Observation by School Principal

The school head also plays an important role in the observation procedure. They make an occasional visit to observe the student teacher and record their observations in a separate form.

Observation by Peers

The peers are an additional source of information on student performance. The peers are encouraged to observe the classes of student teachers and provide suggestions for improvement.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	All of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

16

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

9

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

16

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

256

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words
 1. In house discussions on current developments and issues in education
 2. Share information with colleagues and with other institutions on policies and regulations

Professional Development Initiatives

The college management provides support to teachers to attend seminars, workshops and conferences. The teachers use the print and e-resources in the library to know the recent developments in education. They learn new technologies and use them through self-exploration.

The institution organizes faculty development programmes on a regular basis. Experts from outside are invited to serve as resource persons for faculty development programmes. 'Knowledge Sharing Forum' where teachers share their knowledge with others is another way of faculty development. The teachers also update their knowledge by serving as resource persons in academic forums and chief guests in academic circles. Caption Writing Contest which is organized for the teachers of the institution is yet another informal way of learning.

Networking with Others

Teachers leverage technology to get connected with colleagues and other professionals outside the institution. There are Google group and Whatsapp groups for teachers of the institution. These are the major ways of professional communication. The teachers are also members of many academic Whatsapp groups and national and international professional bodies. The membership in such groups and bodies help them to know and share the latest information in the field of education.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution
Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Components of Continuous Internal Evaluation

The continuous internal assessment for each course includes two components namely cognitive attainment and attainment of professional attributes. The cognitive attainment is determined through internal exams. The internal exams conducted for 70 marks are converted to 10 marks as prescribed by the University. The attainment of non-cognitive abilities are determined through tasks

and assignments including seminars, assignments and classroom activities. They are assessed for 30 marks and converted to 15 marks as prescribed by the University.

Higher order thinking is encouraged through the questions asked in the internal exams. The answer scripts are corrected by the respective teachers and distributed to the students. Students clarify their doubts, if any about the evaluation process. The teachers grade the performance of students in tasks and assignments with an eye for the development of certain professional attributes. Attributes like organizational skills, communication skills, team work, creativity and attention to quality are assessed and the results published within a week after the assessment.

There are 4 Enhancing Professional Capacities Courses which are assessed internally. The tasks and assignments for the courses are prescribed by the University and they form the basis for the assessment of these courses.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Role of Exam Committee

The Exam Committee develops guidelines for the conduct of internal exams and orients the students on the procedure of internal assessment. The Exam Committee prepares the examination schedules and allocates responsibilities to the teachers for the conduct of internal assessment. The Exam Committee looks into the redressal of internal examination related grievances.

Mechanism for Exam Related Grievance Redressal

The Exam Committee members explain the procedure for redressal of exam related grievances at the beginning of the academic year. The students can report their exam related grievances to the concerned teacher. If the issue remains unresolved, it can be brought to the notice of the Exam Committee members. The Exam Committee members intervene and make evidence based decisions for the redressal of grievances. Additionally, an email ID has been created for reporting exam related grievances and the same is communicated to the students through a notice put up on the notice board. The students can send an email about their grievances within a week after the declaration of results of internal assessment. The group grievances of the students, if any, can also be brought to the attention of the Exam Committee who work to resolve the issue.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Preparation of Academic Calendar

The academic calendar is developed by the Academic Calendar Committee in line with the academic calendar of the affiliating University. The academic calendar is developed at the beginning of the academic year and uploaded in the college website. The academic calendar is printed and distributed to the students and teachers every year.

Preparation of Annual Plan for Internal Evaluation

The academic calendar includes the dates for the conduct of internal evaluation. The Exam Committee develops a tentative annual plan for internal evaluation at the beginning of the academic year. The Exam Committee and Academic Calendar Committee work together to finalize the dates of internal evaluation. The dates of internal evaluation are made known to the faculty members and students through the academic calendar. This helps the teachers to plan the teaching learning process accordingly.

Adherence to Academic Calendar for Internal Evaluation

Although the institution aims for complete adherence to the academic calendar for the conduct of internal evaluation, there has arisen unforeseen circumstances which led to slight changes in the internal evaluation schedules. In such rare circumstances the Exam Committee announces the revised schedule after due consultation with the Academic Calendar Committee.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Programme Learning Outcomes, Course Learning Outcomes and Student Learning Outcomes

The Programme Learning Outcomes (PLOs) are realized through the attainment of Course Learning Outcomes (CLOs). The PLOs are mapped with the CLOs. The CLOs of each course are further segmented into unit wise Student Learning Outcomes (SLOs). The SLOs are developed by the teachers immediately after they commit themselves to teaching a particular course. The attainment of the SLOs lead to the attainment of CLOs which in turn lead to the attainment of PLOs.

Integration of Student Learning Outcomes in the Teaching- Learning Process

The SLOs form the bedrock of the teaching plan for different courses. The teaching plans for all courses are developed by the teachers before the commencement of the academic year. The teaching plan encompasses aspects like assignments, constructive approaches, collaborative tasks, enrichment content, presentation on recent developments, discussion on contextual linkages, group projects and special lectures.

The teachers consider the SLOs for every unit when they plan the different aspects of the teaching plan. The entire process of teaching and learning is carefully planned and executed in line with the CLOs for the different courses.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Performance Assessment

The student performance is measured in terms of cognitive, affective and psychomotor domains. The cognitive attainment is monitored through the scores of students in internal or term exams. The development of professional attributes are traced through the learning tasks.

Assessment of Cognitive Attainment

The questions asked in the internal exams ensure adequate testing of CLOs. The cognitive attainment of students are ascertained by analysing the attainment of students question wise. The question wise analysis helps to understand the attainment of the different CLOs which are given in the form of Student Learning Outcomes (SLOs). The SLOs that show lesser attainment demand probing to understand reasons behind the lower levels of attainment. This is done by interacting with the students. Remedial support is planned accordingly.

Assessment of Professional Attributes

Tasks and assignments run along the syllabus prescribed by the University. These are integrated into the teaching plan and they form the basis for the assessment of the development of professional attributes in students.

In addition, the University has prescribed a few courses called Enhancing Professional Capacities (EPC) for the B. Ed. programme. Teachers who are in charge of these courses conduct assessment and

record the marks secured by students.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

92

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Initially Identified Needs

The needs of the students were initially identified through the mentoring system. Training in communication skills, life skills and special sessions by experts were some of the commonly identified needs of the learners.

Assessment Tasks

The internal assessment procedure at the institutional level aimed at tracking student performance at the cognitive, affective and psychomotor levels. Certain areas was assessed by comparing the performance of students at the entry level and exit level.

Entry and Exit Level Assessment

The entry and exit level assessment included the following areas: Soft Skills, Attitude towards Teaching Profession, ICT Usage, Vocabulary, Reading Comprehension and Pedagogical Content Knowledge.

Comparison of Soft Skills, Vocabulary and Reading Comprehension

A number of skill development and language development initiatives were taken up by the institution. Performance in Soft Skills increased by 10 %, Vocabulary increased by 2 % and Reading Comprehension increased by 23%.

Comparison of Attitude towards Teaching Profession

There Attitude towards Teaching Profession showed a marked increase by 36 %.

Comparison of ICT Usage and Pedagogical Content Knowledge

The ICT usage of students showed an increase by 24.29 %. The Pedagogical Content Knowledge of the students showed the greatest increase by 43 %.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://annammal.org/iqac/sss.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

171200

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

All of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

2

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

9

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

6

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

73

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

20

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

155

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Outreach Activities Organized

a. Library Committee:

A programme was organized at Sivanthakulam Corporation Middle School, Thoothukudi. Mr.P.Ponmariappan, Saloon Noolagar served as the Chief Guest of the programme. Prizes were given to the school students who won the quiz competition.

b. SESRE:

A Plastic Awareness Programme was organized at Jambulingapuram. A variety of awareness activities were carried out.

c. Youth Red Cross:

Food was sponsored to the inmates of "Blessings Old Age Home", Thoothukudi. Our students helped in packing the flood relief materials received from various District Red Cross branches to be distributed to the public. Flood relief material, kits and rice bags were distributed to 120 people in and around Thoothukudi.

f. Electoral Literacy Club

Pamphlets Distribution Programme for Fair and Inclusive Voting was organized. The students distributed Voter Awareness Pamphlets to the public at places near the college.

Impact of the outreach programmes:

The outreach programmes enhanced the leadership, self-confidence, and managerial skills of students. Exposure to outreach activities sensitized the students towards social issues and also to social remedies for matters like pollution, inclusion, bribing for votes and poverty. The programmes have helped students to get connected with the marginalized sections of the society.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

4

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

8

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

8

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

12

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

All of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The institution has adhered to the requirements mentioned by the statutory body National Council for Teacher Education (NCTE) for the conduction of the Teacher Education Programmes. The built up area of the college building and the college hostel together is greater than the requirement for B. Ed. and M. Ed. programmes offered by the institution.

The following infrastructure facilities are available in the campus to support the teaching- learning process:

- Twenty classrooms equipped with ICT facilities such as projectors, podiums, smart boards, speakers, laptops or computers with internet connectivity
- A fully air-conditioned library with adequate seating facility and a good number of print resources
- Network Resource Centre equipped with 60 computers and internet connectivity exclusively for use by students
- Spacious and well-equipped laboratories for Physical Science, Biological Science, Psychology and Computer Science
- 200 metres track, basketball and volley ball court
- High jump and long jump pits, javelin and shot put pits
- A good number of recognized schools within reasonable distance for fieldwork and practice teaching-related activities of the student teachers
- A bus and a car for transportation
- Parking sheds for student vehicles, staff vehicles and college vehicles
- An auditorium with a seating capacity of five hundred persons

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

20

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://annammal.org/Admin/ClassroomICTfacilities.pdf
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

1408489

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The library is automated with ROVAN LMS software. Three systems are integrated in the ROVAN LMS namely ADMIN, OPAC and E-GATE.

ROVAN LMS provides both basic and advanced capabilities through the following modules:

Acquisition module

This module helps in handling the major functions related to the acquisition of library materials.

Catalogue module

This module shows the details about the books and their location in the library.

Serials module

This module makes keeping track of serials an easy task.

Member module

The members of the library are added through this module by providing a member ID.

Circulation module

This module takes care of all possible circulation related functions in a library.

Master module

This module helps to make entry for the resources and add them to the library management system.

Administration module

This module performs the functions like user management, system audit, backup and temporary lock.

E-GATE

E-gate maintains the attendance registers for the general category, teaching staff, office staff and students.

OPAC

The users search books with keywords, the field that the book belongs to and the language in which they are written.

Registered members can gain entry using E-GATE and access OPAC.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently

Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Remote Access to Library within the Campus

Our institution has automated the library with the ROVAN LMS software. The library resources available can be accessed remotely through intra net from anywhere inside the campus. The remote access helps us to check the availability of books in the library. Remoteaccess landing page of Online Public Access Catalogueis as follows:

[http://library-1/rovanlms/library/OPAC/.](http://library-1/rovanlms/library/OPAC/)

Search can be done in terms of title, author name and language as per the need. The students and teachers can access this facility in their gadgets within the campus intranet. The research reports of our research scholars are made available online for remote access by students and teachers. This is done by storing them in the Google drive of the library email and sharing the link with students and teachers.

N-LIST Subscription

Our institution has a total of 180 active N-LIST users. The college renews subscription every year and creates member login for students. All the teaching faculty have member login to refer the e-resources off campus. The students and teachers of our institution can access the resources remotely through the individual login credentials and refer resources for assignments, learning, practicum and research work.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

35667

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

558

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	/https://annammal.org/NAAC/Criteria-4/CertifiedCopiesofLibraryE-ledgerPages.pdf
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways
Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

All of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The ICT facilities available include:

- Multimedia projectors
- Electronic podiums
- PA system
- Laptops

- Desktops
- Digital cameras
- Video cameras

Classrooms and Multipurpose Hall with Wi-Fi facility

The institution has ICT enabled classrooms for pedagogy classes. Well equipped, galleried classrooms are also available. The institution has a multipurpose hall with public address system, ICT facilities and high speed internet connectivity. An air-conditioned seminar hall with ICT facilities is available for accommodating smaller groups. An air-conditioned conference hall equipped with all technological devices is also available.

Network Resource Centre and Library

Network Resource Centre (NRC) has sixty one computers with high speed internet connectivity, headphones and essential software for learning. The institution has a spacious library with five computers for the exclusive use of research scholars.

Studio Facility

Studio facility in the institution is used for developing e-content by the teacher educators. Our institution has an audio-visual room to store all the electronic equipment.

Wi-Fi Connectivity and Speed

The present Wi-Fi facility is Fiber to the Home (FTTH) connection which offers 100 Mbps speed. The Wi-Fi routers are placed in four places to spread signals to larger areas. An additional Wi-Fi connection with 100 Mbps speed from Wings Broadband Services was procured in August 2022. This was replaced with BSNL broadband connection with 100 Mbps speed in October 2022.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

3:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded
4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Five or more of the above
File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://annammal.org/Studio/Studio.mp4
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://sites.google.com/annammal.com/e-content/e-resources
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)****3458532**

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Physical Infrastructure Maintenance Policy

- Civil, plumbing and electrical maintenance is a regular process.
- Stock verification is done annually.

Maintenance Procedure

Maintenance is by permitted vendors of the institution. Staff are allotted responsibilities for prevention management.

Library Maintenance Policy

- Library works on all days except public holidays.
- Stock verification is done annually.
- Library systems are under continuous maintenance.

Maintenance Procedure

The Library Committee of the college takes care of the development, use and maintenance of library resources.

ICT Infrastructure Maintenance Policy

- Network Resource Center is kept open from on all working days.
- Systems maintenance is a regular process.

Maintenance Procedure

Computers and other accessories are maintained on a periodical basis. Faults of the system are rectified every month.

Laboratory Maintenance Policy

- Lab equipment are maintained periodically.
- Stock verification is done annually.

Maintenance Procedure

Stock registers are maintained by teachers. Any repair work is done immediately.

Sports Infrastructure Maintenance Policy

- Sports infrastructure is available for use on all working days.
- Sports equipment stock verification is done annually.
- Sports infrastructure is made available to the use of girl students only.

Maintenance Procedure

Track is maintained by regular weeding and leveling. Stock register is maintained by Director of Physical Education.

File Description	Documents
Appropriate link(s) on the institutional website	https://annammal.org/Admin/PolicyManual.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by	All of the above
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<p>the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</p>	<p>View File</p>
<p>Sample feedback sheets from the students participating in each of the initiative</p>	<p>View File</p>
<p>Photographs with date and caption for each initiative</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	<p>Nine or more of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Geo-tagged photographs</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for</p>	<p>A. All of the above</p>

submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Five or more of the above
File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File
5.2 - Student Progression	
5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year	

Number of students placed as teachers/teacher educators	Total number of graduating students
34	0

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

33

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

3

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Formation of Student Council

The Student Council of the college consists of a body of selected representatives from the student population to shoulder important responsibilities. The faculty members do the selection after a period of observation of the leadership potentials and volunteerism of students. The first year students are inducted into the Student Council every year as office bearers. The second year students become advisers to the Student Council as their internship for 16 weeks keeps them away from the college premises for four months.

Functions of Student Council

- The Student Council serves as a communication channel between students and the teachers.
- The Student Council is a primary consultative body for student related decisions like value added courses, timings for library work, timings for remedial classes, support needed for online programmes and other matters during internship.
- The Student Council is proactive in the maintenance of campus facilities.
- The representatives of the different clubs work in tandem with the teachers who lead the clubs to organize meaningful programmes in the institution.
- The Student Council helps in the realization of democracy as a way of life.
- The Student Council took a lead role in organizing a number of and celebrations.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

26

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni Association

The Alumni Association is a registered body that occupies an important place in the organizational hierarchy. The institution in 62 years has produced teachers who cherish the bond with the institution and are responsive to the invitations of the Alumni Association. The relationship with alumni has been mutually rewarding over the years. The institution offers mentoring to alumni and the alumni contribute in many ways to the growth of the institution

Alumni as Consultative Members

Two Executive Committee Members of the Alumni Association are also members of the IQAC and Curriculum Planning Committee. They make sure that the voices of Alumni are accounted in the developmental plans of the institution. They take part in all deliberations of the IQAC meetings and Curriculum Planning Committee meetings and offer valid suggestions.

Alumni Expertise for Institutional Programmes

Enriching programmes are organized with the help of Alumni Association which guarantees a steady supply of resourceful persons for student development. Eight programmes were organized using the expertise of alumni.

The Alumni Association contributes immensely to the functioning of the institution by providing a think tank of experts not only for consultation but also for organizing enriching programmes for the student community.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

<p>5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support</p>	<p>All of the above</p>
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File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

3

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Identifying Students' Talents

The teachers of the institution remain alert to any sign of talent that may be seen in a student. The talent may be in any of these areas - academic, artistic, technical, interpersonal, creative. More than half of the faculty population are alumni of the institution. They ensure that the talents of the students are nurtured with the help of the Alumni Association of the college.

Creating Opportunities to Use Student Talents

The alumni of the institution creates opportunities to use the talents of the students. Students who could act, write script, handle camera and edit were identified and were given an

opportunity to make short films. One M.Ed. student who had exceptional intellectual and presentation skills was asked to take two special lectures for B.Ed. students.

Recognizing Special Talents of Students

The Alumni Association supports the further development of the special talents of the students by providing them monetary support. The M.Ed. student who handled two special sessions for the B.Ed. students was recognized by the Alumni Association with an honorarium of Rs. 1,500/-. Two prizes were sponsored by an alumna for the teams that produced short films and they were honoured during the Annual day Celebration.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Motto

'Arivoliyaal Arul Malara' is the motto of the college which means 'Let the Flower of Grace Blossom in the Light of Wisdom'.

Mission

The mission of the college is to create learning environments that help women student-teachers evolve into informed, skilled and ethical decision makers.

Vision

The college is committed to uplifting women by giving them quality professional higher education to become empowered leaders.

Nature of Governance

The institution abides a democratic and participative administrative structure by involving teachers, students, and other stakeholders from the lowest to highest level. The managing trust delegates its authority to the Secretary and Principal who, in turn share it with the different levels of functionaries in the college. The Principal serves as the executive head and is bestowed with powers to ensure proper execution of all the curricular and co-curricular programmes.

To ensure effective governance, the institution has College Management Committee which manages the overall functioning of the college. IQAC monitors the activities of the committees and cells to ensure effective implementation of the planned programmes in accordance with the institutional policies and values. The voices of teachers are respected and they are represented in the decision making bodies.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Practice of Decentralization

The organizational arrangements in the institution paves way for the easy practice of decentralization. The Management Committee and Internal Quality Assurance Cell are the two central administrative bodies of the institution vested with powers to make important institutional decisions. Four teachers are represented in the Management Committee. The Internal Quality Assurance Cell takes into consideration the voices of teachers, alumni and students in all its deliberations. There are four Supportive Administrative Bodies namely Admission Committee, Curriculum Planning Committee, Academic Calendar Committee and

Grievance Redressal Committee. The other administrative units and academic units are headed by teachers and student representatives.

Practice of Participative Management

Participative management in all affairs of the institution is ensured in three ways. Firstly, there is absolute transparency in the sharing of academic and administrative information. Secondly, there are no hard and fast communication paths to reach the management of the institution. Thirdly, the Secretary of the college meets teachers and students on a regular basis and invites suggestions for better functioning. All these increase the responsibility of staff and students and get them involved in institutional development.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Financial Function

All financial reports are prepared with complete transparency. All financial matters of the college pass through an internal and external audit for complete accuracy. Internal Financial Audit is done once in a year by a Chartered Accountant. Government accounts are audited by a team from the office of the Joint Director of Collegiate Education, Tirunelveli followed by the audit from the Accounts General office, Madurai.

Academic function

The college ensures complete transparency in the students' admission monitored by the admission committee. The contact details of the teaching staff are made available in the academic calendar. Cumulative attendance reports are published in the college notice board. The results of the term exams are published in the notice board after each exam. The recruitment of teachers is done through open advertisement.

Administration Function

All the administration processes and developments are monitored by the Management Committee and IQAC. The decisions of Management Committee and IQAC are made known to all teachers during staff meetings. Students also get to know about all the activities of the institution through the teachers. Annual Quality Assurance Reports are published in the college website. Student Satisfaction Survey analysis is also available in the college website.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Providing 24 x 7 learner support service is a strategic plan under curricular management. The deployment strategies for this include:

Strengthening of Mentoring System

The mentoring system has been bolstered to ensure that the learners are supported without any time restriction. The mentors are available to the students even after college hours. The students are free to call or text the mentors for any assistance they need. A whatsapp group is created by each mentor to stay connected with the mentees. There are regular informal meetings between the mentor and the mentees popularly called "Munchies with Mentees" and these serve as the starting point for developing a lasting relationship.

Technology Based Student Support

The use of technology for teaching, learning and evaluation has guaranteed student support beyond the boundaries of time and space. Google classroom for the various courses are used to share reference materials, assignments and e-resources that can be accessed by students round the clock. The teachers also use a variety of apps like G-form, Kahoot, Nearpod and Quizziz for providing assessment outside class hours. All these ensure 24 x 7

learner support through digital engagement of the learners.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://annammal.org/Admin/StrategicPlan.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The institution is run by the Subbiah Dharma Nidhi (SDN) Trust governed by the Managing Trustee. The Secretary and the Principal of the college serve as the operational heads of the institution. They are assisted by the Vice Principal.

The College Management Committee is the apex body of the institution and the Managing Trustee and Secretary are the important decision makers in it. The IQAC of the institution is another decision making body vested with powers to ensure the quality of the institution. The Principal and the Vice Principal cum IQAC Coordinator are the important decision makers of IQAC.

Academic Management

The academic affairs of the institution are categorized into curricular, co-curricular/ extracurricular and extension domains. The Curriculum Planning Committee is the prime institutional body that plans and guides curriculum transaction.

The co-curricular and extra-curricular activities are led by independent institutional bodies led by teachers and student representatives.

The extension services of the institution are managed by certain institutional bodies working under the guidance of IQAC.

Administrative Management

The roles and responsibilities in dealing with administrative work are taken up by many institutional bodies which have well defined roles. They take decisions under the direction of IQAC.

File Description	Documents
Link to organogram on the institutional website	https://annammal.org/Admin/Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Decisions of the Library Committee Meeting

The Library Committee Members expressed their concern over the dwindling reading interests of the students. This was taken up for discussion and an action plan was formulated to revive the reading habits of the learners. It was decided to encourage students to read and present an oral review of small story books, organize book reading and discussion sessions on familiar books, identify the best library users among students and provide students with examples of avid book readers to emulate. The decisions of the meeting were translated into an action plan.

Outcome of the Action Plan Execution

The students were provided with a range of story books for the oral book review activity. It was decided to take up "Jonathan Livingston Sea Gull", a book already introduced by the college Secretary for reading and discussion. The best users of the library were identified every month and their names were listed on the library notice board. The best library users of the year were awarded prizes during the college day. Two book lovers were identified and brought in as resource persons to interact with the students. The book lovers served as an inspiration to the learners.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

There is an effective implementation of welfare measures for both teaching and non-teaching faculty in the institution to create a healthy and productive working environment.

Professional Development Benefits

- The unaided teaching faculty who have completed doctoral degree are provided salary increment.
- Provision of free round the clock internet facility throughout the campus is in place.
- The faculty room houses individual cabins to provide a stress free personalized working space.

Security Benefits

- A Staff Secretary is chosen from the faculty to address the collective needs of the staff.
- The teachers can communicate with the Management and Principal any matter of concern without any time restriction.

- Six months maternity leave with salary is provided for unaided faculty.

Health Benefits

- There is a pantry area in the staff room with refrigerator and cooktop facility.
- In case of any medical emergency, the faculty are taken to the nearby hospital in the college vehicle.

Financial Benefits

- Faculty are provided with financial support for professional development.
- Deepavali bonus is provided to unaided faculty.
- There is a regular provision of increment to the unaided faculty.
- Employment Provident Fund facility is provided to both teaching and non-teaching faculty.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

14

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

9

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

14

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff. Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Performance Appraisal System

The institution has Performance Appraisal System for both teaching and non-teaching staff. Performance appraisal of the faculty is conducted annually and is a mandatory process. There are separate forms to be filled by teaching and non-teaching faculty.

Performance Appraisal System for Teachers

The performance appraisal form for the teaching faculty is circulated during the end of every academic year and the faculty are required to fill in the required details and submit the same to the Principal. They also reflect on the entire teaching experience and prepare & submit a reflective portfolio at the end of each academic year. The Principal gives personal suggestions and feedback and also points out the areas for improvement, if any. Thus the entire performance appraisal is not a fault finding exercise but aimed at improving the entire teaching learning system of the institution.

Performance Appraisal System for Non- teaching Staff

The proforma for non-teaching staff appraises different aspects of their work. All non-teaching faculty fill-in their personal details and submit the same to the Principal during the end of each academic year. The Principal then objectively appraises each of their performance in the academic year and gives needed suggestions for improvement.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Auditing happens at three levels:

- Internal Quarterly Audit
- Statutory Audit
- Government Audit

Internal and External Quarterly Audit

Internal audit is an ongoing process that happens once in every three months. The internal audit is conducted by the administrative staff of the institution. All vouchers are audited and the expenses incurred under different heads are thoroughly checked.

The institution makes it a practice to engage a Chartered Accountant for an external quarterly audit. The internal and external quarterly audit prepares the institution for the statutory audit.

Statutory Audit

Statutory Audit is conducted every year by a team from the Chartered Accountant Firm J. Thomas Fernando and Co. Any queries, in the process of audit will be attended immediately along with the supporting documents within the prescribed time limits.

Government Audit

The government audit is conducted by staff from the audit section of the Regional Joint Director of Collegiate Education's Office, Tirunelveli. They prepare the audit report and submit the same to the government. This is followed by the audit by the Accounts General Office, Madurai.

The college does not have any objections both from the Regional Joint Director of Collegiate Education's Office and the Accounts General Office.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

123995

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for infrastructure development, maintenance and for improving academic facilities.

Sources of funds

The following are the sources of funds in the institution:

- Fees collected from the students
- Aided staff salary grant
- UGC Grants
- Grants received from stakeholders
- Funds received from alumni

Utilization of funds

The following are the overheads of the expenditure incurred annually:

- **Maintenance Expenses:** Cost incurred to keep the assets and other material resources in good working condition
- **Infrastructure Augmentation Expenses:** Expenditure for construction work, purchase of equipment, books and other resources
- **Salary Expenses:** Payment of salary and other benefits to unaided staff
- **Fuel Expenses:** Cost incurred for fuel for vehicle and RO plant
- **Recurring Expenses:** Subscription charges for magazines and newspapers, electricity bills
- **Financial Support to Teachers:** Cost incurred for providing financial support to teachers to attend seminars, workshops and conferences
- **Publication Expenses:** Expenses incurred for the publication of edited books
- **Expenses for Organizing Academic Programmes:** Expenditure on organizing seminars, workshops, conferences, special lectures and special addresses
- **Miscellaneous Expenses:** Postage and printing charges, purchase of stationery

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC has certain procedures to work towards quality assurance that make every member accountable for it. These include:

Defining the roles of members

The IQAC members are given well defined roles and responsibilities to work for quality assurance.

Consideration of student needs

Decisions are made by the IQAC considering the needs of the students.

Working with focus

A theme is decided at the beginning of each academic year. The themes are related to the mission of the institution and help to work with.

Planning for curricular transaction

The teaching plans for all courses help in curricular transaction. Action plans are drawn apart from the regular curricular activities.

Review of teaching- learning process

Teacher- Evaluation Survey is conducted every year. The progress in the implementation of teaching plans is discussed in formal and informal ways.

Professional development of teachers

Faculty Development Programmes are organized by the IQAC.

Collection and analysis of feedback

Feedback from the participants and stake holders are analyzed systematically to identify the areas for improvement.

Documentation of work done

The IQAC takes special efforts to document all the work done in the institution in a systematic way.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC periodically reviews and upgrades the quality of teaching-learning process in the following ways:

- Teaching Plan

A teaching plan is prepared by teachers for the courses they handle. The progress in the implementation teaching plans are discussed by Curriculum Planning Committee under the guidance of IQAC.

- Review of Technology Integration

The IQAC organizes several programmes which are used to upskill and expand the technical abilities of teachers.

- Reflections

Daily reflections, Monthly reflections and Reflective Portfolios help teachers to reflect on their pedagogical approaches. These reflective practices faculty members develop a deeper understanding of their teaching styles and beliefs.

- Teacher Performance Evaluation

The IQAC of the college regularly conducts Teacher Evaluation Survey. This is followed by a private discussion between the teacher and the Principal to help teachers understand the areas to be improved.

- Analyzing the attainment of learning outcomes

Internal examinations marks are analyzed to identify the unattained learning outcomes and make efforts to achieve them.

- Remedial Coaching and Enrichment Activities

Remedial coaching in the form of catch-up hours is a part of the teaching learning process. Enrichment content is also planned by teachers.

- Academic Audit

The IQAC conducts academic audit every year to improve its functioning.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

38

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle)

All of the above

Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://annammal.org/iqac/Minutes2023-24.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	/https://annammal.org/iqac/AQAR2022-23.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Two quality initiatives taken up considering the recommendations of NAAC peer team are:

Functional research for inculcation of research culture among staff and students

The NAAC Peer Team recommended the inculcation of research culture among students and staff. The institution encourages teachers to take up institutional research projects. The proposals for the research projects are submitted to IQAC and funds are allotted for the research projects after scrutiny. The teachers are free to take up any research topic of their choice and they can also do it

collaboratively with other faculty members. Students are also made a part of the research project. This has helped the teachers and students to sharpen their research skills.

Auditorium for curricular and co-curricular activities

One of the recommendations of the NAAC Peer Team was to have a well-equipped auditorium for curricular ad co-curricular activities. In line with this recommendation, an auditorium has been constructed in the campus. The convocation ceremony for the year 2023- 2024 was held in the newly constructed auditorium. The auditorium is also used by the students to play games like badminton and shuttle. There are two more phases to be completed to make the auditorium a full-fledged one.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution’s energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Energy Policy

The energy policy of the institution provides guidelines for the energy usage and conservation inside the institution. It also guides the institution for investing in renewable energy sources.

Energy Conservation Measures

The institution uses LED electrical bulbs for less consumption of electricity inside its campus.

The sizes and location of windows in the campus reduce the need for artificial lighting during day hours.

The institution moves towards using inverter air conditioners

instead of non-inverter air conditioners.

The trees in the institution reduce energy costs by lowering air temperature, increasing humidity, and influencing wind speeds.

The institution puts enough efforts for the maintenance of electrical equipment supervised by a teacher.

The institution conducts programmes for energy conservation and encourages the students and teachers to use fuel less vehicles.

Alternate Sources of Energy

The institution promotes the solar energy by installation of ten Kilo Watt Solar Power Plant in its campus. This caters to the energy needed for running the two RO plants in the campus.

The institution has also installed a bio gas system which generates energy through the kitchen waste from the hostel of the institution.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Waste Management Policy

The waste management policy of the institution guides the adoption of practicable waste management services in the institution and the education of all staff and students for responsible waste management.

Procedure for waste avoidance

The institution takes efforts in minimizing the food wastes in the college hostel.

The generation of paper waste is also restricted by using technology.

The water usage is also minimized by fixing water-saving sprinkler in all the pipes.

The sanitary napkins are burnt using the incinerators.

Rainwater harvesting is placed inside the campus to avoid wastage of rainwater.

Procedure for Waste Segregation and Disposal

The institution adopts the practice of waste segregation by way of placing two colour dustbins for the disposal of each category of wastes.

Paper wastes are stored in separate blue colour dustbins.

The biodegradable college wastes are deposited in the green colour dustbins.

E-waste are collected in a separate bin and disposed through corporation garbage vehicles.

Conversion of Waste into Useful Products

A part of the biodegradable kitchen wastes and the abscission leaves are converted into manure using indigenous bionets. The leaves shed from trees are used to produce vermi-compost manure.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

<p>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</p>	<p>Four of the above</p>
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File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The institution takes strenuous efforts towards maintenance of cleanliness, sanitation, green cover and a pollution free environment.

Maintenance of Cleanliness

Teachers are assigned duties to monitor the cleanliness of a given area in the campus with the help of student volunteers and support staff. The Secretary uses the college assembly to motivate people to reduce the unnecessary usage of paper and water in the premises. The work of the support staff who are involved in cleaning work is appreciated and this increases their work

engagement.

Eco-friendliness

The institution has succeeded in reducing the paper consumption by resorting to the use of e-mails, social media platforms like WhatsApp groups for official communication.

Green Cover Initiatives

The institution has voluntarily generated a "Miyawaki Forest" inside the campus with 150 trees seeking the help of many non-governmental organizations in Thoothukudi. A "Shade Net House" has been constructed on a large scale to encourage organic farming. Oyster mushroom cultivation has also been initiated in the campus.

Pollution Free Environment

The alternative energy sources like solar power, bio-gas are implemented to meet a part of the needed energy. The institution also minimizes the usage of air conditioners wherever possible and maximizes the planting of trees.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

235323

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Efforts to leverage local environment, locational knowledge and resources

- Two schools were mentored by organizing a programme that facilitated discussion with an expert regarding teaching, learning and evaluation.
- The students were taken to visit schools in the locality to know the educational practices in those institutions.
- The students were taken to visit industrial units in the locality to get them engaged with community.
- The alumni in the locality were invited to share their expertise through programmes for the benefit of student

community.

- The human resources available in the locality were invited to enrich the curricular experiences of students.
- The associations available in the locality for sports and games were collaborated with to organize events for the community people.

Efforts to leverage community practices and challenges

- The practices in all religions and culture are respected by encouraging students to organize religious and cultural celebrations.
- The institution responded to the prevailing challenges in the society by creating awareness on them. Awareness on dealing with marital issues, recycling of waste, road safety, plastic pollution, food safety, drug abuse, corruption, food adulteration and millets were organized.
- In response to the challenge of floods in the locality, flood relief materials were distributed to the public.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Best Practice - 1

Recognizing Uncelebrated Workers

It was decided to identify uncelebrated workers who need to be recognized for their service. Mr. M.Ponmariappan was invited as the Chief Guest of the National Library Week Programme organized at Sivanthakulam Corporation Middle School, Thoothukudi. He owns a small salon and his salon houses books that can be read by his customers. He also provides a discount for haircut to readers. Mr. S. Tamilselvan, Proprietor, MAS Ambulance Service who had helped in rescuing many lives during the floods in Thoothukudi in December 2023 was invited as the Chief Guest of the Republic Day Celebration.

Best Practice - 2

Reflective Circle

Monthly reflection was done through the answering of a set of reflection questions which shared to all faculty members using Google groups. It was decided to revise this practice by

organizing Reflective Circle every month. The IQAC developed reflection template with questions and shared it with the teachers through the whatsapp group every month. On the day of the reflective circle, the teachers were seated in a circle. Each question was taken up for discussion. The teachers shared their reflections and experiences. The filled template was then submitted to IQAC for documentation.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The institution takes special efforts to empower women of the institution. The institution goes further and empowers women in the community.

The institution operationalizes its vision and mission statements in the following ways:

Focus on Empowering Women Students

- The students are made to strengthen their sense of self-worth through classroom interactions.
- They are trained to develop skills and become leaders through a number of programmes.
- They are provided numerous opportunities for developing their potentials.
- The course "Gender, School and Society" is taught through a number of experiential learning strategies so that they become empowered at the individual and social level.

Women Development Cell

The institution has a "Women Development Cell" which looks into the practices and activities related to empowerment of women. Women Development Cell organized observance of important days for gender equality and rights like International Day of the Girl

Child, International Day for the Elimination of Violence against Women and International Women’s Day by organizing meaningful programmes.

Extension Services

- The institution opened its sports facilities- basketball court and athletics track to the girl children of various schools in Thoothukudi free of cost.
- The institution organized chess tournament for women in collaboration with Thoothukudi District Chess Association.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded