



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ANNAMMAL COLLEGE OF EDUCATION FOR WOMEN

TIRUCHENDHUR ROAD THOOTHUKUDI

628003

<https://annammal.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Annammal College of Education for Women was founded in 1962 under Subbiah Dharma Nidhi, a trust that serves the community through charitable and educational activities. The college was founded by Thiru. AR.A.S. Arumugasamy Nadar (1893 - 1971), the eldest and illustrious son of the founder of the Subbiah Dharmanidhi Thiru. AR.A. SubbiahNadar (1871-1943) with the noble ideal of imparting training to women graduates to become able and talented teachers. The college bears the name of his beloved and benign mother, Thirumathi Annammal. The idea of establishing a college to train women to become teachers was conceived in a period when women graduates were few in society. The establishment of the college was then a progressive action for women's empowerment. The college was named 'Annammal Training College for Women' at its inception. It was renamed "Annammal College of Education for Women" in later years.

The college is located in Thoothukudi, a coastal city in southern Tamil Nadu known as 'Pearl City'. The college was located on Ettayapuram road in Thoothukudi at the time of its establishment. Constructing the college and hostel buildings in the picturesque location on Tiruchendur Road was always a dream for Thiru. D. Shenbagamurthi, who succeeded his uncle in 1968. This dream came true on 31st January 1993 when the new college and hostel buildings were declared open in a sprawling 15 acres of land obtained on lease from the Salt Department for 199 years. The college campus has an exotic variety of trees, enhancing the serene environment free from noise pollution.

The institution is a government-aided college of education for women. The college was affiliated to Madras University from 1962 to 1966. The affiliation was transferred to Madurai Kamarajar University, Madurai, in 1966 and then to Manonmaniam Sundaranar University, Tirunelveli, in 1990. Since 2008 the college is affiliated to Tamil Nadu Teachers Education University, Chennai. The National Council for Teacher Education granted the college recognition in 1996 for B.Ed. and M.Ed. programmes. The college was accorded 2(f) and 12B status by University Grants Commission.

Vision

Logo of the Institution

The institutional logo means that education for women will brighten their future and help them evolve into right-minded individuals. "*Arivoliyal Arul Malara*" is the motto of the institution. This translated into English means "*Let the Flower of Grace Blossom in The Light of Wisdom.*" The open book in the logo symbolizes intellectual pursuit, and the two swans at the sides symbolize purity and grace. The rising sun symbolizes spreading light through knowledge, and the lotus at the bottom symbolizes compassion and love.

Vision

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

Mission

The institution's mission is to create learning environments that help women student-teachers evolve into informed, skilled, and ethical decision-makers.

Core Values

Built on the vision that education serves as a keystone in improving the conditions of women and building better futures for them, the institution commits to the core values of:

- Excellence: The institution strives for excellence in all its academic pursuits. It is committed to innovation in teaching and outreach activities. It commits to continuous self-improvement to achieve excellence in all endeavors.
- Ethics and Dignity: The institution is committed to the highest standards of honesty, fairness, respect, and professional and scholarly ethics. It values the dignity and worth of all people.
- Diversity: The institution embraces all aspects of human diversity and values necessary to ensure a vibrant learning community. It is committed to providing a college community that is supportive, safe, and welcoming.
- Student Focus: The institution is committed to fostering all students' and teachers' professional and personal growth by promoting lifelong learning and leadership development.
- Public Engagement: The institution commits to working collegially and cooperatively in establishing productive partnerships with personnel in universities, institutions, and communities. Through these partnerships, the institution strives to improve education and the quality of life for all.

The institution is committed to bringing out and nurturing the talents and skills of the student trainees with quality education and motivating them to be self-disciplined and competent to face future challenges. Vision and mission are communicated to the students, teachers, and other stakeholders through prospectus, college website, personal interaction, and meetings with stakeholders. The institution evaluates how well and in what ways it is accomplishing its mission and goals and uses the results for broad-based, continuous planning and evaluation. Through its planning process, the institution asks questions, seeks answers, analyzes itself, and revises its policies, procedures, and facilities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A premier institution for women in the southern part of Tamil Nadu
- Well qualified and committed faculty members
- Full-fledged teaching plan for all courses
- Reflective practices among teachers
- Opportunities for teachers to update themselves

- Knowledge sharing forum for teacher development
- Opportunities for women empowerment
- Regular training in ICT integration for students
- Skill embedded value added courses
- Training in photography and videography for students
- UGC NET and TNTET coaching classes
- A plethora of opportunities for curricular, co-curricular, and extra-curricular activities
- Curriculum enrichment programmes for students
- Observing days of national and international importance to strengthen unity and integrity
- Remarkable outreach activities
- Promotion of communal harmony
- Effective mentor-mentee system
- Systemized mentoring and counseling practices
- Several student and staff welfare schemes
- Financial support for deserving students
- State of the art instructional and infrastructural facilities
- Air-conditioned Network Resource Centre with round the clock wi-fi connectivity
- Air-conditioned, fully automated library as a learning centre
- Well maintained and spacious hostel rooms
- Well-equipped laboratories
- Registered and vibrant Alumni Association
- 14 functional MoUs and innumerable linkages for academic and outreach activities
- Shade net organic farming and mushroom cultivation for skill development

Institutional Weakness

- Lack of funded research
- No release of UGC funds for developmental and research assistance after the XII plan period
- High maintenance cost of the sprawling campus
- Difficulty in networking with alumni to get regular updates regarding their progress
- Inability to extend value-added courses to second year B.Ed. students due to the long duration of intensive teaching practice and other practicum related activities

Institutional Opportunity

- Enhanced infrastructure to develop e-content and ICT resources
- A large number of spacious hostel rooms
- Scope for the stage participation of all students
- Internet facility for students to pursue online courses in SWAYAM
- A vast collection of rare print resources in the library
- Book bank facility for students
- Support systems to nurture the life skills of the students

- Opportunities for the development of entrepreneurial skills of students
- More avenues to strengthen collaborations and linkages
- Support from management for research and professional development

Institutional Challenge

- Delay in student admission through Tamil Nadu state government single window counseling
- No equal distribution of students in the pedagogy courses
- Difficulty in getting admission for M. Ed. due to the increase in the duration of the programme
- Delay in filling the government-aided vacancies
- No teacher appointment from the government after the increase in the duration of B.Ed./M.Ed. programme
- Long pending application in the University to start a Centre for Research
- Less cooperation from practice teaching schools due to the increased duration of intensive teaching practice
- Inability to get international faculty and student exchange programmes
- High cost involved in procuring and maintaining instructional and informational resources
- Lesser number of students clearing NET and TET examinations despite rigorous coaching given to them
- Finding time for academic engagement amidst documentation work for accreditation

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution follows the syllabus prescribed by Tamil Nadu Teachers Education University. The Curriculum Planning Committee plans to operationalize the prescribed curriculum in alignment with the student's needs, interests, and abilities. The Curriculum Planning Committee involves external experts, alumni, employers, and teaching practice schools in the planning. The planning for a given academic year begins at the end of the previous academic year. The planning is done for the courses to be taught, the practicum to be undertaken, and the curricular inputs to be given in addition to the prescribed syllabus.

Curriculum planning focuses on offering a wide range of curricular experiences that engage the students at the cognitive, emotional, behavioural, and cultural levels. The theoretical and practical aspects are treated with the utmost care, and skill development is integrated into the curriculum. Special efforts are taken to develop students' creative abilities and communication skills. Value-added courses are offered to enhance the employability quotient and provide valuable learnings for life. Mandated and choice-based value-added courses are made available to the students.

The teachers of the institution are reflective practitioners. Daily, monthly and year-end reflection helps them to improve their pedagogical practices. Feedback is obtained on the curriculum from students, teachers, alumni,

employers, and practice teaching schools. Feedback is also obtained from the participants on the programs organized. The feedback from different stakeholders is systematically analyzed to arrive at decisions pertaining to the curriculum.

Teaching-learning and Evaluation

It is ensured that the students find the stay in the campus an exciting academic journey. The diverse needs of the students are identified, and the teaching-learning is customized accordingly. Teaching-learning in the institution is not mere information sharing by teachers and reproduction of shared information by students in the exams. The teachers make students connect with what is taught at the cognitive and affective levels. The teachers develop teaching plans for the courses they teach. The teaching plan is designed with a focus on the unit-wise learning outcomes. Every teaching plan includes e-resources to be used, assignments to be given, collaborative tasks to be assigned, constructivist methods to be employed, enrichment content to be shared, discussions to be had, and special lectures to be arranged. Experiential and participatory strategies are used to make the learners active and engaged.

The students are given rigorous training in teaching skills and lesson plan preparation. Students are taken to visit innovative schools prior to teaching practice. This familiarizes them with the different kinds of school setups. Sufficient inputs are given to prepare them for internship, and their progress through the internship is monitored regularly. The internal assessment involves internal theory exams and tasks and assignments, although the University does not mandate internal theory exams. The achievement of the unit-wise learning outcomes is analyzed in the internal theory exams. The institution's teaching, learning, and evaluation are configured to result in the holistic development of students.

Infrastructure and Learning Resources

The sprawling campus of the institution spreads over fifteen acres with 10,818.25 sq.m of built-up area. The green ambiance with plants and trees is enchanting.

The institution has a fully air-conditioned library that houses 12000 volumes of books, reference books, encyclopedias, yearbooks, digital resources, e-resources, and journals. The library is automated with ROVAN LMS. Students are trained to use N-List login credentials to access the plethora of e-resources available for teaching and learning. 100 Mbps speed FTTH internet facility is available in the institution.

The Network Resource Centre (NRC) has 61 computers with wi-fi connectivity. Hands-on training sessions and workshops are conducted in the NRC. 20 classrooms of the institution are well equipped with ICT facilities. Furthermore, spacious and well-equipped Physical Science, Biological Science, and Psychology labs are available.

Studio facility in the institution is used for developing e-content by the teacher educators. The institution

also has an audio-visual room to store all the electronic equipment safely.

A 200-metre track, high jump pit, long jump pit, javelin field, shot put field, basketball court with floodlight, and volleyball court are available in the institution.

Safety protocols have been strictly adhered to in the institution. As per government norms, the institution obtains building stability certificate, building license, sanitary certificate, and fire safety certificate. Fire extinguishers are kept at strategic points. Disaster management sessions are conducted for students and teachers every year. Plumber, electrician, and carpenter are available on the campus for regular maintenance of all equipment.

Student Support and Progression

The institution is not merely a physical space where one enters after a graduation/post-graduation and exits after the teacher education degree is completed but rather a training ground that catalyses the discovery of a teacher within one. The learning experiences are embedded in authentic and relevant contexts to develop cognitive, interpersonal, intrapersonal, technical, and employability skills. The infrastructural facilities train the students to become technology proficient teachers who can offer blended learning experiences in their future workplaces. Experts from different places are brought to the doorsteps of the institution for enriched curricular experiences. Online sessions are also arranged so that students are benefitted from distantly available expert knowledge.

The ambiance and the facilities in the institution guarantee a pleasant stay conducive to learning. An efficient committee is operational to redress the grievances of the students. Academic units in the form of clubs and cells organize many activities and programmes that add value to the teacher preparation programmes. The Student Council plays a crucial role in representing students' views on academic and administrative matters. It also serves as the practice ground of democracy and organizes many cultural programmes and celebrations.

The Alumni Association is a registered body. Apart from organizing meetings, the Alumni Association joins hands with the institution to organize meaningful programmes for student development. NET/SET/TET/CTET coaching classes are regularly conducted in the institution. The Placement Cell arranges special sessions on resume writing, interview techniques, and personality development for the students in addition to campus interviews.

Governance, Leadership and Management

The governance of the institution is built around the principles of participation, transparency, responsiveness, impartiality, and efficiency. There is a clearly defined organizational structure and role definition in the institution, which paves the way to the easy practice of participation. The College Management Committee makes important decisions after consultation with the institution's faculty members. The teachers, non-teaching staff, students, and alumni are involved in different levels of decision-making. The flow of communication exists in both directions in the organizational structure. The management has developed a four-

fold strategic plan, and concerted efforts are made to implement the plans.

The decisions on academic and administrative matters are communicated to all the stakeholders affected by these decisions. Absolute transparency is maintained in all matters. The institution is responsive to the information sought by its stakeholders within a time frame. The practices in the institution are impartial with strict adherence to the institutional policies. The policy manual is made available on the website of institution. The democratic administrative structure and decentralization ensure the efficiency of governance.

There is an effective implementation of welfare measures for teaching and non-teaching faculty in the institution to create a healthy and productive working environment. Teachers are provided financial assistance for professional development initiatives. The management adequately recognizes the achievements of all staff. The IQAC of the institution coordinates many activities as a part of its quality initiatives. E-governance has enabled time-saving data management and communication for greater efficiency.

Institutional Values and Best Practices

The institution is an immaculately maintained green, plastic-free campus. Rainwater storage sumps are built to maintain underground water levels. The institution uses LED bulbs for less consumption of electricity. The institution has installed a solar power plant to reduce electrical power consumption. A biogas plant is installed in the hostel premises, which can save 2-3 LPG cylinders per month.

Water usage is minimized by fixing water-saving devices in the pipes. The biodegradable kitchen waste and the abscission leaves are converted into manure using bionets. The students of the institution are educated on the responsible deposition of waste in the bins. The institution strictly avoids the use of plastics and has imposed a ban on single-use plastics inside the campus.

The campus is home to hundreds of peacocks, and food troughs loaded with grains are placed in a few places. A Miyawaki forest is created inside the campus with more than 150 trees. Shade net house is constructed to encourage organic farming. The mushroom cultivation unit in the institution develops the students' entrepreneurial skills.

The best practice that needs special mention is teachers' reflective practices, which are tools for learning, and their significance is appreciated in academic circles. Another best practice is the adoption of themes for academic years. They are great ways to coordinate all activities throughout the year. Themes are incorporated into all aspects of the academic events, and they serve as great motivators.

Research and Outreach Activities

The research culture of the institution is evident through the research efforts of the teachers and the activities of the Research Club. The teachers apply for research grants from national bodies. Institutional research projects are encouraged, and the teachers take up research projects with the institution's support. The research-mindedness of the teachers makes them take up appraisals of the different aspects of the institutional

functioning. Students are encouraged to present research papers in different forums. The management recognizes the exceptional research activities of the faculty by honouring them and providing cash incentives. The management also encourages the experimentation of novel practices in the institution.

Outreach programmes are organized in the institution to inculcate social values and responsibilities in students. Students in the institution are motivated to be socially responsible. Exposure to extension and outreach activities sensitizes the students to social issues and makes them understand the needs of the deprived and marginalized sections. These activities develop a positive attitude and drive students to take a proactive role in nation-building.

The institution has established linkages with reputed institutions and organizations. The linkages have been mutually beneficial to both organizations in terms of sharing of expertise and resources. The institution has signed MoUs with many institutions and organizations of repute. Many skill development and outreach activities are organized under the MoUs. Collaborations with non-governmental organizations have been immensely helpful in organizing a wide range of academic, research, and extension activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANNAMMAL COLLEGE OF EDUCATION FOR WOMEN
Address	Tiruchendhur Road Thoothukudi
City	Thoothukudi
State	Tamil Nadu
Pin	628003
Website	https://annammal.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	A.joycilin Shermila	0461-2375601	9486637714	-	annammals@yahoo.com
IQAC / CIQA coordinator	R. Suryakala	0461-2377105	9894220060	-	rskmapril2010@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	Tamil Nadu Teacher Education University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	18-06-1998	View Document
12B of UGC	18-06-1998	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	120	The validity period is not mentioned in the NCTE recognition order

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Tiruchendhur Road Thoothukudi	Semi-urban	15	4917

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graduation Post Graduation	English + Tamil	100	95
PG	MEd,Education	24	B. Ed.	English + Tamil	50	5
Pre Doctoral (M.Phil)	MPhil,Education	24	M.Ed.	English,English + Tamil	15	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				9			
Recruited	0	0	0	0	0	0	0	0	0	7	0	7
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	0	9	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	1	0	0	1
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	4	4	0	8
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	6	0	8
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	95	0	0	0	95
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	11	7	20	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	85	74	72	48
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	3	3	3	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		99	84	95	53

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Plan for transforming into a multidisciplinary institution The institution has a sprawling campus with 15 acres of land. The institution plans to start four year integrated programme and also two year B. Ed. programme in parallel. The institution has all the potential to be converted into a holistic multidisciplinary institution. 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</p>
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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. Innovative Curricula 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 fourteen compulsory theory courses, one elective course out of six elective courses and engagement with the field in the form of School Internship, Courses on “Enhancing Professional Capacities” and one online course. The curriculum of the two year M. Ed. programme has eight Perspective Courses, four Tool Courses, two Specialization: Thematic Courses out of seven such courses, one Teacher Education Course out of two such courses, one Specialization: Core Course out of two such courses, dissertation, practicum and four online courses. The School Internship and Courses on “Enhancing Professional Capacities” provide ample scope for community engagement and community service. Plan for Multiple Entry and Exit The institution can plan for multiple entry and exits in the four year integrated teacher education programme. The students who complete the first year can be given a diploma in education. The students who complete the second year can be provided an advanced diploma in education. The students who complete three years will earn a graduate degree either in Science or Arts. They will have to complete a short term training program for earning a Bachelor’s degree in Education. The students who complete the four year programme will be eligible for the integrated degree. Multidisciplinary Research The institution encourages multi-disciplinary research by the M. Ed. and M.Phil. scholars. To encourage a broader pedagogy by teachers and to demonstrate the interplay between education and other social sciences/sciences, the institution shall make multidisciplinary research a value added course for the M.Ed. students. Best Practices for Multidisciplinary Approach The students of the institution take up a pedagogy in alignment with their discipline in which they have graduated. They are

	<p>required to move to separate halls for pedagogy classes every day. They sometimes have combined pedagogical classes to gain a broader understanding of certain pedagogical aspects. This has made the students compare and gain a deeper understanding between the philosophies of pedagogical practices.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Initiative for 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. The institution is not registered under the Academic Bank of Credits. Being an affiliated institution, it awaits direction from the University in this regard. Efforts for Joint Degrees The institution has not made any effort for internalization of education, joint degrees between Indian and foreign institutions so far. Encouragement to Faculty for Curricular and Pedagogical Approaches 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.</p>
<p>3. Skill development:</p>	<p>Efforts to Strengthen Vocational Skills and Soft Skills 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 students are also trained in the procedural knowledge to prepare socially useful products by the</p>

Entrepreneurship Development Cell of the college. 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.

Vocational Education Offered • 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. • Special sessions are organized by inviting experts who can provide hands on training in art and craft work. Locally available expertise is given preference. Making craft products using palm leaves was conducted for the students. • Tailoring and Embroidery classes and Aari Work classes were arranged to interested students in the form of Value Added Courses. Sewing machines are available in the institution for the students taking up these courses. • A Choice Based Value Added Course on Art and Craft was organized for the students in collaboration with Pidilite Industries. • The students were trained in making fish food products and bakery products by Fisheries College and research Institute.

Value Education Offered 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 and the Student Council of the institution has organized observation/ celebration of the many important days. The students are actively involved in all the above programmes. Vocational Courses and Training The students are encouraged to take up the value added courses that can enhance their vocational knowledge and skills. However, this is choice based and the students are free to decide. The institution identifies persons specialized in various forms of vocational training and utilizes their expertise to organize training sessions for the students. Many entrepreneurship development programmes were organized in online mode for the students. The online platforms can be used to organize many more skill development programmes in the institution. Best Practice in Skill Development Students come with a wide range of artistic skills. These are identified during the Talent Show conducted by the Student Council. The talents of such students are utilized to

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>provide training to their peers.</p> <p>Integration of Indian Knowledge System 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. Plan for Classroom delivery in Bilingual Mode 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. Courses Taught Bilingually 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 to Promote Indian Languages 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. Spoken Hindi was provided as a value added course for the students. Efforts to Promote Traditional Language The traditional knowledge of the country is given importance. Many programmes on traditional food and traditional medicine were organized by the institution. The consumption of traditional food and use of traditional medicine are encouraged in the institution. Many programmes were organized online to create awareness on combating COVID 19 with traditional medicines. Efforts to Promote Indian Arts Students are trained in Indian arts to participate in</p>
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	<p>inter collegiate cultural competitions. The Bharathanatyam dance teacher and the music teacher from Subbiah Vidhyalam Girls' Higher Secondary School, Thoothukudil are ready available to train the students in traditional art forms. Efforts to Promote Indian Culture The institution celebrates all religious festival with equal vigour. This promotes communal harmony and promotes the understanding of different cultures and traditions. Best Practice for Promoting Traditional Knowledge Many programmes have been organized with Integrated Child Development Scheme of Thoothukudi district to promote awareness on traditional food of the state.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Institutional Initiative for Outcome Based Education The institution has clearly defined student learning outcomes for all the courses. The teachers do the mapping of the Program Outcomes with the Course Outcomes. The also 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. Outcome Based Education in Teaching Learning 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. Good Practice for Outcome Based Education The internal exams are conducted for students although they are not mandated by the University. 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.</p>
<p>6. Distance education/online education:</p>	<p>Plan for Offering Courses in ODL Mode The institution is affiliated to a University and therefore cannot offer vocational courses through ODL mode. Institutional efforts for Blended Learning 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</p>

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.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
182	179	147	92	86
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
165	165	165	165	165
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
115	115	115	115	115
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
82	96	52	40	47
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
82	96	50	37	46
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
99	84	95	53	41
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
14	11	11	11	13

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

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

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2020-21	2019-20	2018-19	2017-18	2016-17
64.35	106.07	63.30	49.62	39.61

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 68

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

Curriculum planning

Curriculum planning is the collective responsibility of all teachers in the institution to ensure breadth, balance and coherence in all the learning experiences provided to the students. The planning begins before the commencement of every academic year. The planning is done to create learning environments that help women student-teachers evolve into informed, skilled and ethical decision makers. The implementation of the planned curriculum is reviewed periodically and the review is again a collective effort of the teachers.

The planning of the curriculum is done through two ways:

- Extensive deliberation on course work plans of teachers
- Development of action plans by individual teachers

Deliberation on course work plan developed by teachers

The teachers decide on the courses they would teach for an academic year in a meeting before the commencement of the academic year. The teachers develop a plan for teaching their courses and get them finalized in a staff meeting. In recent years, a 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 given by the teachers are noted. The teachers use their discretion to arrive at the final teaching plan for their courses.

Value added courses are offered to the students not only to enhance their employability quotient but also to develop skills needed for life. The teachers discuss on the following aspects the meetings:

- Kinds of value added courses
- Value added courses to be mandated
- Modes to be adopted
- Schedule for the courses
- Collaborations needed
- Certification for value added courses

Development of action plan by teachers

The curriculum for the programmes of the institution goes well beyond what is prescribed by the

university. 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. The action plans are submitted to the Principal at the beginning of the academic year. A meeting is convened by the Principal to discuss the action plans of the teachers. The discussion helps to resolve conflicting time schedules and provides greater clarity on the activities to be done.

Review of plans

There is periodical review of the plans developed by teachers. 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. Apart from these, the teachers reflect on the daily activities and this makes them reflective practitioners. The teachers also send their answers for monthly reflection questions sent by the Principal at the end of every month through Google form. Self-reflection makes review of plans systematic and a regular activity in the institution.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

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 last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

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 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 65.96

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

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

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
32	28	28	28	25

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

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 4.8

1.2.2.1 Number of Value – added courses offered during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	5	5	6	5

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 53.21

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
99	82	94	51	39

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 75.51

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
70	141	138	87	82

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document

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

Response:

Understanding of the Field of Teacher Education

Teacher preparation begins with making the B. Ed. students of the institution understand the concept of teacher education. The course “Contemporary India and Education” in B. Ed. programme includes concepts that lead to the development of a broader understanding of teacher education. The policy frameworks on education in pre-independent and post-independent India and five year plans are dealt extensively to provide a deep understanding about the history of teacher education in the country.

The M. Ed. students are made to understand the requirements to become a teacher educator. They are made to undertake field immersion in a teacher education institution for three weeks. The course “Teacher Education in India- Secondary Level” in M. Ed. programme develops a comprehensive understanding of teacher education in the country.

Special programmes on teacher education are organized. The institution provides venue to DIET and RMSA for the conduct of in-service training programmes for teachers. During the conduct of such programmes, the students are oriented on the work of RMSA and DIET. This gives them a first-hand understanding of the teacher education system of the country.

Procedural Knowledge

Teacher Education reaches different levels of education such as pre-primary, primary, elementary, secondary and higher secondary. The quality of pedagogical inputs, practicum and practice teaching experiences prepares the student teachers of the institution adequately for teaching at the secondary and higher secondary levels. Calligraphy classes are arranged for the students to improve their black board writing. The teachers demonstrate the preparation of innovative teaching aids. In addition to all these, special programmes are organized to help the student teachers to gain procedural knowledge and skills for teaching at different levels. Programmes focussing on Montessori Method, adolescent education and

teacher development have been organized. M.Ed. students are taught to use SPSS for statistical analysis.

Capability for extrapolation

Extrapolation of the skills acquired by the students of the institution makes learning meaningful. Students of the institution are reflective and they ask questions on why and how. They brainstorm, mind map, peer teach and discuss to organize their thoughts for all the courses. They apply these teaching strategies during their internship. The ICT knowledge they gain in the institution helps them to make short films on various topics. They learn to think critically and creatively. They apply the knowledge they gain in the institution in event management and organizing field trips.

Skills/Competencies

Life skills and soft skills workshops are organized for the trainees by experts and college teachers. Students learn about emotional intelligence, critical thinking, negotiation and communication, collaborative skills, self-esteem, stress management, and positive thinking. Team building skills are developed in the classrooms. Students are involved in group work and discussion. They are introduced to the tools and techniques of collaboration. Classroom tasks and assignments enrich their learning and facilitate the development of life skills. Two value added courses Soft Skills and Transformation of Classroom from Blackboard to Digital (B to D) were made mandatory for students in 2020- 2021.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

The school system in India is diverse and the students need to understand the diversities as they are to work in this set up in future. The institution therefore ensured that the students were familiarized with the diversities that exist in the Indian system. This is done in the following ways:

- The students were made known about the history behind the development of the present day school system along with the concepts that deal with the sociological foundations of education in the courses they learn.
- A special session on “Functioning on Various Boards of Education” was organized for the students. A faculty of the college explained the functional differences between Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), International Baccalaureate (IB), State Board of Secondary Education and National Institute of Open Schooling. Students who had studied in different boards shared their experiences. This helped to gain a deeper understanding

in the norms, standards, curriculum, textbooks and assessment patterns of different boards of education in the country.

- The students were taken to schools following CBSE syllabus, ICSE syllabus and State Board Syllabus in the locality. These visits helped the students to become familiarized with the differences in the functional aspects of the schools following different boards of education.
- Special sessions were organized to make students get a clear idea about the state-wise variations in education system. A teacher of the college explained the variations that are present in the school education system of different states. An expert with an experience of having worked in different school setups was also invited for a special address on state-wise variations in the education system.
- A webinar was organized for the students on “Diversities in School System: An International Perspective”. Non- resident Indians who are well versed with the education system of different countries were identified and were invited to serve as resource speakers. The webinar was arranged for two days by allotting sessions to speakers considering the international time differences. The salient features of education system of United States of America, Finland, Sweden, Iraq, Japan, France, United Arab Emirates, Kuwait, South Africa, United Kingdom, Pakistan and Canada were explained by the speakers. This helped the students to know about the significant aspects of the education system of those countries. It also helped them to understand the key differences between the education system of India and other countries.
- The students were asked to review a book in Tamil language written by Mr. Ayisha Natarajan. The book’s name translated in English is “Whose classroom is this?”. This book speaks about the history of education system, development of education systems in India, educational thoughts of thinkers, innovative experiments in education and education systems of different countries. Book review helped the students to get a broad understanding about education. A reading and discussion session on the chapter on “Our classroom, their classroom” was organized for the students. This led students to discuss and refine their understanding about the education system of other countries.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Enhancing Professional Capacities

The learning engagement of students is assured by the institution through its way of planning and delivery of a wide range of curricular experiences. The syllabi for the different programmes form the base upon which learning experiences are built. The learning experiences are designed to make students reflect a

deeper and sophisticated understanding of the academic disciplines. The B. Ed. curriculum includes components that reinforce the learning that can happen through theory papers. To enhance the professional capacities of student teachers, there are practical courses for which assessment is fully on an internal basis. Three of these courses “Book Reading and Reflection”, “Drama and Art in Education” and “Critical Understanding of ICT” are prescribed for B. Ed. first year. One course “Understanding Yourself” is prescribed for B. Ed. second year. For each of these courses special efforts are made to help students develop professional competencies. Books that can sharpen the understanding of educational concepts are taken up for reading and reflection. Students are made to use drama as a critical pedagogy. Activities are developed to make students realize and appreciate the transformative role of ICT in education. Reflection exercises are given for introspection and making students establish their identity in personal and life. The other practical records require students to interact with the community and become acquainted with the realities in the education system of the country. Work experience in the form of internship exposes the students to the different functional aspects of schools. All these learning engagements make student teachers apply their theoretical understandings in real life situations.

Learning Engagement through Special Lectures/ Special Addresses/ Special Sessions

The concepts prescribed in the syllabi are extended adequately to include experiences that add value to the making of teachers. This is done through the special lectures/ special addresses/ special sessions organized by the institution. These provide information that may not be included in the syllabus, but nevertheless supports the learning of the courses. They supplement the task of teacher preparation and provide potent messages for the student community who are to take up roles as teachers and teacher educators in future.

Learning Engagement through Seminars/ Webinars/ Workshops

It is a regular practice of the institution to organize seminars, webinars and workshops for teaching and student community at large. The themes of such programmes are planned to prepare students for the teaching profession. The teachers and students of the institution are the primary beneficiaries of these programmes. Some of the themes that have added vigour to the learning engagement of students are as follows:

- Women Empowerment in Nation Building
- Creative Writing
- Language and Gender in Teaching- Learning
- Education for Liberative Knowledge
- Who am I? Exploring Teachers’ Identity
- Minding your Mind Mindfully
- Teachers for Future
- Rebuilding Skills for Learning and Research in the Information Age
- Differentiated Instruction

The institution thus keeps the learners engaged at the cognitive, emotional, behavioural, social and cultural levels by its efforts so that they are primed to become well-rounded individuals.

File Description	Document
Documentary evidence in support of the claim	View Document

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 45.09

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 12.63

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
96	81	92	53	41

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

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

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

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..

Response:

Ways of Entry Level Assessment

A well-defined entry level assessment is in place in the institution. The institution has the following four 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. All these pre-requisites help to understand the readiness of students to undergo professional education programme. The entry level testing was done earlier by written mode earlier. Online entry level assessment using Google form is being done in the recent years. The testing in the last completed academic year was done for fifty marks. The entry level testing questions were developed by the teachers who lead the Research Club in the college. The results were analysed and used for generating student profile.

Non-Scholastic Talents Inventory

A Talent Show was organized for the students to get to know their non-scholastic abilities by the Student Council of the college. Students were asked to demonstrate their special talents. Students were free to do anything that they consider to be a special talent. The performances of the students were noted in an Observation Schedule by the teachers who are in charge of the Student Council.

Reading and Writing Assessment

Considering the importance of language proficiency for the teaching profession, a reading and writing assessment in Tamil and English language was done. The students were asked to read a passage and answer a few questions. They were also asked to write in their own words an abridged version of the content they had read. The responses of the students and the remarks given by the teachers indicate the language ability of the new entrants.

Generation of Student Profile

The data gathered from the above three 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. The mentoring system is a strong support system for the students. The mentors develop a rapport with the students entrusted under their care and find out their academic expectations and needs. Even during the pandemic induced closure of the institution, the teachers as mentors met their mentees online to understand the diverse needs of students and their readiness to undergo professional training. Based on the information in the student profile and the needs identified by mentors, the pedagogy teachers and mentors work together to provide the required academic support to the students. The results of the entry level assessment is used to provide services that cater to the skill requirement of students to succeed in the task of becoming teachers.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 14:1

2.2.4.1 Number of mentors in the Institution

Response: 13

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response:

Planning for Varied Modes of Learning

The focus of teaching strategies is to make students use their learning to become effective teachers. The teaching plans developed for all courses document the strategies used in classrooms. Every teaching plan is all-inclusive showing

- Student-centred teaching strategies to be employed
- e-resources cited by teachers
- Enrichment content and special lectures planned
- Additional inputs as recent developments in certain concepts
- Assignments and group projects

The teachers make use of experiential and participative learning strategies in different forms for teaching certain concepts in each course. These strategies are documented with the help of Active Learning Method Format developed by the institution.

Learning Modes Used

There are seven courses for B. Ed. first year students and five courses for B. Ed. second year students. There are four courses for M. Ed. students in each semester. Teachers employed the following experiential and participative learning strategies:

- Discussion- Open discussion, group discussion, focus group discussion, panel discussion, fish bowl technique for discussion
- Debate
- Visual mapping by students- concept maps, mind maps, info graphics
- Brainstorming- with and without using technology
- Presentation of case studies
- Presentation of activity worksheets
- Online quizzes
- Reflection exercises
- Flipped learning
- Group presentations by students
- Use of online applications for activities
- Group projects

Rationale for the Adoption of Learning Modes

Discussion in various forms allowed students to be active participants in the learning process. The teachers moderated the discussion using questions to drive the reasoning of students. The teachers ensured that students were actively engaged during the discussion.

Debates developed the critical thinking and collaborative learning skills of students. Debates were conducted both in online and offline mode and they helped students to look at concepts with different perspectives.

Visual mapping techniques helped the students to present ideas logically with attention to the relationship between concepts. This made them gain a deeper understanding of concepts.

Group presentation by students developed the creativity and communication skills of students. Variety in presentation of concepts led to new understandings and also resolved cognitive conflicts.

Brainstorming encouraged the generation of ideas that were consolidated by the teachers. Worksheets made students engrossed in the learning process. Case studies challenged the reasoning of students and reflection exercises made them relate their life experiences to the concept learnt.

Flipped learning was well received by the students as it created an interactive learning environment and was used in combination with other strategies.

Online quizzes were administered by the teachers and this kept the students alert and attentive in the classroom. Online applications like Wheel of Names, Quizziz, Canva, Nearpod, Answer Garden and Polls Everywhere were used by the teachers to increase the learning engagement of students.

Group projects were given for a few courses to develop the research skills of students although not prescribed by the University.

The teaching strategies used by the teachers ensured the active engagement of students in the classroom. They were also models for students to use in their future workplaces.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 93.33

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2020-21	2019-20	2018-19	2017-18	2016-17
14	11	10	9	12

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 89.56

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

Response: 163

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any additional Links	View Document

2.3.4 ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Education in the institution does not stop with completion of the syllabus prescribed by the University.

Every minute of stay in the campus is converted into a learning moment for the students. The academic experiences are planned by the teachers to guarantee the development of personal and professional attributes required for the teaching profession. Special efforts are put forward by the institution to develop the professional attributes of students which include communication skill, group work, managing work place relationships, balancing work and home responsibilities and being updated in the chosen specialization.

Mentoring for Team Work

Team work is integral in all the activities of students. It begins with the morning assembly where a group of students are made to share responsibilities every day. The teaching learning process provides ample scope for collaborative work. Cultural programmes are organized in the institution on various occasions to stand as testimonial to team work. A number of outreach activities are organized regularly and the students share responsibilities with a team spirit. The teachers delegate responsibilities to the students and lead them to work together to achieve common goals.

Mentoring for Dealing with Student Diversity

The student teachers become cognizant of inclusive practices by the teachers who demonstrate them every day in the classroom. The varied group situations during the teaching learning process gives them a ground for practicing inclusion. Apart from these, special efforts are put forth to help students prepare for dealing with student diversity in their future roles as teachers. The course “Learning and Teaching” for B. Ed. students includes topics like preparing teachers for diverse classroom, techniques for teaching diverse learners and strategies for addressing the needs of diverse learners. This helps the students get introduced to the concept of diversity. A general session on “Addressing Inclusion in the Classroom” is organized for the students. Apart from this special lectures on differentiated instructional strategies and dealing with different categories of students are organized in the form of special lectures and seminars.

Mentoring for Professionalism

The student teachers are trained to take up their work in a professional way. Our teachers emphasize the need for respectful communication, safeguarding the self-esteem of others, demonstrating patience and taking ownership of failures while working in a group. Special sessions emphasizing teacher professionalism are also organized by the institution.

Mentoring for Stress Management

Ways of managing stress and balancing home and work responsibilities become a topic discussed now and then in the classroom. Experts in the field of psychiatry and counselling are invited to help students learn about these.

Mentoring for Being Updated

Students are kept updated on recent developments that can make them successful in personal and professional life. Invited talks on recent developments that add value to the preparation of teachers are conducted regularly. The potential value of movies in education is realized. Therefore movies that educate students on technology and teaching related concepts are screened.

All these go into the making of teachers with the right attitude and aptitude for the teaching profession

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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

Response:

Case 1

Teaching and Learning Process for the Course “Gender, School and Society”

Teaching learning process in the institution makes the students feel connected and engaged with what they learn. A description of the teaching learning process for the course “Gender, School and Society” will be helpful to understand this.

Teaching Learning Process

The course deals with key gender concepts distributed in the form of five units. The teaching plan is prepared taking into consideration the objectives of the course, the nature of the learners and the potential benefits of the teaching strategies.

Some of the teaching strategies used in addition to the regular lectures are listed below:

- **Tabulation exercise for identifying sex and gender statements:** After explaining the differences between the terms ‘sex’ and ‘gender’, the teacher gave a few statements. The students tabulated the statements under the categories ‘sex’ and ‘gender’.
- **Stick diagram activity for gender roles:** The students were asked to present a few professions by drawing stick diagrams in groups. The activity brought out the deep rooted and unconscious gender role perceptions of students.
- **Discussion:** The video “The Impossible Dream” was screened and this was followed by questions for discussion. The discussion provoked the students to relate their life experiences on gender-specific household work, gender pay gap, gender socialization and gender-specific parenting.
- **Reflection exercise:** The students were asked to complete the sentences “Being a female means.....” and “Being a male means.....”. The answers of the students were taken up for discussion and this made them analyse the gender beliefs they hold.
- **Participatory learning:** The students were asked to recall their school days and tell about the duties they had in schools. This was compared to the duties assigned to boys in schools. The participation of students helped them to understand gender based role assignment in schools.
- **Using short films:** Short films on sexual abuse prevention were screened in the classroom. The question “Are we providing sex abuse prevention education to children?” was posed. This led to a discussion on combating sexual abuse.
- **Worksheet:** The students were asked to fill in a worksheet- “What will I do? What will my brother do?”. The exercise made them analyse the gender norms followed in their families.

Impact of Teaching Learning Process:

The students took an active role in the classes and became sensitized to identify and even challenge gender bias around them. The impact of their learning resulted in the following:

- Staging of tableaux on gender themes during “International Day for the Elimination of Violence against Women’ in creative and innovative ways
- Completion of two group research projects depicting their intellectual ability
- Development of communication and discussion skills during tasks and assignments
- Being able to empathize with the women members of the family
- Preparation of citations for women achievers from non-elite groups creatively

Several situations proved that students had internalized what they had learnt. On the whole, the teaching learning process transformed students into women who can look at things around them through a gender lens.

Case 2

Flipped Classroom

The teaching learning process in the institution includes many strategies aimed at making students construct knowledge on their own. One popular active learning strategy “Flipped Classroom” was used by teachers to teach certain concepts. The teachers got introduced to flipped classroom through a research done by a faculty member in the year 2015. Having realized the benefits of the strategy, teachers began to use it for teaching.

Flipped Classroom in Practice

The teachers plan teaching a few concepts using flipped classroom. The planning is based on the availability of resources to flip the classroom. The teachers search the internet for useful videos that can adequately deliver information about the concepts they intend to teach. The teachers resort to preparation of videos when they are not able to identify suitable ones for the concepts to be taught.

The teachers share the identified/ developed videos using whatsapp group or Google classroom. The students are asked to watch the videos at home and come prepared for a discussion in the classroom. The teachers prepare a few questions to lead the discussion. The students are active participants in the discussion as the questions are structured to invite their enthusiastic participation. The discussion helps to resolve ambiguities, if any and leads them to a deeper level of understanding.

Flipped classroom has been used to teach the following concepts this year:

- Bruner's Mode of Cognitive Development
- Importance of Teaching English
- Bloom's Taxonomy of Educational Objectives
- Relationship between Language and Culture
- Speaking and Listening Skills
- Methods of Teaching
- Types of Test Items
- Constructivist Approach to Teaching
- Social and Medical Model of Disability
- Inclusion
- Basic First Aid
- Postural Deformities and Corrective Measures
- Research Proposal
- Steps in the Process of Research
- 't' test, 'F' test

Students' Response to Flipped Classroom

The students experienced multiple benefits and were able to take ownership of their learning. The success of flipped classroom is evidenced through the following:

- The students expressed their interest in using flipped classroom during their internship. Some of them used it and were happy about the results.
- An interesting part of flipped classroom were the questions generated by the students. The students began to prepare questions related to the videos they watched. This reversed the role of the teacher and student. The teachers and students became partners in the teaching learning process.
- The students explored ways of creating educational videos. The teaching resources they created demonstrated their creativity.
- The discussion skills of the students increased tremendously. Students learnt to express their differences in opinion by respecting the views of others.
- Flipped classroom became a place for practicing communication. The students developed speaking and listening skills unconsciously during the discussion sessions.
- The students were able to empathize with other school students attending online classes. This made them use novel ways of integrating technology for sustaining the attention of students.

Flipped classroom engaged the students in learning and nurtured their creativity, innovativeness, reasoning, communication, empathy, conflict resolution and collaborative skills.

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

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan (IEP)

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Identification of Schools

The internship for the second year B. Ed. students is coordinated by two faculty members designated as 'Teaching Practice Coordinators'. The internship work begins with identification of host schools for internship. The University has made it obligatory for student teachers to go for internship to government and government aided schools. The teaching practice coordinators send requests to government and government aided schools regarding accommodation of student teachers for internship. The Chief Educational Officer of the district sends official orders to the host schools. After receiving acceptance, school preference of student teachers is sought for internship. The choices of the students are respected and they are placed as per their wish. Sometimes it may not be possible to place them in the schools they prefer. In such cases they are asked to opt for another school.

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. The teaching practice coordinators communicate the internship expectations from host schools. The teaching practice coordinators and school personnel plan together the internship experiences to be offered in the host schools. They work together to support the development of competencies of the interns. The formats for observation of student teachers during internship are provided to the school head and school teachers with a request to provide the needed professional support to the interns.

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. They are provided general guidelines for attendance, observation of classes, peer feedback, classroom teaching and completion of internship related records. The student teachers are asked to comply with the rules and regulations of the host schools. They are asked to plan the observation by pedagogy teachers after due consultation with them. The doubts of the student teachers are also clarified during the orientation.

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. Their roles with regard to the internship are well defined and procedures to assess the internship performance of the student teachers are developed. The number of observations by supervising teachers are left to the discretion of the supervising teachers.

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 to reflect on their classroom experiences and record their impressions. The teaching practice coordinators thus streamline modes of assessment of internship performance.

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	Document
Documentary evidence in support of the claim	View Document

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 3.28

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 25

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring

3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship Monitoring Mechanism

Effective integration of theory and practice during internship is ensured by the strong monitoring mechanism adopted by the institution. 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. The persons involved in the observation are teacher educators (also referred to as supervising teachers or pedagogy teachers), school teachers, school head and peers. The student teachers record their self-evaluation in the prescribed format. They also maintain a reflective journal during teaching practice.

Observation by Teacher Educators

The teacher educators observe the student teachers in the host schools on a regular basis. Every observation is recorded in terms of motivation strategies, explanation of concepts, use of instructional aids, classroom management, classroom interaction, recapitulation and use of novel teaching strategies. 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 record their observations with regard to the planning of instruction, content delivery, use of teaching aids, classroom interactions, questioning skills, assessment methods adopted, completion of assigned tasks, use of technology, cooperation, acceptance of criticism and demonstration of work habits. The teacher educators and school teachers work together to provide constructive feedback to the student

teachers. A common observation form is used for this purpose. The common observation form allows for a comparison of the standards observed by the school teachers and teacher educators. The areas of agreement and disagreement are noted and this helps to improve the accuracy of further observation.

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. They record their observations of subject knowledge, communication skill, adherence to school regulations, cooperation extended for all school activities and volunteerism of the student teachers. The school teachers and school head make use of every opportunity to provide oral feedback to the student teachers on the work they do during internship. The school teachers demonstrate teaching methods and assessment methods to the student teachers during the teaching practice. All these contribute to the experiential learning of the student teachers.

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. They are asked to record their observations in terms of motivation given, content delivery, use of teaching aids, blackboard usage, classroom interactions, questioning skills, use of appropriate examples and use of technology. The comprehensive monitoring of different persons ensures a thorough analysis of student teacher performance during internship.

File Description	Document
Documentary evidence in support of the response	View Document

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 66.67

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 66.67

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 8

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 15.29

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

Response: 214

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- In house discussions on current developments and issues in education
- Sharing information with colleagues and with other institutions on policies and regulations

Response:

Professional Development Initiatives

The teachers of the institution are keen on updating themselves in the light of the changes happening across the globe. This happens by their participation in conferences/workshops/seminars/refresher courses/short term courses/faculty development programmes, reading books and journals on education, doing online and offline courses, giving invited talks in various forums, classroom interactions, networking with other professionals and membership in professional bodies. There are strong support structures existent in the institution for the professional development of teachers. Teachers are encouraged to attend professional development programmes organized by other institutions. The college management provides financial support to teachers upon request to attend seminars, workshops and conferences. The teachers use the resources available in the library and the e-resources to know the recent developments in education. They learn new technologies and use them through self-exploration. Teachers complete online courses and are updated on modern trends in education. The participation of teachers as resource persons in various forums impels the process of learning and this keeps them attentive to the changing aspects of education. The classroom interactions are a great source of learning for teachers. The preparation for the classes and the questions that arise during classroom interactions fuel the knowledge hunt of teachers.

Knowledge Sharing Forum

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’ is another way of faculty development. The teachers who get a chance for knowledge updation by participation in a seminar/workshop/conference share what they have learnt with the others in the institution through Knowledge Sharing Forum. A convenient time is scheduled for knowledge sharing and communicated to all teachers. The benefits of participation trickles down from the direct participant to the other teachers who receive the inputs through the knowledge sharing sessions. Learning intensified with teachers attending webinars on diverse themes. Teachers who felt that they had some essential learning came forward to share their knowledge gain through in-house forums. Many ways of integrating technology into teaching were shared by the teachers who had attended sessions on technology enabled teaching.

Networking with Others

Teachers are invited to serve as resource persons in academic forums. This widens their professional networks. Teachers also leverage technology to get connected with colleagues and other professionals outside the institution. There are Google groups and Whatsapp groups for teachers of the institution as modes of professional communication. All e-circulars, announcements by the University, education news and articles on education are shared using Google group and Whatsapp groups. The teachers are also members of many academic Whatsapp groups. The membership in such groups help them to know and share the latest information in the field of education. The Principal of the college communicates the information received from University to the teachers on a regular basis. The collective capacity to network with others have made teachers updated and informed about new developments in education. The institution thus has an ecosystem conducive to make the teachers life-long learners.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Purpose of Continuous Internal Evaluation

The institution follows Continuous Internal Evaluation to allow students demonstrate their learning at regular intervals and this is beneficial to both the students and teachers. Students are able to build on their existing knowledge and receive regular feedback on their learning progress through cognitive and non-cognitive assessment tasks. Teachers are able to diagnose the learning difficulties of the students and plan remedial instruction on the basis of continuous internal assessment.

Components of Continuous Internal Evaluation

The continuous internal assessment includes two components namely internal evaluation of term exams

and internal assessment of tasks and assignments.

The term exams are conducted as per the academic calendar and the Exam Committee takes the responsibility of conducting the term exams. The internal or term exams were conducted for 70 marks for full courses and 35 marks for half courses as per the University norms during the non-semester pattern. The teachers who teach the different courses are entrusted with the responsibility of preparing question papers for internal evaluation. The question bank developed by the teachers help in the construction of question papers based on Bloom's taxonomy. Higher order thinking is encouraged through the questions asked in the term exams. Information about the internal exams is communicated to the students through the notice board and e-notice two weeks prior to the exam. The teachers serve as invigilators for the term 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 results are collectively published and communicated to the parents.

The non-cognitive abilities of the students are also assessed by way of the tasks and assignments that run along all the courses. The teachers enjoy a greater leeway to personalize the prescribed tasks and assignments and these are mentioned in their teaching plans. 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 are made known to the students within a week after the assessment. Timely feedback to students on their performance motivates and accelerates learning and also helps teachers to plan remedial instruction. Continuous internal evaluation in the institution is done although not mandated by the University. This makes evaluation an integral part of the teaching learning process and not a year-end activity.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Role of Exam Committee

Exam Committee is constituted to take responsibility for the conduct of internal assessment, University examination related duties and practical exam. The Exam Committee develops an Annual Institutional Plan for Internal Assessment at the beginning of the year and this is included in the academic calendar. Although internal exams are not mandatory as per University guidelines, they are conducted for the continuous evaluation of student performance. 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 examination related grievances.

Mechanism for Exam Related Grievance Redressal

The Exam Committee is headed by the Principal who is assisted by two faculty members. The Exam Committee members explain the procedure for redressal of internal exam related grievances at the beginning of the academic year. The students can report their grievances to Exam Committee members. Additionally, an email ID has been created for reporting exam related grievances and the same is communicated to the students through the notice board. The students can send an email about their grievances within a week after the declaration of results of internal assessment. Immediate action is taken to redress the exam related grievances of students. The grievances of students related to University exams can also be reported to the Exam Committee.

The Internal Assessment is transparent and the performance of students in the internal exams are assessed within a week after the exam. The corrected answer scripts are distributed to the students and they are free to clarify their doubts with regard to the correction of answer scripts. The teachers give appropriate explanation to the doubts raised by the students. If the students are not satisfied with the explanation provided by the faculty members, they can approach the Exam Committee members for further action. The Exam Committee convenes a special meeting with the students and teachers involved to discuss the matter. The Exam Committee weighs the evidence available and makes decisions for the redressal of exam related grievances. 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.

Grievances Reported

There has been no major exam related grievances in the past years. The students raised doubts on the correction of a few answers in the different courses in some occasions. The course teachers provided explanation to the individual students who became convinced with the explanation given. There were also certain instances when the teachers had to re-correct some answers and make changes in the marks given for those answers. Other than these, no major grievance was reported to the Exam Committee regarding internal exams. Grievances like non-receipt of mark statements and wrong entry in mark statements from University were reported to the Exam Committee and immediate actions were taken in this regard.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Preparation of Academic Calendar

The academic calendar is the central scheduling system of the institution around which the different academic and administrative activities/ events are planned. The academic calendar is developed by the Academic Calendar Committee in line with the academic calendar of Tamil Nadu Teachers University which is the affiliating University. The academic calendar is developed after a rigorous process of consultation with the other academic and administrative units of the institution. 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. The academic calendar provides a clear earmarking of time for the various academic and administrative activities of the institution.

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. It also helps the students to get prepared for the internal evaluation in advance. The institution adheres to the academic calendar for the conduct of internal evaluation. This ensures a smooth conduct of all activities in the institution. The other works related to conduct of internal evaluation like correction of answer scripts, provision of opportunities for improvement and publishing of results are completed within ten days after

the conduct of internal exams.

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. The heavy rains in the monsoon months and unexpected social events were reasons for the revision of internal examination schedules. In such rare circumstances the Exam Committee announces the revised schedule after due consultation with the Academic Calendar Committee. The first wave of COVID 19 induced lockdown brought in disruption of the regular academic schedule. This affected the adherence to academic calendar as well. The University did not publish the Academic Calendar for the year 2020-2021 due to the second wave of COVID 19. The institution, however developed its own academic calendar after a series of online deliberations with all faculty members. The academic calendar thus developed has been immensely helpful in the execution of all academic and administrative activities. Changes were made now and then in line with the announcements made by the University for curricular activities and examinations. The adherence to the academic calendar for the conduct of internal evaluation has thus been advantageous for the internal evaluation procedure of the institution.

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

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Programme Learning Outcomes, Course Learning Outcomes and Student Learning Outcomes

The Tamil Nadu Teachers Education University, Chennai to which the institution is affiliated provides norms and regulations for the B. Ed. and M. Ed. programme. The syllabus and regulations for B. Ed. programme in the year 2020- 2021 has no stated Programme Learning Outcomes (PLOs) whereas the revised syllabus for M. Ed. programme has stated PLOs. The institution developed PLOs for B. Ed. programme. The PLOs of both the programmes form the basis for the planning of teaching learning process.

The PLOs are realized through the attainment of learning outcomes for different courses, known as Course Learning Outcomes (CLOs). The CLOs stated by the University are personalized by the teachers considering the needs of the learners. The PLOs, also known as Programme Outcomes (POs) are mapped with the CLOs, also known as Course Outcomes (COs). The mapping is done to know the areas of strong, moderate and weak association between the PLOs and CLOs. This helps to determine the CLOs that are strongly related to PLOs and also ensure the coverage of all PLOs through the CLOs of the different

courses.

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. Tasks and assignments prescribed by the University are integrated into the teaching plan in ways that make certain the attainment of SLOs. The learners are made to construct knowledge of the content through participatory approaches that effectuate the attainment of SLOs. Additional inputs are provided in the form of enrichment content for a deeper understanding of the concepts. The recent developments in the course concepts are provided wherever they have the scope of sharpening understanding of course content. Discussions on contextual linkages are also included to provide a cross regional and locational comprehension of concepts. The teacher also plans for bringing in experts to deliver special lectures that can lead to an integrated understanding of course concepts. All these lead finally to the attainment of SLOs. The SLOs are the foundational steps to reach the CLOs. The entire process of teaching and learning is thus carefully planned and executed in line with the CLOs for the different courses.

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 98.11

2.7.2.1 Total number of students who passed the university examination during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
82	96	50	37	46

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

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

Response:

Performance Assessment

The student performance is measured in terms of cognitive, affective and psychomotor domains. An assessment of all the three domains leads to a better understanding of the progress in student performance and the emergence of attributes that are fundamental to the process of teacher preparation. 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 that are prescribed by the University and personalized by the teachers to suit the needs of the learners.

Assessment of Cognitive Attainment

The University does not prescribe internal exams for internal assessment in B.Ed. programme. Class tests are a part of internal assessment procedure prescribed by University for M. Ed. programme. Internal exams are conducted for both B. Ed. and M. Ed. students and the results are analysed for the attainment of Course Learning Outcomes (CLOs). The questions asked in the internal exams ensure adequate testing of CLOs. Two internal exams are conducted for second year B. Ed. students and three internal exams are conducted for first year B. Ed. students. One internal exam for each semester is conducted for M. Ed. students. 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 to make sure that student performance in these areas increase.

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. Five dimensions of personal attributes namely, organizational skills, communication skills, team work, creativity and attention to quality are considered. These dimensions are indicators of affective and psychomotor attainment. Remarks in all these dimensions are recorded in the transcript of the internal assessment.

In addition, the University has prescribed a few courses called Enhancing Professional Capacities (EPC) for the B. Ed. programme. The first year B. Ed. students complete three EPCs namely Reading and Reflection on Texts, Drama and Art in Education and Critical Understanding of ICT. The second year B. Ed. students complete one EPC named Understanding the Self. Teachers who are in charge of these courses conduct assessment and record the marks secured by students. Further, the students are asked to prepare a term paper that helps them to reflect and consolidate their learning experiences.

Internal Exams and Term Paper Preparation are a part of the institutional internal assessment procedure. Therefore the marks for these are not sent to the University. The internal assessment carried out at regular intervals helps to keep track of the progress in student performance at the cognitive, affective and psychomotor levels.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4 Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 82

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Initially Identified Needs

The needs of the students were initially identified through the mentoring system. The mentors held meetings with the mentees to understand the expectations of the students to fulfil their academic needs. Training in English language skills and soft skills were the two commonly identified needs of the learners.

Assessment Tasks

The internal assessment procedure at the institutional level is aimed at tracking student performance at the cognitive, affective and psychomotor levels. Apart from this regular assessment, the improvement of student performance across certain areas is assessed by comparing the performance of students at the entry level and exit level. Such an assessment helps to understand how far the initially identified needs of the students were catered to by the concerted efforts of all teachers.

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 initiatives were taken up by the institution to develop the soft skills of the students. The institution collaborated with educational agencies to organize soft skill training for students. Despite the pandemic situation, many online skill development programmes were organized for the students. Spoken English classes were organized to help students overcome their inhibition in speaking English. This provided opportunities to practice speaking in simulated situations. Certain sessions were organized to improve the vocabulary of students. The teachers encouraged the students to use the library resources for academic and non-academic purposes. The cumulative advantage of all these efforts was an increase in the performance of students in the exit level assessment. Performance in Soft Skills increased by 7 %, Vocabulary increased by 20 % and Reading Comprehension increased by 40 %.

Comparison of Attitude towards Teaching Profession

There was an increase in the positive attitude towards teaching profession by 12 %. This evidenced the success of the teacher preparation process as it led to an increase in the positive attitude of students towards the teaching profession.

Comparison of ICT Usage and Pedagogical Content Knowledge

The ICT usage of students showed a sharp increase by 28 %. This evidenced the success of Basic Computer Proficiency Course in acquainting the students with digital technology and encouraging them to use technology for learning. The Pedagogical Content Knowledge of the students showed an increase by 27 %. The pedagogy courses and the internship experiences of the students led to an increase in the pedagogical content knowledge of the students.

The entry and exit level assessment also provided useful inputs for reflection on the efforts taken by the institution to cater to the needs of the students. This becomes a basis for the continued efforts of the institution to design learning experiences to better cater to the needs of the students. The entry and exit level assessment is done by the Research Club of the institution.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.97

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.8

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

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

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 18137.6

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	8500	16000	2688	55000

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and

documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research**Response:** A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document

3.2 Research Publications**3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years****Response:** 4.5**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	11	9	11	16

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 4.17

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
20	7	5	10	8

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 12

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
6	14	11	10	19

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 84.99**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
93	176	145	90	79

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 98.54**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
181	176	145	90	84

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Some of the clubs, committees and cells of the institution function with an inclination to organize outreach activities in addition to their regular work. They plan a number of outreach initiatives every year involving students and teachers. The outreach activities are planned considering the needs of the local community. They are designed to sensitize students to the needs and problems of the underprivileged people. They are asked to volunteer for roles and responsibilities related to the outreach work organized.

Outreach Activities Organized

a. Youth Red Cross:

The Youth Red Cross organized the following outreach programmes:

- “May I Help you?” service in Thoothukudi government hospital
- Educational awareness programme for rural government school students
- Nutrition awareness programme for Anganwadi workers
- Awareness programme for child marriage prevention in a village
- Cancer screening and awareness camp for village women
- Door to door campaign for swine flu prevention
- COVID 19 vaccination camp

b. Citizen Consumer Club:

- Iodine awareness programme

c. Red Ribbon Club

The Red Ribbon Club organized HIV awareness programme for students. In addition to this, it organized an Entrepreneurship Development Programme for transgenders.

d. Health Club

The Health Club organized the following outreach programmes:

- Door to door campaign for dengue prevention
- Distribution of Nilavembu herbal juice
- Free medical camp for the public

e. Alumni Association

The Alumni Association organized the following outreach activities:

- 5 days free workshop on ‘Artificial Jewellery Making’ for self-help group women
- Donation of electrical industrial school bell to a special school
- Donation of essentials to disabled children
- Distribution of food packets to the street dwellers during lockdown

f. Electoral Literacy Club

The Electoral Literacy Club organized Voter Awareness Programme in Thoothukudi by distributing pamphlets to the public and motivating them to vote.

g. Internal Quality Assurance Cell

The Internal Quality Assurance Cell organized outreach programmes to serve the following group of women workers:

- Anganwadi workers
- Sanitary workers
- Transgenders

h. Library Committee:

The Library Committee organized Awareness Programme on “Book Reading and Usage of Library” in collaboration with the District Central Library, Thoothukudi.

i. Swachhta Action Plan Committee:

The Swachhta Action Plan Committee in association with Development Association for Integrated Activity (DAIA) organized “Awareness Programme on Sanitation & Hygiene” at S.Pudhur village.

j. Women Development Cell:

The Women Development Programme organized General Health Awareness Programme for women workers of Venus Home Appliances Pvt. Ltd. Thoothukudi.

Impact of the Outreach Programmes

The students served as volunteers in all the outreach activities and this sensitized them to many social issues. The activities made the students socially responsible in the following ways:

- Reflection on social problems and searching for solutions to solve them
- Demonstration of readiness to serve the under privileged
- Skill development in the areas of leadership, communication, relationship building and problem solving
- Building relationships with organizations that serve the society

The outreach activities have not only developed strong morals but also helped students to get connected with the marginalized sections of the society.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 8

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
6	1	1	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 2

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	0	4	1

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**Response:** 9**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years****Response:** 9

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

Infrastructure

Our institution has adhered to the requirements mentioned by the statutory body National Council for Teacher Education (NCTE) for the conducting 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 specified by NCTE. The sprawling campus of the institution spreads over fifteen acres with 10,818.25 sq. m. of built up area. The green ambience of the institution with plants and trees fascinates everyone. There are many trees in the Miyawaki forest and Nature Walk which add to the scenic beauty of the campus.

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

- Multipurpose hall with an area of 222.50 sq. m.
- ICT enabled classrooms
- Seminar Rooms
- Library cum Reading Room
- Network Resource Centre
- Psychology Lab
- Biological Science Lab
- Physical Science Lab
- Art & Craft Resource Centre
- Health and Physical Education Resource Centre
- Multipurpose Play Field
- Fine Arts Room
- Fitness Centre
- Principal's Office
- Staff Rooms
- Administrative Office
- Studio Facility

The other infrastructural facilities available in the institution include:

- Canteen
- Parking Space
- Store Room
- Separate Toilet Facility for Students and Staff
- Hi-tech restrooms and napkin incinerators to ensure the hygiene of students
- Sick room to provide first-aid services

- Two RO plants each with a capacity of 3000 litres per hour for clean drinking water
- Safeguard against fire hazards in all parts of the buildings
- CCTV security system

Facilities available

- There are a good number of recognized schools within reasonable distance for fieldwork and practice teaching-related activities of the student teachers.
- The school Subbiah Vidhyalayam Girls' Hr. Sec. School managed by under Subbaiah Dharma Nidhi Trust is readily available for practicum activities.
- There is a fully air-conditioned library area of 111.20 sq. m. The library has adequate seating facilities and houses 12000 volumes of books, reference books, educational encyclopaedias, year books, digital resources, e-resources. 12 referred journals of Education and 5 journals of other disciplines are subscribed by the college library.
- Network Resource Centre is well equipped with 60 computers and internet connectivity exclusively for students' use.
- Photocopier cum scanner is available for students and teachers both in the library and computer laboratory to get copies of the required materials.
- There are twenty classrooms equipped with ICT facilities such as projectors, podiums, smart boards, laptops or computers with high-speed internet connectivity and speakers.
- Spacious and well-equipped laboratories for Physical Science, Biological Science, Psychology and Computer are available.
- 200 metres track, basketball court with floodlight and volley ball court are also available.
- High jump and long jump pits, javelin and shot put pits are also available.
- Indoor games such as carom and chess are there.
- Well maintained UPS inverters with batteries and 10 KVA Cummins generator corroborates unconstrained power supply.
- Buses and cars are available to take our students for field visits and for other curriculum related visits to other institutions.

The institution has more than adequate facilities for the various programmes offered.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document

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

Response: 86.96

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

Response: 20

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 23

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 16

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
16.80512	20.94718	7.00494	3.65202	3.26242

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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

Response:

ROVAN LMS

D. Arunachalam Library of the institution is automated with ROVAN LMS. Three systems are integrated in the ROVAN LMS namely ADMIN, OPAC and E-GATE.

ROVAN LMS provides both basic and advanced capabilities through the various modules to the administrator, the college librarian. The following are the modules:

Acquisition module

This module helps in handling the major functions related to the acquisition of library materials. It deals with the following functions like ordering of materials, receiving of materials, payment, budget control, reports and analysis.

Catalogue module

This module shows the details about the books and their location in the library. The resource ranking facility in this module helps to find how many times a book has been used and which was the topmost resource used. The history of accessed resources can also be viewed using this module. Subject wise and department wise purchase of resources in a given period can be listed. Gift register helps to view the books donated to the library.

Serials module

This module makes keeping track of serials an easy task. It covers the following functions like subscription management of our library, issue arrival schedule generation, checking in of issues, non-receipt of issues, reminders, back volume management, reports and analysis.

Member module

The members of the library are added through this module by providing a member ID. The most frequent user of the library can be identified with user ranking facility. The history of the members and the books issued are generated in reports. The resources not taken can also be identified. Generation of no due certificate can be done member wise, group-wise and department wise.

Circulation module

This module takes care of all possible circulation related functions in a library. It covers the following activities like membership management, issue, return, renewal, reservation, overdue charges, fine, reports and analysis. The due list is maintained as follows: one week for students and one month for teachers. A fine of 1 rupee per day per book per member is collected and maintained using a fine collection register.

Master module

This module helps to make entry for the resources and add them to the library management system. The resources are entered with details of author, publisher, subject, supplier and location.

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. It shows summary of month-wise, and date-wise visitors. Frequent visitors and long stayers' reports can be retrieved through this option. Gate entry allows users to view the visitors on a particular date and during a particular period.

OPAC

The users search books with keywords, the field that the book belongs to and the language in which they are written. The search results are displayed as the front page of the book, the name of the author, title, publication and the year of publication.

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

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document

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

Response:

Remote Access to Library within the Campus

The institution has automated the library with the ROVAN LMS. The library resources available can be accessed remotely through intra net from anywhere inside the campus. The remote access helps to check the availability of books in the library. Remote access landing page of Online Public Access Catalogue is 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 research scholars of the institution are made available online for remote access to students and teachers by sharing them in a Google drive of the library email.

INFLIBNET Subscription

The institution has a total of 729 N-List users out of which 196 are active users. The college renews subscription every year and creates member login for B.Ed., M.Ed. and M.Phil. students. All the teaching faculty have member login to refer the e-resources off campus. Beneficiary colleges, registered for the N-LIST, a college component of E-Shodh Sindhu, can access 6,150 electronic journals and 31, 64,309 electronic books including e-books available through national subscription. Students and teachers of the

institution can access the resources remotely through the individual login credentials and refer resources for assignments, learning, practicum and research work.

Resources available through INFLIBNET

Access to South Asia Archives (SAA) and World E-Book Library (WEL), subscribed by eShodh Sindhu on behalf of National Digital Library (NDL), are made available to member colleges of N-LIST Programme through proxy server set up at INFLIBNET Centre and this facility is provided to the N-List members of the institution for remote access.

The INFLIBNET Centre provides Inter Library Loan (ILL) services for the benefit of users from colleges enrolled under the N-LIST. All faculty, staff and students from member colleges are welcomed to use this service and request journal articles and chapters from books that are not available through resources subscribed under the N-LIST. The requests for articles can be sent online using Online ILL Request Form is available on the N-LIST website. Users are required to log-in with their user ID and password to request for articles using N-LIST ILL Service. The user's credentials for ILL request are the same that have been provided to the users in colleges for accessing N-LIST resources. **N-List address:** <https://nlist.inflibnet.ac.in/> will take the users to the home page.

Training for Remote access

The Library Committee of the college organizes an orientation on the resources and services available in the library at the beginning of every academic year. The students are taken to visit the different sections of the library and motivated to use the available resources. The students are trained to check the availability of library resources via the intranet. The students are trained to use their N-LIST login credentials to access the plethora of e-resources available for teaching and learning.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 28825.2

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
14339	15715	47658	50610	15804

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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

Response: 10.64

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 1032

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 419

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days)

during the last completed academic year

Response: 283

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 203

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 148

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

- 1. Relevant educational documents are obtained on a regular basis**
- 2. Documents are made available from other libraries on loan**
- 3. Documents are obtained as and when teachers recommend**
- 4. Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure**4.3.1 Institution updates its ICT facilities including Wi-Fi**

Response:

The institution integrates technology in the teaching-learning process which creates pathways for differentiated and participative instruction to meet the unique needs of students as autonomous learners within a broader classroom climate. Teacher educators of the institution apply technology to acquire, demonstrate and communicate information to the students. The institution is therefore well equipped with ICT and internet facilities to support the technology integration by teachers.

ICT resources available

The ICT facilities available in the institution include:

- Multimedia projectors
- Electronic podiums
- PA system comprising speakers, microphones, amplifiers and mixers
- Laptops
- Desktops
- Digital cameras
- Video cameras

The laptops and desktops are highly configured systems available for use by teachers and students. All these ICT tools support teacher-educators and student-teachers to infuse digital teaching and learning. The high speed Wi-Fi connectivity throughout the campus helps in the integration of ICT tools for teaching and learning.

Classrooms and Multipurpose Hall with Wi-Fi facility

The institution has ICT enabled classrooms for pedagogy classes. Separate classrooms fitted with projectors and laptops are available in Pedagogy of English, Tamil, Mathematics, Physical Science, Computer Science, Biological Science and History classes. Well-equipped, furnished and galleried classrooms are also available for B.Ed. and M.Ed. students. The institution has a multipurpose hall with public address system, ICT facilities and high speed internet connectivity. This hall can accommodate 200 persons and most of the programmes are organized here. An air-conditioned seminar hall with all the ICT facilities is available for accommodating smaller groups. An air-conditioned conference hall equipped with all technological devices is also available in the institution. All the above ICT resources provide a conducive environment to facilitate learning.

Network Resource Centre and Library

The fully air conditioned Network Resource Centre (NRC) of the institution has sixty one computers with high speed internet connectivity, headphones and essential software for learning. The projector in the Network Resource Centre is useful to organize hands on training sessions and workshops. The institution has a spacious library with mezzanine floor. It has five computers with high configuration for the exclusive use of research scholars. The ICT facilities in the library and Network Resource Centre provide a conducive environment for self- directed learning.

Studio Facility

Studio facility in the institution is used for developing e-content by the teacher educators. The studio is acoustically treated and has computer with audio interface, studio headphones, microphones, quality audio

cables, recording facility and editing software. The institution has an audio-visual room to store all the electronic equipment safely.

Wi-Fi Connectivity and Speed

The present Wi-Fi facility is Fiber to the Home (FTTH) connection which was established in the campus in the year 2015. The Wi-Fi routers are placed in the Principal's room, staffroom, NRC and library to spread signals to larger areas. The institution used broadband connection from Airtel and BSNL service providers before the procurement of FTTH internet services. 100 Mbps speed offers 12.5 MB per second transfer rates. An equal upload speed is also guaranteed by the FTTH connection.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 3:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution

Response: 100

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4 Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system

3.Lecture Capturing System (LCS)**4.Teleprompter****5.Editing and graphic unit****Response:** B. Any 4 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 41.81**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
26.59409	39.86778	27.71068	23.71842	17.13862

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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**Response:**

The institution has a systematic procedure to maintain and utilize physical, academic and support facilities.

Physical Infrastructure Maintenance Policy

- Civil, plumbing and electrical maintenance is a regular process.
- Stock verification is done annually.
- RO drinking water plant is under annual maintenance.
- CCTV and bio-metric system are regularly maintained.

Physical Infrastructure Maintenance Procedure

Maintenance of pipelines, electrical equipment, air conditioners, CCTV and biometric devices is undertaken by permitted vendors of the institution. Teachers and administrative staff are allotted responsibilities for prevention management.

Library Maintenance Policy

- Library works on all days except public holidays from 9 a.m. to 5 p.m.
- Library software is used for data maintenance.
- Stock verification is done at the end of every year.
- Library systems and software are under continuous maintenance.
- N-LIST subscription is renewed every year for staff and students.
- Research scholars from other colleges are permitted to refer library resources upon request.

Library Maintenance Procedure

The Library Committee of the college takes care of the development, use and maintenance of library resources. Library automation helps to keep track of cataloguing of resources, circulation of resources and visits of users. The library software is updated whenever needed. Research scholars from other institutions are permitted to refer the library resources after submission of a request letter. The librarian of the college renews the annual N-LIST subscription.

ICT Infrastructure Maintenance Policy

- Network Resource Center is kept open for users from 9 a.m. to 5 p.m. on all working days.
- Laptops and systems maintenance is done every month.
- All systems have antivirus installations.
- Software updating is done as per the requirements.
- Internet and Wi-Fi facility are freely available for teachers.
- The Network Resource Center is permitted for use by outsiders for educational purposes only on request.

ICT infrastructure Maintenance Procedure

Staff in charge maintains the computers and other accessories on a periodical basis. Faults of the system are noted and rectified every month. Need for new requirements or replacements are notified to the college Secretary. Installation of antivirus and other software is done by the service engineer of the institution. The Network Resource Centre is used by the school education department and DIETs of the district to provide technical and in-service training to school teachers every year.

Laboratory Maintenance Policy

- Lab equipment are maintained periodically.
- Stock taking of equipment is done annually.

Laboratory Maintenance Procedure

Faculty members are trained to handle laboratory equipment. Stock registers are maintained and verified annually. Any repair work is done immediately.

Sports Infrastructure Maintenance Policy

- Sports infrastructure is available for use from 7 to 9 a.m. and 5 to 6.30 p.m. on all working days.
- Sports equipment stock is maintained annually.
- Sports infrastructure is made available to the use of women school students only.

Sports Infrastructure Maintenance Procedure

Track is maintained by regular weeding and leveling. Stock register is maintained and verified annually. Sports infrastructure is given for the usage of girl students after a written requisition is made through the concerned organization.

File Description	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Response: A. All of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators**Response:** 42.44**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
30	28	27	22	25

File Description**Document**

Data as per Data Template

[View Document](#)

Appointment letters of 10% graduates for each year

[View Document](#)

Annual reports of Placement Cell for five years

[View Document](#)**5.2.2 Percentage of student progression to higher education during the last completed academic year****Response:** 36.59**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 30

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.****File Description****Document**

Documentary evidence in support of the claim

[View Document](#)

Details of graduating students and their progression to higher education with seal and signature of the principal

[View Document](#)

Data as per Data Template

[View Document](#)**5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 5.79**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	6	3	2	3

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

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.

The COVID 19 second wave led closure of the college in March 2021 brought in an unusual situation. The newly admitted first year students attended face to face classes for only one week in the college, after which the institution switched over to online mode until the reopening in September 2021. This did not provide enough time for observing the new entrants and the college administration decided to extend the tenure of the existing office bearers to one more year. 5 students from the first year were added to the Student Council as representatives of the first year after the college reopened for students. .

Functions of Student Council

- The Student Council serves as a communication channel between students and the teachers. Teachers communicate certain instructions for academic work and co-curricular activities through the Student Council. The Student Council communicates the ideas, opinions and interests of the students to the teachers and management. Effective communication by the Student Council of the college helps in building trust and relationships, boosts teamwork and leads to smooth institutional functioning.
- 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 teaching and other matters during internship.
- The Student Council is proactive in the maintenance of campus facilities. The Student Council

reports any leakage or problem with light fixtures / fans or littering in the campus to the college administration.

- 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 office bearers of the Student Council work together and demonstrate participatory democracy in all aspects of its functioning. The Student Council makes the decisions only after consultation with all the students. The students who take up the different positions in the Student Council get trained to become leaders.
- The Student Council took a lead role in organizing programmes like National Education Day, Teachers Day and Christmas Celebration. The Student Council is the breeding ground for leadership qualities like innovation, delegation, accountability, positivity and resilience. Days of educational significance like International Mother Language Day and World Mental Health Day were celebrated by the Student Council for promoting student welfare. The Student Council contributes to the promotion of social values and communal practices among the students through its various programmes.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 20.2

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

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

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni Association

The college has a strong network with its alumni who belong to different age groups and who regardless of their age or work status remain connected to its alma mater. The Alumni Association is a registered body that occupies an important place in the organizational hierarchy. The institution in 59 years of its existence has produced teachers who are today key players in different capacities in many institutions. They 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

Alumni are represented in the IQAC of the institution right from the time of its inception. Two Executive Committee Members of the Alumni Association are also members of the IQAC and Curriculum Planning Committee. Both of them are experienced administrators in their schools. They make sure that the voices of alumni are accounted in the developmental plans of the institution. They suggest quality measures for all aspects of institutional functioning. They take part in the deliberations of the IQAC meetings and Curriculum Planning Committee meetings and offer valid suggestions for the improvement of teaching learning process. The experiences of these alumni have increased the efficiency of the working of the IQAC and Curriculum Planning Committee.

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. Many of our alumni serve as teachers in schools, colleges and universities in the state. They hold responsible positions in their workplaces. The institution utilizes the expertise of the alumni to foster the growth of the students of the institution. The Alumni Association helps to identify alumni to serve as resource persons for the programmes planned for a given academic year. The different clubs of the institution plan activities and programmes by involving alumni of the institution. Many of our alumni although working in other countries, do not miss an opportunity to serve their alma mater. Although the alumni, most of them being teachers are busy with their institutional

work, show readiness to address the students through the programmes of the institution. The rich experiences of the alumni working in diverse backgrounds supplements the knowledge they gain in the institution. The alumni have shared their knowledge of technology integration with the student teachers and this proved to be immensely helpful during the transition to online education during the pandemic. The alumni who visit the institution serve as a source of motivation and inspiration to the students to become competent teachers.

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	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 23

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	4	5	4

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

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. The 'Talent Show' organized for the new entrants is a great source of information for the student talents. The learning tasks and assignments structured by the teachers help in the expression of the talents of the students. The talents of the students are nurtured with the help of the Alumni Association of the college.

Encouraging Participation in Competitions

The students are encouraged to demonstrate their creative potentials by participating in cultural competitions organized by other institutions. The Alumni Association mobilizes financial and human resources for training students who show the required skill and interest in specific areas. Trainers are brought in by the alumni who also meet the expenses of such training. Singing instructor, choreographers, musicians and theatre artists have been engaged to train students at many instances and the expenses for the same have been taken care of by the alumni of the institution.

Recognizing Special Talents of Students

The Alumni Association supports the further development of the special talents of the students by providing them opportunities to train their peers. Students demonstrate a variety of talents in art and craft work. These talents are used to teach the other students to prepare socially useful products and innovative teaching aids. Special sessions were planned with the help of the Entrepreneurship Development Cell of the institution for teaching students to develop socially useful products. This also helps in the development of the creative potentialities of the students. The Alumni Association provides encouragement to the furthering of talents by providing remuneration to students who give longer hours of training to their peers. The alumni of the institution take special effort to use the special talents of B.Ed. second year students in teaching aids preparation for the benefit of B.Ed. first year students. Special sessions are arranged for the second year B.Ed. students to demonstrate their talents.

Involvement of Students in Agricultural Ventures

A Mushroom Culture Unit was started in the institution with the objective of developing utilizing the infrastructural resources available in the institution for organic farming. The alumni of the institution identified a few students who had the experience of mushroom culture during their under graduation programme. The willingness of the students to help in the mushroom culture project was asked. They were then involved in mushroom culture related work and their expertise was used to grow mushrooms. The alumni also recognized their work by giving them mementos. Similarly students who had the skill and experience in growing vegetables were given an opportunity to work in the shade net agriculture unit of the institution. They were also suitably rewarded by the alumni of the institution.

The alumni of the institution thus take special efforts to identify, motivate and nurture the special talents of the students.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The institution strives to provide quality teacher education and transform all its trainees to effective teachers guided by its mission and vision statement over 59 years.

Motto

'Arivoliyaal Arul Malara' is the logo 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 of the college serves as the executive head of the institution and is bestowed with powers to ensure proper execution of all the curricular and co-curricular programmes. To ensure effective governance, the institution has Management Committee which meets at regular intervals and 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.

Perspective/Strategic Plan

The Management formulated a strategic plan for the years 2015 to 2025 under four aspects. A description of the strategic plan is as follows:

Curricular Management

- Creation of E resources
- Creation of LMS

- 24x7 learner support service
- Adoption of learner centric, ICT integrated constructivist teaching and learning pedagogical approaches
- Launching of value added and skill development courses
- Creation of student portfolios
- Enriching the research culture of the institution
- Encouraging continuous professional development
- Developing and encouraging reflective practices

Co/ Extra Curricular Management

- Enhancing the physical fitness of students
- Motivating students for self-employment and enabling them to emerge as entrepreneurs
- Developing a comprehensive system of student mentoring and student support
- Encouraging students to pursue online/self-study courses

Extension Management

- Strengthening the extension activities
- Organizing activities and outreach programmes

Administrative Management

- Improving the admission of students
- Using e-governance and digitalization of academic and administrative processes
- Preventive management of physical resources and their optimal utilization
- Developing infrastructure and support facilities to fulfill the needs of the students
- Strengthening the Alumni Association and its activities
- Creating an eco-friendly environment
- Initiation and development of ecofriendly ventures
- Improving sustainable practices

Participation in decision making bodies

Teachers contribute to the decision-making process in the institution. Teachers enjoy a considerable administrative and academic autonomy and influence the institutional policy through their representativeness in the Management Committee and IQAC. The teacher coordinators and teacher members of academic and administrative units exercise a greater influence on the decisions made in the units where they are represented. The management invites suggestions from teachers for various academic and administrative matters during meetings.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document

6.1.2 Institution practices decentralization and participative management

Response:

The institution creates opportunities for synergism in all aspects of institutional functioning. This is achieved by planning power distribution at all levels and involving individuals at all levels in decision making processes related to their work domains. There is adequate representation of stakeholders in the administrative bodies to facilitate participative management and decentralization. Practices of decentralization and participative management has created a sense of ownership and pride among teachers, students and other support staff thereby increasing their commitment for collective growth.

Practice of Decentralization

The organizational arrangements in the institution paves way for the easy practice of decentralization. Authority is redistributed in the institution from the Secretary to the Principal, from the Principal to the Vice Principal, from the Vice Principal to the teachers and from the teachers to the students. The Management Committee and Internal Quality Assurance Cell are the two central administrative bodies vested with powers to make important institutional decisions. Although the flow of authority is from top to bottom in these, a lower to the apex representation is easily made through a flexible approach. There are four Supportive Administrative Bodies namely Admission Committee, Curriculum Planning Committee, Academic Calendar Committee and Grievance Redressal Committee with representation of students wherever needed. The other administrative units and academic units are headed by teachers with student representatives. The Academic Calendar of the institution helps students to understand their role in institutional functioning. A staff calendar exclusively for staff paves way for a better understanding of their roles and responsibilities for a given year.

There is de-concentration of power through the Management Committee and IQAC with responsibilities shared among its members. The Supportive Administrative Bodies are delegated responsibilities for taking decisions which increases their accountability to the Management and Principal. There is devolution of power to the other academic and administrative units to plan and organize work in alignment with the collective goals of the institution. These are led by teachers who form self-managed teams and report the decisions to the Management and Principal.

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 information. The teachers and students of the college are informed about the developments in the institution. This makes everyone feel important and respected. Secondly, there are no

hard and fast communication paths to reach the management of the institution. The teachers, non-teaching staff and the students are free to communicate with the Management through phone or email or in-person. This increases the chances of expressing innovative ideas for institutional development. Thirdly, the Secretary of the college meets teachers and students on a regular basis and invites suggestions for better functioning. This increases the responsibility of staff and students and gets them involved in institutional development. The plans developed by the administrative bodies have been successfully implemented through the participative management processes and decentralization processes of the institution.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The college maintains complete transparency in its financial, academic, administrative and auxiliary functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels. The college is democratic, thoroughly participative, transparent, judicious, and aimed at the holistic growth and development of the institution.

Financial Function

All financial information and reports are prepared with complete transparency. All financial matters of the college pass through an internal and external audit for complete accuracy. External Financial Audit is done once in a year by a Chartered Accountant. The Secretary of the college submits the accounts to the auditor for verification. This is followed by a Statutory Audit by the Chartered Accountant Firm- J. Thomas Fernando Co. 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. The audits reports are made available to teachers upon request.

Academic Function

The college ensures complete transparency in the students' admission monitored by the admission committee. The admission list is received through single window counselling organized by the State Government is made known to all teachers. Admission Committee admits students for the management quota on the basis of merit. At the commencement of every academic year, academic calendar is prepared in line with the university academic calendar, and circulated among the students. The contact details of the teaching staff are made available in the academic calendar for easy access by stakeholders. Cumulative attendance reports are prepared at regular intervals and 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. The profile of the teachers is uploaded on the website of the college. The details of the academic programmes offered

Administration Function

Administrative functions are carried out by maintaining a good level of transparency. 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. The Annual Quality Assurance Reports are published in the college website. The composition of the different administrative units are available in the college website. The results of the Student Satisfaction Survey is also available in the college website.

Other functions

The literary and cultural activities, sports activities, extension activities and research work are taken care by the respective faculty and student members. All persons in the institution are informed about the activities of the institution. Issues of students' indiscipline and grievances are addressed by the Code of Ethics Monitoring Committee and Grievance Redressal Committee. Issues related to personal affairs of students are taken care through the mentoring system in the institution. Reports of the activities of the cells, committee and clubs are shared in the teacher group for better transparency.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

A strategic plan was developed for a period of ten years in the year 2015- 2016. The strategic plan was developed under four areas namely curricular management, co/extracurricular management, extension management and administrative management. One of the strategic plans under curricular management is adoption of learner centric, ICT integrated constructivist teaching and learning pedagogical approaches. The deployment strategies for implementation of this plan include:

Using constructivist methods in the classroom

The teachers were encouraged to use constructivist methods in the classroom to make the students active in the learning process. A workshop on "Constructivism in Teaching and Learning" was organized by Dr. A. Joycilin Shermila in the academic year 2015- 2016 for the teachers of the institution. The workshop aimed to popularize constructivist pedagogies among the teachers. The workshop was task based and the activities of the workshop stimulated the interest of the teachers to adopt more learner centric pedagogies in the classroom. A quiz on constructivism was also given during the workshop. Since then, the teachers employ a number of constructivist and collaborative pedagogies in the classroom. All these have strengthened the role of teachers as facilitators.

Organizing programmes focussing on pedagogical approaches

A number of programmes were organized to familiarize teachers and students with the emerging trends in teaching- learning. Many of them have provided new insights to plan and implement constructivist pedagogies. The following is the list of themes of such programmes:

- ICT Integrated Classroom
- Preparation of Mathematical Teaching Aids through Paper Folding Technique
- Unleash the Magic in you
- Contour Mapping, Mind Mapping and Conceptual Mapping
- Use of Digital Tools for Learner Autonomy in Communication Skills
- Technological Tools for Classroom Teaching
- Empowering Elementary Teachers with Montessori Method
- National FDP on ‘Emerging Web Based Pedagogical Practices’
- Empowering Teachers with Modern Teaching Techniques
- Basic Google Apps to Enhance Classroom Learning
- Open Educational Resources
- Preparing Virtual Learning Materials Using Kinemaster
- National Webinar on ‘Interactive LMS Tools for Effective Teaching’
- National Workshop on “Stepping into the Zone of E-Content”
- National Workshop on "Hone Your Tech Skills"

Integrating technology other than PPT

The teachers of the institution use Google groups, whatsapp groups, blogs to communicate with students. Students are enrolled in Google Classrooms to facilitate sharing of resources and creation of assignments for the different courses. Teachers make use of a number of apps like nearpod, Canva, quizziz, OBS, wheel of names, polls everywhere, mentimeter and answer garden to make the classes interactive and stimulating.

Streamlining using learner centric approaches through teaching plans

The use of learner centric approaches was ensured by developing teaching plans for the different courses. Teachers have started developing teaching plans in the recent years which include the constructivist strategy to be employed, the collaborative task and assignments to be given, the e-resources to be used and the group projects to be completed. This has motivated the teachers to reflect and find ways to provide active learning experiences to the students.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

The different institutional bodies strive to achieve quality in all its academic and administrative aspects with the involvement of all stakeholders. A hierarchical framework is established to highlight the duties, responsibilities, accountability and authorities at every stage.

Description of the Organogram

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. It is the chief advisory body for academic and administrative management in the institution. The Principal and the Vice Principal cum IQAC Coordinator play an important role in the functioning of IQAC.

The team of teaching and non-teaching staff are key players in the academic and administrative management by way of holding responsibilities and authority at different levels. The entire organizational structure of the institution caters to the needs of students and other stakeholders.

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 other institutional bodies that support curricular activities are Library Committee and the different subject related clubs. The subject clubs include Tamil Club, English Club, Mathematics Club, Science Club, History Club, IT Club, Research Club and Psychology Club.

The co-curricular and extra-curricular activities are led by independent institutional bodies that receive direction from the IQAC of the institution. These include Sports and Games, Student Council, Eco Club, Health Club, Movie Club, Entrepreneur Development Cell, Counselling Cell and ELTAI Thoothukudi Chapter. These bodies are led by teachers and student representatives.

The extension services of the institution are managed by certain institutional bodies. They work under the guidance of IQAC to promote extension activities by the institution. They include Women Development Cell, Youth Red Cross, Red Ribbon Club, Citizen Consumer Club, Social Entrepreneurship, *Swachhta & Rural Engagement Cell (SESRE)*

Administrative Management

The roles and responsibilities in dealing with administrative work are taken up by the institutional bodies like Admission Committee, Academic Calendar Committee, Time Table and Examination Committee, Grievance Redressal Committee, Website Committee, Anti- Ragging Cell, Code of Ethics Monitoring

Committee and Alumni Association. These bodies have well defined roles and they take decisions under the direction of IQAC.

The organogram of the college helps to visualize reporting relationships and communicates responsibilities among the members of the institutional bodies and makes everyone accountable to the institution. The policies of the institution are drafted by the College Management Committee and the procedures for their implementation are formulated by IQAC. The members of the different institutional bodies take up responsibilities on a voluntary basis and work for the collective goal of serving the stakeholders.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

6.2.3 Implementation of e-governance are in the following areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination System
- 6.Biometric / digital attendance for staff
- 7.Biometric / digital attendance for students

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Sudden Shift to Online Teaching

COVID-19 resulted in the closure of educational institutions across the globe. This brought far-reaching

changes in the traditional educational practices. The distinctive rise of e-learning made teaching undertaken remotely on digital platforms. Due to this sudden transition, many challenges were faced by the teaching faculty of the institution.

IQAC Decisions to Facilitate a Smooth Transition to Online Teaching

The sudden transition to online teaching was a major concern of IQAC. Extensive consultations were made during IQAC meetings to provide alternative teaching and learning pathways. In the first IQAC meeting after the lockdown in April 2020, the members deliberated on ways of completing the syllabus. The teachers were asked to complete the syllabus using WhatsApp group and Google classroom. The teachers were asked to form mentor-mentee WhatsApp groups to take care of the academic needs of the students. It was then decided by IQAC to go for paid Zoom account to organize webinars, alumna talks and other programmes to keep the students engaged and active.

The IQAC then directed the teachers to prepare question bank, TET study material and e-books for the students after its meeting in July 2020. The questions bank for the different courses were published as flipbooks and shared with the students. TET study material was also prepared in the form of a flipbook and the same was shared to the students. The teachers prepared e-books for the different courses and shared them with the students. The teachers were then motivated to prepare e-resources. The e-resources created by the teachers were shared through YouTube to the students. The Zoom Standard Monthly Pro Account was renewed to provide extra inputs to students in the form of online programmes.

The IQAC of the institution decided in October 2020 to create a G-Suite Account and individual domain IDs for teachers so that all teachers can use the institutional Learning Management System. The remote learning efforts of the institution were periodically reviewed by IQAC. The conduct of online classes and the efforts taken by teachers to implement their teaching plans in an online mode was reviewed by IQAC. The IQAC also reviewed the conduct of online internal examination and online value-added courses through its meeting in June 2021.

Outcome of the decisions

The IQAC decisions helped teachers to become experts in delivering their lessons online through Zoom and Google meet. They developed e-content and flip books to support the online learning of the students. Webinars and online FDPs were organized for teaching faculty of the institution. The teachers became acquainted with the usage of online teaching, learning and evaluation apps such as Nearpod, Kahoot, Answer Garden, Slido, Quiziz etc. Google classroom became the learner management system used by all teachers. Separate classrooms have been created for each paper and is used for effective instructional delivery.

Thus the IQAC of the institution has played a major role in ensuring the transition to online teaching-learn a smooth process for both the teachers and the students.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

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. Special leave is given for completion of Ph.D. related work.
- Faculty can decide the kind of Faculty Development Programmes they need and make arrangements for the same.
- Provision of free round the clock internet facility throughout the campus is in place. The faculty can also use the available infrastructural facilities for academic enrichment.
- The faculty room houses individual cabins to provide a stress free personalized working space. The individual cabins have internet connectivity ports with spacious work area. Adequate storage space with lock and key along with a stationery kit is provided to all faculty members.

Security Benefits

- Every year a Staff Secretary is chosen from the faculty who take measures to address the collective needs of the staff, if any.
- The teachers can communicate with the Management and Principal any matter of concern without any time restriction.
- Installation of CCTV facility in the campus gives the faculty a great sense of security and help them work with freedom. The college has a strong fencing to protect against any potential threats. The campus security guards provide security and ensure safety 24/7.
- 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. The supporting staff prepares and provides refreshment to the teachers.
- 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 to attend seminars/ workshops/conferences based on their interests. This is provided to both teaching and non-teaching faculty.
- Deepavali bonus is provide to unaided faculty. Diwali sweets and saree are also given to grade IV women employers.
- There is a regular provision of increment to the unaided faculty at the beginning of every academic year.
- Financial support is provided for grade IV employees in the case of marriage or any financial crisis.
- The faculty are gifted adequately at the time of marriage.
- Employment Provident Fund facility is provided to both teaching and non-teaching faculty.
- Financial support is provided to the teaching faculty to undertake institutional research projects.
- Accommodation is provided to teaching and non-teaching faculty at a subsidized cost in the college hostel, if required.

Leave Benefits

- Earned leave, on duty leave, maternity leave, medical leave and casual leave are granted to staff as and when need arises.
- Special permission is provided to nursing mothers for child care by making compensatory arrangements as needed.

Other Benefits

- Priority is given to the deprived and marginalized women in the appointment of non-teaching/ maintenance staff.
- Teaching faculty are honoured during Teachers Day Celebration.
- Free uniforms are provided to grade IV employees annually.
- Transport facility is provided to both teaching and non-teaching faculty for academic purposes.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**Response:** 73.33**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12	6	9	9	8

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document

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

Response: 54

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	22	3	7	4

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

6.3.4 Percentage 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

Response: 68.33**6.3.4.1 Total 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 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
24	7	2	1	7

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff**Response:****Performance Appraisal System**

A good performance appraisal system in the institution works towards the improvement of the overall organizational performance of teams and individuals. The performance appraisal system of the institution enables to develop and maintain high standards of performance by all, ensuring accountability, dedication and commitment and thereby contributing to the development of the institution. The Performance Appraisal System has also significantly helped in motivating the faculty and in analyzing their strengths and weaknesses thus ensuring better performance.

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. The objective of appraisal is not only to evaluate the performance as per established norms, but also to identify the potential aspects for improvement that can eventually lead to further progress and growth of the individuals.

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. The performance appraisal form includes general information to collect the personal details of the faculty and academic qualifications. It also includes research experience, training, research projects done during the year, details of the seminars, workshops and conferences attended and the information about the online courses pursued during the year. Teaching faculty are also asked to write about the innovations and contributions in teaching such as design of curriculum, teaching methods, evaluation methods, preparation of resource materials and remedial teaching or student counselling. They are also asked to give a description of the extension work such as positions held, leadership role played and a brief account of the

extension work carried out by them. They also describe their participation in corporate life during the academic year. They also reflect on the entire teaching experience and prepare & submit a reflective portfolio at the end of each academic year. Based on these reflections they prepare SWOC analysis. 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 their abilities to maintain files and records, to learn new work, technical skills, knowledge of rules, regulations and procedures, neatness in work and execution of work with team spirit. Weightage is also given to assess their accuracy, speed of work, punctuality and interaction with colleagues and students. 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	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Auditing in the Institution

Auditing plays a crucial role in the functioning of the institution as it provides a systematic way of confirming the veracity of its financial statements. The college has established a mechanism for conducting internal and external audits every year to ensure financial compliance. 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 to establish the credibility of financial management in the institution. The internal audit is conducted by the administrative staff of the

institution every quarterly. All vouchers are audited and the expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. Any discrepancy found is brought to the notice of the Principal and is resolved immediately.

The institution makes it a practice to engage a Chartered Accountant for an external quarterly audit. There is methodical verification of payments, receipts, vouchers of cash transactions, ledgers and cash book. The audit report is prepared by the Chartered Accountant and presented to the management. The observations in the audit report are considered by the management and immediate corrective action is taken with regard to the misstatements indicated in the report. 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, Auditing is done in accordance with standards on auditing issued by the Institute of Chartered Accountants of India. The auditor ensures that all payments are duly authorized and the report is sent to the Managing Trustee for review. Any queries, in the process of audit will be attended immediately along with the supporting documents within the prescribed time limits. Grants from funding agencies such as UGC will be verified by the auditor and utilization certificates will be issued. Grants obtained from philanthropists and NGOs for organizing programmes are also audited.

Government Audit

The government audit is conducted by staff from the audit section of the Regional Joint Director of Collegiate Education's Office (RJD's Office), Tirunelveli. They visit the institution and verify salary grants, grants from UGC and special fees. They prepare the audit report and submit the same to the government. This is followed by the audit by the Accounts General Office, Madurai on the government grants received by the institution. Salary grants, UGC grants, Scholarship and special fees are verified by them.

Objections listed in the audit by the RJD's Office are immediately settled. The college at present, does not have any objections both from the RJD's Office and the Accounts General Office. The institution maintains transparency and adheres to strict standards in all financial matters. This avoids any misuse of funds or properties in the institution at all levels.

The different levels of auditing in the institution ensures integrity, transparency and quality of all financial transactions. They serve to maintain the financial health of the institution.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**Response:** 37870**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
13850	10500	61000	97500	6500

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**Response:**

The availability of funds is essential for the effective functioning of any organization but the mobility of fund is even more important. Even with adequate available funds, without the wise and planned usage and coordination, all the efforts taken for development will be in vain. 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.

Institutional budget is prepared by the Principal at the beginning of every academic year. This is done with the support of the administrative staff. The same is approved by the Secretary every year taking into consideration of recurring and non-recurring expenditures. All the major financial decisions are taken by the Secretary of the institution.

Sources of funds

The following are the sources of funds in the institution:

- Fees collected from the students
- Aided staff salary grant received from the State Government
- UGC Grants received as per 12B UGC Act for the development and maintenance of infrastructure, upgrade of the learning resources and research (including grants for Minor and Major Research

Projects)

- Grants received from stakeholders, non-government bodies, individuals and philanthropists
- Funds received from alumni and donors for conducting programmes and welfare measures

Utilization of funds

The following are the overheads of the expenditure incurred annually:

- **Maintenance Expenses:** This includes the cost incurred to keep the assets and other material resources in good working condition. These costs may be spent for the general maintenance of items like computers, electrical goods, buildings, reverse osmosis plant, bio gas plant, and solar power plant.
- **Infrastructure Augmentation Expenses:** This includes the expenditure for construction work, purchase of equipment, books and other resources.
- **Salary Expenses:** Payment of salary and other benefits to unaided staff come under salary expenses.
- **Fuel Expenses:** The college owns private vehicles which are used for the academic and administrative purposes. The cost incurred for fuel comes under this head. The diesel used for running the RO plant also comes under fuel expenses.
- **Recurring Expenses:** Subscription charges for magazines and newspapers, electricity bills come under the recurring expenses which are incurred frequently and on a periodic basis.
- **Financial Support to Teachers:** This includes the cost incurred for providing financial support to teachers to attend seminars, workshops and conferences. The institution also provides financial grants to the institutional research projects undertaken by teachers to improve the research culture of the institution.
- **Publication expenses:** The expenses incurred for the publication of edited books published by the institution come under this head.
- **Expenses for Organizing Academic Programmes:** This includes the expenditure on organizing various academic programmes such as seminars, workshops, conferences, special lectures and special addresses.
- **Miscellaneous Expenses:** This includes postage charges, the charges incurred for printing, purchase of stationery and other petty expenses.

The outstanding growth of the institution is a reliable evidence for the effective utilization of the resources and efficient mobilization of funds.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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

Response:

The institution strives to make quality as its defining feature. The vision of the IQAC of Annammal is to ensure a quality culture that is the defining characteristic of all the academic and administrative initiatives of the college. The IQAC has certain procedures to work towards quality assurance that make every member accountable for it. These include:

- Defining the roles of members
- Identification of student needs
- Working with focus
- Planning for curricular transaction
- Review of teaching- learning process
- Professional development of teachers
- Collection and analysis of feedback
- Documentation of work done

Defining the roles of members

The IQAC members are given well defined roles and responsibilities to work for quality assurance. A definition of the roles help them to work with a better understanding of what is expected from them.

Consideration of student needs

The IQAC assures quality by catering to the needs of the students. The mentors of the institution represent the diverse needs of the students during an IQAC meeting. 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 focus and achieve quality.

Planning for curricular transaction

Teaching Plan is drawn for every course at the beginning of every academic year to facilitate participatory and experiential learning. The teaching plans are discussed in the Curriculum Planning Committee Meetings for refining them. Action plans comprising of a variety of activities are drawn in line with the theme apart from the regular curricular activities. All these strengthen the quality of services provide to the students and promote their well-rounded development.

Review of teaching- learning process

The Teacher- Evaluation Survey is conducted at the end of every academic year. This helps the teachers to understand their strengths and areas for improvement. The progress in the implementation of teaching plans is discussed in formal and informal ways by the teaching staff. All these help to assure quality in teaching.

Professional development of teachers

The IQAC of the college provides a sound platform to help the professional development of teachers. It also constantly monitors and motivates teachers for their continuous professional development. Quality research projects undertaken by teachers are sponsored by the IQAC and this helps to enhance the research culture of the institution in accordance with high standards.

Collection and analysis of feedback

To strengthen the quality of the conducted programmes, feedback are obtained from the participants and stake holders and are analyzed systematically to identify the areas of improvement and also to keep up high standards in all the endeavours of the institution.

Documentation of work done

The documentation of the work done is another indicator of quality. The IQAC takes special efforts to document all the work done in the institution in a systematic way. Newsletter is published by IQAC. A digital log of all activities is maintained as a Google document.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC of the college periodically reviews and constantly 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 in the beginning of the academic year. The teaching plan is comprehensive and includes all the ways in which a teacher plans to teach a course. It is prepared using a number of learner centered teaching approaches. The progress of the teachers in the implementation teaching plan are discussed with the teachers regularly during staff meetings. The Curriculum Planning Committee monitors this work under the guidance of IQAC.

- **Review of Technology Integration**

The IQAC of the college organizes several programmes in the form of seminars, webinars, workshops and training sessions which are used to upskill and expand the technical abilities of the teachers. The IQAC does not stop with this. The application of what has been learnt is facilitated by the IQAC through the technical staff of the institution.

- **Reflections**

Daily reflections, Monthly reflections and Reflective Portfolios help teachers to reflect on their pedagogical approaches used in classroom. Daily reflection is done by teachers on every day occurrences. Monthly reflection is done for questions prepared by the Principal. Reflective portfolio is a year-end reflection done by all teachers. All these help teachers to think critically upon their experiences, actions and decisions during their teaching. These reflective practices help the faculty members to have a deeper understanding of their own teaching styles and beliefs. It also assists them in finding out different ways to continuously upgrade their pedagogical practices.

- **Teacher Performance Evaluation**

The IQAC of the college regularly conducts Teacher Evaluation Survey by collecting data from the students. The confidentiality of the student evaluation is maintained and students can take part and complete the process without any hesitation. The survey data is analyzed in a systematic way by IQAC. The analysis report of each teacher is sent to the teacher's email. This is followed by a private discussion between the teacher and the Principal. The discussion helps the teachers to understand the areas to be improved. Besides this all the teachers periodically collect oral feedback from the students regarding the teaching learning process from the students.

- **Analyzing the attainment of learning outcomes**

After the conduct of internal examinations teachers analyze the marks obtained by the students and identify the unattained learning outcomes if any 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. Measures are taken by teachers to find out whether all learners are satisfied with the classes through discussion and feedback through the mentor mentee meetings.

- **Academic Audit**

The IQAC of the college regularly conducts academic audit every year. External experts are invited for the audit. The observations and suggestions given by the external experts help to improve the quality of the teaching learning process in the institution.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 21.8**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
42	34	16	11	6

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF**Response:** A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives**Response:**

Many quality initiatives have been taken up since the last accreditation considering the recommendations of NAAC peer team. Two such initiatives are described below.

Example 1

Strengthening of IQAC Functions

During the second cycle it was recommended that IQAC should be made more functional and accountable. Efforts have been made in this direction and IQAC today plays a central role in assuring quality in all aspects of institutional functioning.

- IQAC meetings are convened periodically to take decisions on matters pertaining to quality in academic and administrative activities. The meeting minutes are written in the form of agendas and resolutions. Actions taken against the resolutions are also recorded in each meeting.
- IQAC serves as the chief advisory body for all the other academic and administrative units of the institution. IQAC pools ideas from different stakeholders and takes decisions after consultation with its members.
- The IQAC plans for quality initiatives by way of motivating teachers to develop individual action plans.
- The teaching learning process of the institution is made more systematic and accountable by IQAC. Planning the instructional delivery is through teaching plans. The execution of the teaching plans is reviewed in formal and informal ways.
- The Annual Quality Assurance Reports are prepared and submitted regularly to NAAC within the stipulated time.
- IQAC encourages teachers to take up institutional research projects to create a culture of research in the institution. Nine institutional projects have been taken up during the last five years.
- Feedback on curriculum is collected from alumni, employers and other stakeholders and analyzed systematically. Feedback on the various programmes organized in the institution are also collected and analyzed for further actions.
- The Annual Quality Assurance Reports are prepared and submitted regularly to NAAC within the stipulated time.
- Academic and Administrative Audit is conducted regularly by inviting external experts. Adequate measures are taken to implement the suggestions of the audit members.
- Student Satisfaction Survey is conducted to ensure the satisfaction of students with the overall performance and programmes of the institution. The survey is done online with a set of pre-determined questions.
- Documentation of the activities organized in the institution is done systematically by IQAC. Special formats are developed, circulated and used by IQAC for documentation. These have made documentation more systematic.
- IQAC emphasizes Continuous Comprehensive Student Evaluation by giving due weightage to both scholastic and non-scholastic areas.
- During the pandemic, measures were taken by IQAC for the smooth conduct of various academic activities in the institution. The transition to online mode by students and teachers was facilitated by IQAC.
- The activities of the different clubs and cells of the institution are encouraged to organize programmes that help in teacher preparation.
- Special sessions are organized to provide additional inputs to students.
- Measures have been taken to enrich the curriculum by providing a variety of value added courses to

address the diverse needs of the students.

- Effective mentor mentee system is created and monitored by IQAC to help the holistic development of students.

Example 2

ICT enabled Teaching Learning

The NAAC peer team of the II cycle recommended to adopt more constructivist pedagogical approaches by utilizing the existing ICT resources of the institution. This is also effectively addressed by adopting various measures. Teachers came up with many teaching strategies employing constructivist pedagogy integrating ICT resources.

Many quality initiatives were taken to strengthen the knowledge of teachers using ICT. The programmes are organized on the following titles:

- ‘Technology Enhanced Language Teaching
- ‘Emerging Web Based Pedagogical Practices’
- Workshop on ‘E Content Development’
- Basic Google Apps to Enhance Classroom Learning’
- Faculty Development Programme on ‘Open Educational Resources’
- Interactive LMS Tools for Effective Teaching’
- Training on Technological Tools for Classroom Teaching
- Capacity Building Course on ‘Enhancing Teacher Effectiveness for Creating a Progressive Society’
- Workshop on “Stepping into the zone of E-Content
- Faculty Development Programme on ‘Essentials of Academic Writing’

The following web tools were used by teachers as a part of ICT integration:

Google Classroom: Every teacher of the institution has Google Classroom for the papers they are handling. The teachers use the classroom to post assignments, share e-resources and other instructions for the students.

E-Content: E-content are created by teachers for the selected topics which are shared with the students and are used for teaching learning.

WhatsApp Chat Groups: Teachers create WhatsApp chat groups for their classroom to share the learning materials, holding discussions and send other instructions to the students.

Online Quizzes and Polls: Teachers use online quizzes and polls to evaluate the learning outcomes of the students and to record their feedback on the teaching learning process.

Video Conferencing: During the pandemic lockdown which lead to the indefinite closure of the

educational institutions the college obtained a G-suite account and the teachers used Google Meet to take online classes and even now special talks and guest lectures for the students are arranged through Google Meet.

E-resources: Teachers created a variety of e-resources such as flipbook, Google sites, Blogs, Slide share materials for sharing the learning materials with the students.

Apart from these techniques teachers have used the available free online tools to make the online classes interactive by employing tools such as nearpod, kahoot, quizziz, answer garden, word cloud, slido, kinemaster and others. These techniques and strategies also became the regular part of teaching learning in the institution.

Education in the current era is more challenging because of differences in different learning styles and learning desires among the learner. We adopt a judicious use of ICT tools are helpful in catering the differential needs of the students. ICT enabled teaching helped teachers to create constructivist classrooms and thus making the students as Autonomous Learners.

Thus Annammal College of Education for Women now has full-fledged ICT enabled teaching learning system to promote constructivist approach of teaching and learning.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document

Criterion 7 - 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

Response:

Energy Policy

Energy policy is of paramount importance for our institution both in a long-term as well as in a shorter-term perspective to improve energy efficiency. The energy policy of the institution provides guidelines for the energy usage and conservation inside the institution. It guides the usage of electrical energy in buildings, usage of electrical energy for cooking and transport and also for the use of renewable sources of energy. It also guides the management in investing money for alternative sources of renewable energy.

Energy Conservation Measures

The institution uses LED electrical bulbs for less consumption of electricity inside its campus. Almost all the incandescent and CFL lighting in the institution have been replaced with energy efficient LED lights.

The sizes and location of windows in the campus reduce the need for artificial lighting during day hours. There are big sliding windows in all the classrooms and faculty rooms of the college.

The walls are painted with light colours to minimize the need for artificial lighting during day time.

The institution moves towards using inverter air conditioners instead of non-inverter air conditioners. Out of twelve air conditioners, seven are inverter type in which temperature is adjusted by changing motor speed without turning the motor on and off. Compared to non-inverter type air conditioners, air conditioners with inverters have less power loss and can save in energy.

Trees play significant role in reducing the heat and cooling costs in the environment. The trees in the institution reduce energy costs by lowering air temperature, increasing humidity, and influencing wind speeds.

The institution is known for its green landscaping with a wide range of trees. The institution has also created a Miyawaki forest, a technique of Japanese provenance in which dense forests of native species of trees and shrubs are planted. The Miyawaki forest of the college located in the eastern end of the campus is home to 150 trees.

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

The institution is particular in educating its students, teachers and other persons inside its campus to switch off lights and fans when not in use. It also conducts programmes for energy conservation and encourages the students and teachers to use fuel less vehicles.

Alternate Sources of Energy

The institution promotes the alternate sources of energy like solar and biogas in the hostel kitchen. The institution has a 10 Kilo Watt solar plant which caters to the energy needed for running the two RO plants in the campus. The solar plant has been installed in the terrace of the hostel. The institution has also installed a bio gas system which generates energy through the kitchen waste from the hostel of the institution. The biogas plant can process fifteen kilogram of bio waste per day. The biogas plant has been installed in the backyard of the hostel kitchen. The energy generated through biogas has reduced the consumption of cooking gas by two cylinders per month.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

Waste Management Policy

The institution realizes that sustainable and holistic waste management is essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching faculty, students, and other stakeholders. 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. The policy helps to ensure limiting waste generation, segregation of wastes, responsible disposal of wastes and conversion of waste into value added environment friendly products, wherever possible. Furthermore, the policy forbids the use of plastics inside the campus and prescribes the disposal of plastic waste if any, in a responsible way.

Procedure for waste avoidance

In the procedure adopted for waste management, waste avoidance and waste minimization are given preference, for which dissemination of information is adopted as a continuing exercise. The institution takes efforts in minimizing the food wastes in the college hostel through continuously insisting on its importance in various occasions and monitoring in all possible aspects. This effort has given remarkable outcome resulting in minimal food waste in the hostel. The generation of paper waste is also restricted by using technology to communicate information wherever possible. The water usage is also minimized by fixing water-saving sprinkler in all the pipes used in the campus. This leads to reduction in the volume of waste water generation. 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 with a notice on the bin containing information on the materials that could be deposited. Such segregated waste are sent for recycling through corporation garbage vehicles. The biodegradable college wastes are deposited in the

green colour dustbins. The kitchen waste from the hostel is converted into bio gas. E-waste is collected in a separate bin and disposed through corporation garbage vehicles. The sanitary napkins used by the staff and students are burnt using the incinerator fixed both inside the rest room of the college and in the hostel.

Conversion of Waste into Useful Products

A part of the biodegradable kitchen wastes and the abscission leaves are converted into manure using indigenous bionets following the model of Thoothukudi Corporation. Special bionets are placed in the campus and the support staff have been trained to deposit leaves and sprinkle water on them to help in the decomposition process. The compost manure thus obtained is used for organic farming. The leaves shed from trees are also used to produce vermi-compost manure in the campus. The manure is used to provide nutrients to the vegetable crops planted in the shade net green house. The water wasted from the RO plant is used to water the trees planted near the wastage flow area.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

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

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

The college has an impressive green campus and gives top priority to keep the campus clean and eco-friendly.

Maintenance of Cleanliness

The institution has streamlined the work of cleanliness maintenance by distributing work to faculty and students. 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 of the college uses the college assembly to motivate the faculty and students to reduce the unnecessary usage of paper, water and wastage of food inside the hostel premises. The work of the support staff involved in cleaning work is appreciated and this increases their work engagement. The students are educated on the responsible deposition of waste in the bins.

-

The ECO Club of the institution conducts environmental auditing using external experts once in every two years. The institution has succeeded in reducing its paper consumption by resorting to technology for official communication. The teachers share the self-study and enrichment materials in their Google Classroom through which students submit assignments. The institution strictly avoids the use of plastics and has imposed a total ban on single use plastics inside the campus. The greenery of the campus attracts non-domesticated animals. The campus is home to hundreds of peacocks and food troughs loaded with grains are kept in a few places for them. Monkeys are occasional visitors to the dense trees in the campus.

Green Cover Initiatives

The college has a lush green environment which adds to the beauty of the campus. Tree have been planted and maintained with the support of various government and non-government agencies. There are many varieties of trees in the campus and the mini forest near the entrance is an attraction to all who visit the campus. The institution has voluntarily generated a “Miyawaki Forest” inside the campus with 150 trees seeking the help of many non-governmental organizations. Special efforts were taken to replant the tree which had fallen due to water logging in the campus following the heavy monsoon rains. Students are encouraged to use bicycles in the institution. 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. These are attempted to make the teachers and students recognize the need and importance of organic farming. These also encourage them to become women entrepreneurs by taking up organic farming.

Pollution free environment

The alternative energy sources like solar power, bio-gas are implemented to meet a part of the needed energy. Incinerator usage for napkin disposal is always encouraged to avoid plastic pollutants. The institution also minimizes the usage of air conditioners wherever possible and maximizes the planting of trees thereby creating a pollution free environment. Prosopis juliflora (Seemai Karuvelam) trees adjacent to the campus wall were removed. Many efforts are taken in the form of seminars, webinars, conferences, exhibitions and activities to create awareness on environmental issues.

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 4.87

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
15.26441	0.15200	0.20090	0.10025	0.02535

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.**Response:**

Thoothukudi where the institution is located is one of the sea ports of the state. It is known for salt production in a large scale. The other major industries are shipping, fishing, power and chemical industries. The institution makes use of the local environment, locational knowledge, resources, community practices and challenges for the benefit of student community.

Efforts to leverage local environment, locational knowledge and resources

- The students are taken regularly to visit the salt pans, storage houses, dry flower units and to the other industries available locally which occupy significant roles in the development of the district. The community engagement of students are promoted and this helps them to understand the educational needs of workers in these places.
- The students are taken to visit the historically important places in the district. The visits help them understand the diverse cultures and communities in which they will teach in future.
- The students are taken to visit Fisheries College and Research Institute for developing their entrepreneurial skills.
- The students are taken to visit District Science Centre and water treatment plant in Manjalneerkayal to provide useful inputs on science and water purification.
- The students were involved in a research on testing the presence of iodine in the edible salts sold in the local shops by collecting salt samples from the local shops nearby their houses. This paved way for identifying salt iodine less salt production in Thoothukudi and thereby increased their social responsibility.
- The alumni experts available in the locality were identified and invited as resource persons to train the students in terrace gardening, making of greeting cards, and bangles.
- The skilled human resources available in the locality are invited to teach the students to produce socially useful products like wall hangers, craft products, candles, karthigai vilaku and golu dolls.

- The human and non-human resources available with local NGOs like Rotary Clubs, GIANTS Club, JCI, institutions and philanthropists are used to organize meaningful programmes in the institution.

Efforts to leverage community practices and challenges

- Using products made of Palmyra leaves is a practice in the community. The college organized a workshop for students to make palmrya craft products by bringing in experts in the locality.
- The students are encouraged to work as volunteers by serving the patients in the government hospital through “May I Help You” organised by the District Red Cross regularly. This makes them familiarized with the challenges faced by the poor and sick people.
- The practices in all religions are respected by encouraging students to organize celebration of different religious festivals.
- Pandemic was a great challenge to the community. The institution responded to this challenge by the following ways:
- Many online programmes were organized on health aspects during the difficult times of COVID 19. The resource persons of these programmes helped the students, teachers and other stakeholders to maintain their health.
- The challenge of transition to online mode during COVID 19 was tackled by organizing online programmes on technology integration and managing post COVID classrooms.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1.Code of Conduct is displayed on the institution’s website**
- 2.Students and teachers are oriented about the Code of Conduct**
- 3.There is a committee to monitor adherence to the Code of Conduct**
- 4.Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice 1

Reflection by Teachers

1. The Context

Reflection was initiated following the recommendation of NAAC peer team. The benefits of reflection were realized by a few teachers and the Principal took efforts to streamline the process of reflection.

2. Objectives of the practice

1. To provide opportunities for teachers to gain insights through reflection
2. To encourage teachers to improve or change their pedagogical practices

3. The Practice

The reflection in our institution is done in the following ways:

- Weekly reflection/ Daily reflection
- Monthly reflection
- Year-end reflection

Every teacher maintained a weekly reflective journal. The weekly reflection was later replaced with daily reflection.

The head of the institution prepares and circulates a set of questions for reflection at the end of every month.

At the end of the year, the teachers reflect on the work. This reflection is followed by SWOC analysis.

4. Impact of the practice

The teachers take up the reflection exercises earnestly. The greatest benefit is the identification of key areas to be strengthened at the individual and institutional level.

5. Problems encountered

There was a tendency among teachers to highlight their work, even it did not pertain to the question in the monthly reflection. The teachers were made to realize that the questions were not aimed at appraisal but to facilitate reflection.

6. Resources required

The personal devices of teachers and facility already available in the college are enough for this practice.

Best practice 2

Framing Themes for Academic Years

1. The context

During a meeting to discuss the action plans, a teacher suggested taking up a theme for every year to bring a focus to the work done. It was decided to take up themes that contribute to the vision and mission statements. Later the college Secretary introduced a larger theme for every two years. The yearly theme became subsumed under the larger theme.

2. Objectives of the practice

- To stay focused on the vision and mission of the institution
- To plan all the activities centering on a particular value
- To enable the faculty to plan innovatively

3. The practice

The themes are centered on important values and ideas. The themes adopted are as follows:

Academic year 2016-2017- Year of Hope

Academic year 2017- 2018-Year of Connectivism

Academic year 2018- 2019-Year of Compassion

Academic year 2019- 2020- Year of Empowerment

Academic year 2020- 2021-Year of Responsibility

The larger theme introduced in 2018 was “Towards Excellence”. The larger theme for the year 2020 was “Towards Greater Heights”.

4. Impact of the practice:-

Framing themes motivated the faculty to do a variety of activities related to the theme and contributed to accomplishment of the mission statement of the institution.

5. Obstacles faced

When a theme was provided, teachers had to align their plans with the theme. This was quite challenging but the teachers were later able to plan programmes creatively.

6. Resources required:-

No special requirement is needed for the practice other than the resourcefulness of the faculty.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Empowerment of Women

Women empowerment is the priority and thrust area in which the institution has been making strides. The empowerment of women remains the cardinal concern of the institution in all aspects of its functioning. The institution takes special efforts to empower women of the institution. The institution goes further and empowers women in the community. True to its vision, the institution works to create empowered women who will be leaders in future.

Empowerment of Women in the Institution

The students are the life blood of the institution and their empowerment is ensured in all possible ways. The teaching- learning process, extracurricular inputs and skill development initiatives are fuelled by the drive to empower them to become leaders. The women staff- teaching and non-teaching are respected and given opportunities to develop their capacities. The management maintains a steadfast commitment to

empowerment of women and this is reflected in all the activities of the institution. Destitute women are given preference in the appointments made by the management.

Women Development Efforts

The institution operationalizes its vision and mission statements by undertaking a number of women development initiatives. These include

- Programmes on gender related themes
- Women Development Cell
- Extension services

Programmes on Gender Related Themes

- The Student Council organizes observation of International Day for the Elimination of Violence against Women, National Girl Child Protection Day, State Girl Child Protection Day and Celebration of International Girl Child Day.
- Experts to talk on gender issues are identified and brought in as resource persons in seminars, webinars, online talks and special lectures. The themes of such programmes are listed below:
 - Women as Educators: Roles and Responsibilities
 - Women Back to Traditional Role
 - Menstrual Hygiene and Sustainable Menstruation
 - Prevention of Trafficking of Women and Children
 - Women Empowerment
 - Language and Gender in Teaching and Learning
 - Women Health
 - Role of Teachers in Creating a Gender Inclusive Society
- An art exhibition “Voices of Women” was organized to create awareness among college students, school students and general public on gender discrimination in a novel way.

Women Development Cell

The institution has a “Women Development Cell” which looks into the practices and activities related to empowerment of women. The Women Development Cell celebrates International Women’s Day every year by awarding non-elite women workers in the society. A sweeper cum driver, a transgender dancer, an Anganwadi worker, an NGO worker, an entrepreneur, an industry employee and a nurse have been awarded so far.

Extension services

- The institution has opened its sports facilities- basketball court and athletics track to the girl children of various schools in Thoothukudi free of cost.
- The institution has established its identity in helping the women population in and around the district by organizing cancer care awareness programmes, health awareness programmes, legal awareness programmes to the women folk of nearby villages.
- Special programmes were organized to empower women population in the nearby community. These include empowerment of Anganwadi workers, empowerment of transgenders, empowerment

of village workers and empowerment of sanitary workers.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

The institution has witnessed a mushroom growth of private teacher education institutions in the state. Most private institutions offer programmes without students being present on campus for teaching and learning. The saddest part is the inclination of graduates to seek admission in such institutions to get a teacher education degree easily. The institution has made no compromise in its quality and adheres to the core values to realize its mission. The vision-driven institution has set its standards high and strives hard to maintain them. It is uniquely positioned to model what a quality teacher education would do amidst unethical forces shaping teacher education

Concluding Remarks :

The institution is the lengthened shadow of a number of visionaries who made it possible to provide quality teacher education to women in the southern district of Tamil Nadu. The institution is dynamic and evolves progressively with the changes in the education sector. Being an institution that has been built with a foresight to meet the changeover to integrated teacher education programmes, the institution has plans to apply for integrated B.Ed. and M.Ed. programmes. It has all the potential needed to become an institution that can function in tune with the reformations proposed by the New Education Policy 2020. The institution continues its journey towards greater heights with a grit to make no compromise in quality. The journey may not be smooth and easy but the institution moves ahead with renewed energy to fulfill the dreams of its founders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>20</td> <td>20</td> <td>20</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>19</td> <td>19</td> <td>19</td> <td>16</td> </tr> </tbody> </table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>28</td> <td>28</td> <td>28</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>28</td> <td>28</td> <td>28</td> <td>25</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents given by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	22	20	20	20	17	2020-21	2019-20	2018-19	2017-18	2016-17	20	19	19	19	16	2020-21	2019-20	2018-19	2017-18	2016-17	32	28	28	28	25	2020-21	2019-20	2018-19	2017-18	2016-17	32	28	28	28	25
2020-21	2019-20	2018-19	2017-18	2016-17																																					
22	20	20	20	17																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
20	19	19	19	16																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
32	28	28	28	25																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
32	28	28	28	25																																					
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>114</td> <td>138</td> <td>87</td> <td>82</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>141</td> <td>138</td> <td>87</td> <td>82</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	54	114	138	87	82	2020-21	2019-20	2018-19	2017-18	2016-17	70	141	138	87	82																				
2020-21	2019-20	2018-19	2017-18	2016-17																																					
54	114	138	87	82																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
70	141	138	87	82																																					

2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year Answer before DVV Verification : 212 Answer after DVV Verification: 214</p> <p>Remark : Input edited as per the given supporting documents. experience of Physical Education Director and Librarian, Not consider.</p>																				
3.1.1	<p>Average number of research projects funded by government and/ or non-government agencies during the last five years</p> <p>3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years.. Answer before DVV Verification:</p> <table border="1" data-bbox="304 826 1046 963"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1041 1046 1178"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	1	2	1	1	2020-21	2019-20	2018-19	2017-18	2016-17	0	1	1	1	1
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	1	2	1	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	1	1	1	1																	
3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1453 1046 1590"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>15</td> <td>12</td> <td>15</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1668 1046 1805"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>11</td> <td>9</td> <td>11</td> <td>16</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	9	15	12	15	21	2020-21	2019-20	2018-19	2017-18	2016-17	7	11	9	11	16
2020-21	2019-20	2018-19	2017-18	2016-17																	
9	15	12	15	21																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	11	9	11	16																	
3.2.2	<p>Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</p> <p>3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years Answer before DVV Verification:</p>																				

2020-21	2019-20	2018-19	2017-18	2016-17
30	13	5	12	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20	7	5	10	8

Remark : Input edited as per the supporting documents given by HEI.

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	0	4	1

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Answer before DVV Verification : 11

Answer after DVV Verification: 9

Remark : Input edited as per the supporting documents given by HEI.

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1680512	2094718	700494	365202	326242

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16.80512	20.94718	7.00494	3.65202	3.26242

Remark : With the reference of supporting document, input is converted into Lakhs.

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2659409	3986778	2771068	2371842	1713862

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26.59409	39.86778	27.71068	23.71842	17.13862

Remark : With the reference of supporting document, input is converted into Lakhs.

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	2	2	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	6	3	2	3

Remark : Input edited as per the given supporting documents.

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	9	12	8	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	6	9	9	8

Remark : Input edited as per the supporting documents given by HEI.

6.3.4 Percentage 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

6.3.4.1. Total 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 during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	13	13	12	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
24	7	2	1	7

Remark : Input edited as per the supporting documents given by HEI.

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1526441	15200	20090	10025	2535

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15.26441	0.15200	0.20090	0.10025	0.02535

Remark : With the reference of supporting document, input is converted into Lakhs.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>13</td> <td>13</td> <td>13</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>11</td> <td>11</td> <td>11</td> <td>13</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	16	13	13	13	15	2020-21	2019-20	2018-19	2017-18	2016-17	14	11	11	11	13
2020-21	2019-20	2018-19	2017-18	2016-17																	
16	13	13	13	15																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
14	11	11	11	13																	
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6435044</td> <td>10607726</td> <td>6330357</td> <td>4962152</td> <td>3961414</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>64.35</td> <td>106.07</td> <td>63.30</td> <td>49.62</td> <td>39.61</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	6435044	10607726	6330357	4962152	3961414	2020-21	2019-20	2018-19	2017-18	2016-17	64.35	106.07	63.30	49.62	39.61
2020-21	2019-20	2018-19	2017-18	2016-17																	
6435044	10607726	6330357	4962152	3961414																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
64.35	106.07	63.30	49.62	39.61																	