



YEARLY STATUS REPORT - 2020-2021

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

• Financial Status	UGC 2f and 12(B)
• Name of the Affiliating University	Tamil Nadu Teachers Education University, Chennai
• Name of the IQAC Co-ordinator/Director	R. Suryakala
• Phone No.	9894220060
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	
• IQAC e-mail address	aceiqac@gmail.com
• Alternate e-mail address (IQAC)	
3.Website address	https://annammal.org
• Web-link of the AQAR: (Previous Academic Year)	
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	
5.Accreditation Details	

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	86.5	2006	02/02/2006	01/02/2011
Cycle 2	B	2.56	2013	05/01/2013	04/01/2018

6.Date of Establishment of IQAC	14/06/2006
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7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
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<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
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9.No. of IQAC meetings held during the year	7
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<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
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<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File
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10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
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<ul style="list-style-type: none"> If yes, mention the amount 	
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11.Significant contributions made by IQAC during the current year (maximum five bullets)

? Introduction of value added courses in collaboration with other educational organizations/ institutions ? Facilitating smooth transition to online teaching and learning ? Identification of student needs and catering to their needs ? Organizing special

lectures/talks/address for well-rounded development of students ?
Introduction of agricultural ventures in the campus

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

Plan of Action	Achievements/Outcomes
To improve the teaching learning process in the institution	Curriculum Planning Committee encouraged teachers to develop teaching plans to provide better learning experiences to students
To identify students' needs using mentoring system	Mentors identified the needs of students and they were taken up in the IQAC meeting for further action.
To introduce new and relevant value added courses for students	Six value added courses were introduced for the first year B. Ed. students. These courses were organized in collaboration with other educational organizations/ institutions.
To conduct programmes for enhancing technology integration into teaching and learning	Eight programmes were organized by the institution for enhancing technology integration into teaching and learning.
To analyse the student attainment of learning outcomes in internal examination	The attainment of student learning outcomes were analysed and follow up action was taken to ensure attainment of learning outcomes.
To arrange special sessions on topics that can contribute to the preparation of teachers	Sixteen special sessions were arranged on topics not included in curriculum but can help in teacher preparation.
To encourage teachers and students to complete online courses	Many of our teachers completed online courses. A few students completed SWAYAM courses.
To encourage publications by faculty members	Many teachers have published research articles in journals and chapters in books and

	proceedings.
To organize activities under the MoUs signed with institutions/ organizations	Seven MoUs were signed this year. Programmes and activities were done under the already existing and new MoUs.
To encourage students to use library resources	Students were made to participate in book talks and book reading and discussion sessions. National Librarian/s Day and World Book Day was celebrated.
To organize faculty development programmes for teachers	Three faculty development programmes were organized this year.
To introduce agricultural ventures in the institution	Shade net agriculture, mushroom culture and vermicomposting were introduced in the campus.

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

Name of the statutory body	Date of meeting(s)
College Management Committee	11/02/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020- 2021	22/01/2022

Extended Profile

2.Student	
2.1 Number of students on roll during the year	183

File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	230
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	116
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	82
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	82
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	99
File Description	Documents
Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	64,35,044

4.2	71
Total number of computers on campus for academic purposes	

5. Teacher

5.1	16
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	16
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Curriculum planning

The planning of 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

Curriculum Planning Committee has been constituted for streamlining the process of curriculum planning. External experts are also invited for the Curriculum Planning Meetings. Teaching plans include detailed descriptions of the learning experiences planned for the courses. Each teacher presents her teaching plan and the others provide their observations. Suggestions are noted and the teachers use their discretion to arrive at the final teaching plan for their courses.

Development of action plan by teachers

A wide range of activities are carried out every year to support the learning that occurs within the syllabus. The activities are planned through clubs, committees and cells of the institution. Every teacher develops an 'Action Plan' for the year which includes such activities. A meeting is convened by the Principal to discuss the action plans of the teachers.

Review of plans

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

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

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

A. All of the above

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

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

A. All of the Above

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

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

10

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	https://annammal.org/Criterion-1.php
Any other relevant information	Nil

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

3

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

3

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

99

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

99

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

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

All of the above

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

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

68

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

68

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

1.3 - Curriculum Enrichment

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

Understanding of the Field of Teacher Education

An expert talk on "Teacher Education in India" was given for students. The course "Contemporary India and Education" for B. Ed. included certain units that helped to understand the teacher education system of the country. M. Ed. students learned a course titled "Teacher Education in India: Secondary Level".

Procedural Knowledge

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

Capability for extrapolation

Students were made active in the learning process and made to apply the learning. The ICT knowledge they had gained helped them to make short films on various topics. They applied the knowledge they gained in the institution for event management.

Skills/Competencies

Life skills and soft skills workshops were organized for the trainees by experts and college teachers. Team building skills were developed in the classrooms. Students were introduced to the tools and techniques of collaboration. Two value added courses Soft Skills and Transformation of Classroom from Blackboard to Digital (B to D) were made mandatory for students.

File Description	Documents
A fundamental or coherent understanding of the field of teacher education	View File
Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization	View File
Capability to extrapolate from what one has learnt and apply acquired competencies	View File
Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.	View File

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

The institution therefore ensures that the students are 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.
- The students were taken to schools following CBSE syllabus, ICSE syllabus and State Board Syllabus in the locality.
- Special sessions were organized to make students get a clear

idea about the state-wise variations in 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 students were asked to review a book in Tamil language written by Mr. Ayisha Natarajan. 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.

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

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

Syllabi Driven Curricular Experiences

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

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

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

Learning Engagement through Seminars/ Webinars/ Workshops/Special Sessions

It is a regular practice of the institution to organize seminars, webinars workshops and special sessions for teaching and student community at large. The students of the institution are the primary beneficiaries of these programmes. The themes of such programmes are planned to prepare students for the teaching profession. Such programme organized this year include:

- Who am I? - Exploring Teachers
- Critical Thinking
- Education for Liberative Knowledge
- Stimulant Online Tools for Collaborative Learning
- Differentiated Instruction for Diverse Learners
- Collaborative Skills
- Negotiation and Communication Skills
- Teacher Education
- Preventing Juvenile Delinquency
- Individualized Education Plan
- Role of Teachers
- Women as Educators

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken												
<table border="1"> <thead> <tr> <th data-bbox="86 365 550 421">File Description</th> <th data-bbox="550 365 1473 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 550 566">Stakeholder feedback analysis report with seal and signature of the Principal</td> <td data-bbox="550 421 1473 566">View File</td> </tr> <tr> <td data-bbox="86 566 550 712">Action taken report of the institution with seal and signature of the Principal</td> <td data-bbox="550 566 1473 712">View File</td> </tr> <tr> <td data-bbox="86 712 550 768">Any other relevant information</td> <td data-bbox="550 712 1473 768">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Stakeholder feedback analysis report with seal and signature of the Principal	View File	Action taken report of the institution with seal and signature of the Principal	View File	Any other relevant information	No File Uploaded					
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Stakeholder feedback analysis report with seal and signature of the Principal	View File												
Action taken report of the institution with seal and signature of the Principal	View File												
Any other relevant information	No File Uploaded												
TEACHING-LEARNING AND EVALUATION													
2.1 - Student Enrollment and Profile													
2.1.1 - Enrolment of students during the year													
99													
2.1.1.1 - Number of students enrolled during the year													
99													
<table border="1"> <thead> <tr> <th data-bbox="86 1216 550 1272">File Description</th> <th data-bbox="550 1216 1473 1272">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1272 550 1339">Data as per Data Template</td> <td data-bbox="550 1272 1473 1339">View File</td> </tr> <tr> <td data-bbox="86 1339 550 1440">Document relating to sanction of intake from university</td> <td data-bbox="550 1339 1473 1440">View File</td> </tr> <tr> <td data-bbox="86 1440 550 1541">Approval letter of NCTE for intake of all programs</td> <td data-bbox="550 1440 1473 1541">View File</td> </tr> <tr> <td data-bbox="86 1541 550 1641">Approved admission list year-wise/ program-wise</td> <td data-bbox="550 1541 1473 1641">View File</td> </tr> <tr> <td data-bbox="86 1641 550 1709">Any other relevant information</td> <td data-bbox="550 1641 1473 1709">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Document relating to sanction of intake from university	View File	Approval letter of NCTE for intake of all programs	View File	Approved admission list year-wise/ program-wise	View File	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template	View File												
Document relating to sanction of intake from university	View File												
Approval letter of NCTE for intake of all programs	View File												
Approved admission list year-wise/ program-wise	View File												
Any other relevant information	No File Uploaded												
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year													
96													
2.1.2.1 - Number of students enrolled from the reserved categories during the year													
96													

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

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

- Entry level testing

- Non-scholastic talents inventory
- Reading and writing assessment

Entry Level Testing

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

Non-Scholastic Talents Inventory

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

Reading and Writing Assessment

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

Generation of Student Profile

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

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the

Six/Five of the above

institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

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

All of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:13

2.2.4.1 - Number of mentors in the Institution

13

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

2.3 - Teaching- Learning Process

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

Learning Modes Used

Teachers employed the following experiential and participative learning strategies:

- Discussion- Open discussion, 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 allowed students to be active participants in the learning process.

Debates developed the critical thinking and collaborative skills of students.

Visual mapping techniques helped the students to present ideas logically with attention to the relationship between concepts.

Group presentation developed the creativity and communication skills of students.

Brainstorming encouraged the generation of new ideas.

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 created an interactive learning environment and was used in combination with other strategies.

Online quizzes kept the students alert and attentive. Online applications increased the learning engagement of students.

Group projects developed the research skills of students.

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

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

16

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://sites.google.com/d/1D0qeTMtre-ZUgu3oNuY6qOxErmds3M0d/p/1wBw_ZFnwmjwuim4yVmRFbmfA100jGCSS/edit
Any other relevant information	No File Uploaded

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

128

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://annammal.org/NAAC/Criteria-2/ICTresources%20UsedByStudents.pdf
Any other relevant information	View File

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

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

Mentoring for Team Work

Team work is integral to all the activities of students. The morning assembly, collaborative tasks in the classroom, cultural programmes, outreach activities help students share responsibilities with a team spirit.

Mentoring for Dealing with Student Diversity

The varied group situations during the teaching learning process give them a ground for practicing inclusion. A general session on "Addressing Inclusion in the Classroom" is organized for the students. Special addresses on differentiated instructional strategies and dealing with different categories of students are organized.

Mentoring for Professionalism

The student teachers are trained to take up their work in a professional way. 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

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

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

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

Five/Six of the above

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

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

Case 1

Teaching and Learning Process for the Course "Gender, School and

Society"

Some of the teaching strategies used in addition to the regular lectures for the course "Gender, School and Society "are listed below:

- Tabulation exercise: The students tabulated the given statements under the categories 'sex' and 'gender'.
- Participatory learning: The students were asked to recall the duties they had in schools to learn gender based duties given to boys and girls.
- Discussion: The video "The Impossible Dream" was screened and this was followed by questions for discussion.
- Reflection exercise: The students were asked to complete the sentences "Being a female means....." and "Being a male means....."
- Using short films: Short films on sexual abuse prevention were screened in the classroom.
- Worksheet: The students were asked to fill in a worksheet- "What will I do? What will my brother do?"

Impact of Teaching Learning Process:

The impact of their learning resulted in the following:

- Completion of two group research projects
- Development of communication and discussion skills
- Preparation of citations for women achievers from non-elite groups creatively

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 teachers plan teaching a few concepts using flipped 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.

Students' Response to Flipped Classroom

The success of flipped classroom is evidenced through the following:

- The students expressed their interest in using flipped classroom during their internship.
- The teachers and students became partners in the teaching learning process.
- The students explored ways of creating educational videos.
- The discussion skills of the students increased tremendously.
- Flipped classroom became a place for practicing communication

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

All of the above

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

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

Ten/All of the above

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

All of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Details of the activities carried out during the academic year in respect of each response indicated</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Samples prepared by students for each indicated assessment tool</p>	<p>View File</p>
<p>Documents showing the different activities for evolving indicated assessment tools</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

Four of the above

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

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

Identification of Schools

The internship work begins with identification of host schools for internship. The teaching practice coordinators send requests to government and government aided schools regarding accommodation of student teachers for internship.

Collaborative Planning for Internship

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

Student Orientation

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

Orientation to Teachers

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

Defining Assessment Modes

Separate formats are developed for the observation of internship

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

Visit to Innovative Schools

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

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

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

2.4.9.1 - Number of final year students during the academic year

82

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

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

Nine/All of the above

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

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

Internship Monitoring Mechanism

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

Observation by Teacher Educators

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

Observation by School Teachers

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

Observation by School Principal

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

Observation by Peers

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

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

16

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

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

8

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

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

12

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

192

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

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

Professional Development Initiatives

The college management provides financial support to teachers upon request to attend seminars, workshops and conferences. The teachers make use of 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 keep themselves updated on modern trends in education.

Knowledge Sharing Forum

The institution organizes faculty development programmes on a regular basis. Experts from outside are sometimes 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 updating by participation in a seminar/workshop/conference share what they have learnt with the others in the institution through Knowledge Sharing Forum.

Networking with Others

Teachers leverage technology to get connected with colleagues and other professionals outside the institution. There are Google group and Whatsapp groups for teachers of the institution. These groups are the major ways of professional communication. 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.

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

2.6 - Evaluation Process

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

Components of Continuous Internal Evaluation

The continuous internal assessment 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 teachers who teach the different courses are entrusted with the responsibility of preparing question papers for internal evaluation. Higher order thinking is encouraged through the questions asked in the term exams. 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 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.

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

<p>2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually</p>	<p>Five of the above</p>
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

Role of Exam Committee

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

Mechanism for Exam Related Grievance Redressal

The Exam Committee members explain the procedure for redressal of exam related grievances at the beginning of the academic year. The students can report their exam related grievances to the concerned teacher. If the issue remains unresolved, it can be brought to the notice of the Exam Committee members. The Exam Committee members intervene and make evidence based decisions for the redressal of grievances. Additionally, an email ID has been created for reporting exam related grievances and the same is communicated to the students

through a notice put up on the notice board. The students can send an email about their grievances within a week after the declaration of results of internal assessment. The group grievances of the students, if any, can also be brought to the attention of the Exam Committee who work to resolve the issue.

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

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

Preparation of Academic Calendar

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

Preparation of Annual Plan for Internal Evaluation

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

Adherence to Academic Calendar for Internal Evaluation

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

2.7 - Student Performance and Learning Outcomes

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

Programme Learning Outcomes, Course Learning Outcomes and Student Learning Outcomes

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

Integration of Student Learning Outcomes in the Teaching- Learning Process

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

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

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

Performance Assessment

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

Assessment of Cognitive Attainment

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

Assessment of Professional Attributes

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

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

record the marks secured by students.

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

2.7.4 - Performance of outgoing students in internal assessment

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

82

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

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

Initially Identified Needs

The needs of the students were initially identified through the mentoring system. Training in 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 aimed at tracking student performance at the cognitive, affective and psychomotor levels. Certain areas was assessed by comparing the performance of students at the entry level and exit level.

Entry and Exit Level Assessment

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

Comparison of Soft Skills, Vocabulary and Reading Comprehension

A number of skill development and language development initiatives were taken up by the institution. Performance in Soft Skills increased by 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 %.

Comparison of ICT Usage and Pedagogical Content Knowledge

The ICT usage of students showed a sharp increase by 28 %. The Pedagogical Content Knowledge of the students showed an increase by 27 %.

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

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

Four of the above

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think

All of the above

tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

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

3.2 - Research Publications

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

9

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

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

27

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

3.3 - Outreach Activities

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

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

5

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

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

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

181

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

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

181

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

181

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

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

Outreach Activities Organized

a. Library Committee:

The Library Committee organized Awareness Programme on "Book Reading and Usage of Library" at District Central Library, Thoothukudi. Housewives were honoured with prizes who use the District Central Library widely.

b. 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. Pamphlets were distributed that containing the benefits of using toilets.

c. Women Development Cell:

Special talk on 'General Health Practices for Women' for the women workers of Venus Home Appliances Pvt. Ltd. Thoothukudi was organized by the Women Development Cell. Recognized the non-elite group women achievers with awards and certificates during the occasion on International Women's Day celebration.

Impact of the outreach programmes:

The outreach programs developed and enhanced the leadership qualities, self-confidence, communication skills, managerial skills, and responsibilities toward the rural community. Exposure to extension and outreach activities sensitized the students towards social issues and also to social remedies for matters like health, gender sensitivity. They have not only developed strong morals but also helped students to get connected with the marginalized sections of the society.

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

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

15

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

3.4 - Collaboration and Linkages	
3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year	
9	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
9	
File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
12	
File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation	

Clinics Linkages with general colleges

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

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

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

- There are twenty classrooms equipped with ICT facilities such as projectors, podiums, speakers, laptops or computers with internet connectivity.
- There is a fully air-conditioned library area. The library has adequate seating facilities and houses a good number of print resources.
- Network Resource Centre is equipped with 60 computers and internet connectivity exclusively for students use.
- Spacious and well-equipped laboratories for Physical Science, Biological Science, Psychology and Computer Science are available.
- 200 metres track, basketball and volley ball court are also available.
- High jump and long jump pits, javelin and shot put pits are also available.
- There are a good number of recognized schools within reasonable distance for fieldwork and practice teaching-related activities of the student teachers.

- A bus and a car are available for transportation.

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

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

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

20

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

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

16,80,512

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

4.2 - Library as a Learning Resource

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

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

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

Acquisition module

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

Catalogue module

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

Serials module

This module makes keeping track of serials an easy task.

Member module

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

Circulation module

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

Master module

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

Administration module

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

E-GATE

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

OPAC

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

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

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://library-1/rovanlms/library/opac/
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently
Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Remote Access to Library within the Campus

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

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

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

INFLIBNET Subscription

Our 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 students. All the teaching faculty have member login to refer the e-resources off campus. The students and teachers of our institution can access the resources remotely through the individual login credentials and refer resources for assignments, learning, practicum and research work.

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

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

Four of the above

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

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

14,339

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

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

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

1032

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://annammal.org/NAAC/Criteria-4/CertifiedCopiesofLibraryE-ledgerPages.pdf
Any other relevant information	View File

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

Two of the above

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

4.3 - ICT Infrastructure

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

Classrooms and Multipurpose Hall with Wi-Fi facility

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

smaller groups. An air-conditioned conference hall equipped with all technological devices is also available.

Network Resource Centre and Library

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

Studio Facility

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

Wi-Fi Connectivity and Speed

The present Wi-Fi facility is Fiber to the Home (FTTH) connection. The Wi-Fi routers are placed in four places to spread signals to larger areas. 100 Mbps speed offers 12.5 MB per second transfer rates. An equal upload speed is also guaranteed by FTTH connection.

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

4.3.2 - Student – Computer ratio during the academic year

181:66

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Four of the above
--	--------------------------

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://drive.google.com/file/d/1N3hb6jsRBscvKm6jdFhEhnd36lk4g-Ly/view?usp=sharing
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://sites.google.com/annammal.com/e-content/e-content
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

26,59,409

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

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

Physical Infrastructure Maintenance Policy

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

Maintenance Procedure

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

Library Maintenance Policy

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

Maintenance Procedure

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

ICT Infrastructure Maintenance Policy

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

Maintenance Procedure

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

Laboratory Maintenance Policy

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

Maintenance Procedure

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

Sports Infrastructure Maintenance Policy

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

students only.

Maintenance Procedure

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

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common

Nine or more of the above

rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable													
<table border="1"> <thead> <tr> <th data-bbox="76 383 552 450">File Description</th> <th data-bbox="552 383 1477 450">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 450 552 517">Geo-tagged photographs</td> <td data-bbox="552 450 1477 517">View File</td> </tr> <tr> <td data-bbox="76 517 552 584">Any other relevant information</td> <td data-bbox="552 517 1477 584">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	No File Uploaded							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	No File Uploaded												
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above												
<table border="1"> <thead> <tr> <th data-bbox="76 1055 552 1122">File Description</th> <th data-bbox="552 1055 1477 1122">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1122 552 1223">Data as per Data Template for the applicable options</td> <td data-bbox="552 1122 1477 1223">View File</td> </tr> <tr> <td data-bbox="76 1223 552 1323">Institutional guidelines for students' grievance redressal</td> <td data-bbox="552 1223 1477 1323">View File</td> </tr> <tr> <td data-bbox="76 1323 552 1503">Composition of the student grievance redressal committee including sexual harassment and ragging</td> <td data-bbox="552 1323 1477 1503">View File</td> </tr> <tr> <td data-bbox="76 1503 552 1603">Samples of grievance submitted offline</td> <td data-bbox="552 1503 1477 1603">View File</td> </tr> <tr> <td data-bbox="76 1603 552 1671">Any other relevant information</td> <td data-bbox="552 1603 1477 1671">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template for the applicable options	View File	Institutional guidelines for students' grievance redressal	View File	Composition of the student grievance redressal committee including sexual harassment and ragging	View File	Samples of grievance submitted offline	View File	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template for the applicable options	View File												
Institutional guidelines for students' grievance redressal	View File												
Composition of the student grievance redressal committee including sexual harassment and ragging	View File												
Samples of grievance submitted offline	View File												
Any other relevant information	No File Uploaded												
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group	Five or more of the above												

insurance (Health/Accident)

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

5.2 - Student Progression**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
13	82

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

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****31**

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

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

0

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

5.3 - Student Participation and Activities

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

Formation of Student Council

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

Functions of Student Council

- The Student Council serves as a communication channel between students and the teachers.

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

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

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

18

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

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the

development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni Association

The Alumni Association is a registered body that occupies an important place in the organizational hierarchy. The institution in 60 years has produced teachers who cherish the bond with the institution and are responsive to the invitations of the Alumni Association. The relationship with alumni has been mutually rewarding over the years. The institution offers mentoring to alumni and the alumni contribute in many ways to the growth of the institution

Alumni as Consultative Members

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

Alumni Expertise for Institutional Programmes

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

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

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in

All of the above

**the in-house curriculum development
Organization of various activities other than
class room activities Support to curriculum
delivery Student mentoring Financial
contribution Placement advice and support**

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

4

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

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

Identifying Students' Talents

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

Encouraging Participation in Competitions

The students are encouraged to demonstrate their creative potentials by participating in cultural competitions organized by other institutions. The Alumni Associations 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. Signing 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. The Alumni Association further provides remuneration to the talented students for training others.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Motto

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

Mission

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

Vision

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

Nature of Governance

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

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

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

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

Practice of Decentralization

The organizational arrangements in the institution paves way for the easy practice of decentralization. The Management Committee and Internal Quality Assurance Cell are the two central administrative bodies of the institution vested with powers to make important institutional decisions. Four teachers are represented in the Management Committee. The Internal Quality Assurance Cell takes into consideration the voices of teachers, alumni and students in all its

deliberations. There are four Supportive Administrative Bodies namely Admission Committee, Curriculum Planning Committee, Academic Calendar Committee and Grievance Redressal Committee. The other administrative units and academic units are headed by teachers and student representatives.

Practice of Participative Management

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

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

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

Financial Function

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

Academic function

The college ensures complete transparency in the students' admission monitored by the admission committee. The contact details of the teaching staff are made available in the academic calendar. Cumulative attendance reports are published in the college notice board. The results of the term exams are published in the notice

board after each exam. The recruitment of teachers is done through open advertisement.

Administration Function

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

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

6.2 - Strategy Development and Deployment

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

One of the strategic plans focus on the twin objectives of developing preventive management of physical resources and their optimal utilization. The deployment strategies for this include:

Division of responsibilities for prevention management

The maintenance of all infrastructural facilities is done by assigning responsibilities to staff. The duties were communicated to the staff and they were advised to go for time-based or usage-based prevention management in alignment with requirement of the physical resource to be maintained. Apart from the regular academic work, the staff supervised the maintenance of physical resources with the involvement of students.

Appreciation of the work of staff and students

The management monitors the physical resource maintenance work of staff and students. The work of the staff is appreciated by the management in different ways

Planning activities to utilize the physical resources

The IQAC of the institution plans a number of activities for student development every year. The activities are planned considering the physical resources that are available in the institution.

Sharing physical resources with other educational agencies

The physical resources of the institution are shared with other governmental and non-governmental educational agencies every year. The classrooms have been used by them to organize training programmes.

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

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

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

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

Academic Management

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

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

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

Administrative Management

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

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

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

All of the above

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

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

IQAC Decisions to Facilitate a Smooth Transition to Online Teaching

The sudden transition to online teaching during the pandemic was a major concern of IQAC. Extensive consultations were made during IQAC meetings to provide alternative teaching and learning pathways. The

teachers were asked to complete the syllabus using WhatsApp group and Google classroom. They were asked to form mentor-mentee WhatsApp groups. It was then decided to go for paid Zoom account to organize online 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 students. The teachers were motivated to prepare e-resources.

The IQAC decided to create a G-Suite Account and individual domain IDs for teachers so that all teachers use institutional Learning Management System. The remote learning efforts of the institution were periodically reviewed by IQAC.

Outcome of the decisions

The IQAC decisions helped teachers to become experts in delivering their lessons online. Teachers developed e-content and flip books to support the online learning of the students. The teachers became acquainted with the usage of online applications. Google classroom became the learner management system used by all teachers.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

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

Professional Development Benefits

- The unaided teaching faculty who have completed doctoral degree are provided salary increment.
- Provision of free round the clock internet facility throughout the campus is in place.

- The faculty room houses individual cabins to provide a stress free personalized working space.

Security Benefits

- A Staff Secretary is chosen from the faculty to address the collective needs of the staff.
- The teachers can communicate with the Management and Principal any matter of concern without any time restriction.
- Six months maternity leave with salary is provided for unaided faculty.

Health Benefits

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

Financial Benefits

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

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

12

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

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

16

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

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

16

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

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

Performance Appraisal System

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

Performance Appraisal System for Teachers

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

Performance Appraisal System for Non- teaching Staff

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

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

6.4 - Financial Management and Resource Mobilization

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

Auditing happens at three levels:

- Internal Quarterly Audit
- Statutory Audit
- Government Audit

Internal and External Quarterly Audit

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

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

Statutory Audit

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

Government Audit

The government audit is conducted by staff from the audit section of the Regional Joint Director of Collegiate Education's Office,

Tirunelveli. They prepare the audit report and submit the same to the government. This is followed by the audit by the Accounts General Office, Madurai.

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

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

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

18,850

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

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

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

Sources of funds

The following are the sources of funds in the institution:

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

Utilization of funds

The following are the overheads of the expenditure incurred annually:

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

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution

for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

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

Defining the roles of members

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

Consideration of student needs

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

Working with focus

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

Planning for curricular transaction

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

Review of teaching- learning process

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

Professional development of teachers

Quality research projects undertaken by teachers are sponsored by the IQAC.

Collection and analysis of feedback

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

Documentation of work done

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

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

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

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

- Teaching Plan

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

- Review of Technology Integration

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

- Reflections

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

- Teacher Performance Evaluation

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

- Analyzing the attainment of learning outcomes

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

- Remedial Coaching and Enrichment Activities

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

- Academic Audit

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

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

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

41

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://annammal.org/iqac/Minutes2020-21.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://annammal.org/AOAR.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

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.

- IQAC meetings are convened periodically. The meeting minutes are written and actions taken against the resolutions are also recorded.
- IQAC pools ideas and takes decisions after consultation with its members.
- The teaching learning process of the institution is made more systematic and accountable by IQAC.
- The Annual Quality Assurance Reports are prepared and submitted regularly to NAAC.
- IQAC encourages teachers to take up institutional research

projects.

- Feedback on curriculum is collected from alumni, employers and other stakeholders and analyzed systematically.
- Academic and Administrative Audit is conducted regularly by inviting external experts.
- Student Satisfaction Survey is conducted online with a set of pre-determined questions.
- Documentation of the activities organized in the institution is done systematically by IQAC
- IQAC emphasizes Continuous Comprehensive Student Evaluation by giving due weightage to both scholastic and non-scholastic areas.
- During the pandemic, the transition to online mode by students and teachers was facilitated by IQAC.
- 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.

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. Many quality initiatives were taken to strengthen the knowledge of teachers using ICT. Many programmes are organized for training in technology integration.

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

Google Classroom: Every teacher of the institution has Google Classroom to post assignments, share e-resources and other instructions for the students.

E-Content: E-contents are created by teachers for the selected topics 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.

Video Conferencing: The teachers used Google Meet to take online classes.

E-resources: Teachers created a variety of e-resources such as flipbook, Google sites, Blogs, Slide Share materials.

Apart from these techniques teachers have used the available free online tools to make the online classes.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy Policy

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

Energy Conservation Measures

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

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

The institution moves towards using inverter air conditioners instead of non-inverter air conditioners.

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

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

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

Alternate Sources of Energy

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

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

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

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

Waste Management Policy

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

Procedure for waste avoidance

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

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

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

The sanitary napkins are burnt using the incinerators.

Rainwater harvesting is placed inside the campus to avoid wastage of

rainwater.

Procedure for Waste Segregation and Disposal

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

Paper wastes are stored in separate blue colour dustbins.

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

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

Conversion of Waste into Useful Products

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

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Four of the above

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain

All of the above

water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

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

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

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

Maintenance of Cleanliness

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

Eco-friendliness

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

Green Cover Initiatives

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

Pollution Free Environment:

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

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

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

All of the above

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

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

15,26,441

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

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

The institution puts forth special efforts to leverage local environment, locational knowledge and resources, community practices and challenges.

Efforts to leverage local environment, locational knowledge and resources

- The students are taken regularly to visit schools of different boards of education in the locality to know their innovative practices.
- The students are taken to visit Fisheries College and Research Institute for developing their entrepreneurial skills. The students learned to prepare food products.
- The alumni experts available in the locality were invited as resource persons in online and offline programmes organized by the institution.
- The skilled human resources available in the locality were invited to teach the students to produce socially useful products like karthikai lamps, candles and golu dolls.
- The human and non-human resources available with local NGOs were used to organize programmes in the institution.

Efforts to leverage community practices and challenges

- The practices in all religions are respected by encouraging students to organize celebration of different religious festivals.
- The institution responded to the pandemic challenge by the following ways:
- Many online programmes were organized on health aspects during COVID 19.

- Many online programmes on technology integration and managing post COVID classrooms were organized.

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

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

A. All of the above

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

7.2 - Best Practices

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

Best Practice 1:

Title of the Practice: Preparation of Activity Reports

Objectives of the Practice:

The objectives of this initiative are:

- To prepare activity reports for any activity/programme organised in the college
- To help teachers document the activities/ programmes they organize
- To facilitate the tracking of details of any activity/ programme organised
- To systematically record activities/ programmes for AQAR and SSR preparation

Context:

There are a number of programmes/ activities organized by the teachers in the college. The teachers organize programmes and activities with a great deal of enthusiasm. However, they move on to the next activity without fully documenting the completed activity. They later find it difficult to retrieve information about the activities organized. The classroom teaching, research work and other activities leave them with little or no time for complete documentation. The IQAC of the college decided to find a solution to this problem. It developed the idea of preparing a format for documenting the activity and asking the teachers to complete the documentation work within a week after the activity. This could also bring in uniformity in the documentation style.

The Practice:

The IQAC of the college developed a format for individual teacher activity. The format included the following parts namely basic information of the activity, short description of the activity and proofs/ documents attached. The basic information included the following details:

- Name of the activity
- Date and time
- Organizing committee/cell/ club
- Name of the coordinator(s)
- Venue
- Number of participants
- Participants' category
- Nature: Outdoor/ Indoor

◦ Support/ Assistance

The short description of the activity was in the form of objectives, methodology and outcomes. The proofs and documents attached were to be provided as tick mark against the possible ones mentioned. They included notices, letters, participant list, report, photos, video recordings, feedback form, feedback analysis, brochures/flyers / invitations, news clips and certificate samples. A space was also provided to mention any other specific information. There was also a mention of the criterion and the metric under which the activity could be documented. The teachers filled in the activity report format and collected all the documents related to it. They submitted the activity report along with the annexures to IQAC within a week after the completion of the activity. The report and documents were verified by the IQAC coordinator. The activity report was retained in the IQAC room in a separate file. The teachers maintained a separate file to store all the activity reports and supporting documents in an orderly manner.

The IQAC coordinator prepared a consolidated report of all the activity reports during a given academic year in the form of MS Excel file. This was used for the preparation of AQAR and SSR of the college.

Evidence of Success:

The practice has paved way for hassle free documentation in the institution. The time taken for retrieval of information related to any programme or activity has been reduced considerably. This helped in the preparation of reports at the individual and collective level. Teachers were able to prepare performance appraisal reports and year end reflection based on the activity reports they have done. The annual report and AQAR of the college was also prepared effortlessly by retrieving information from activity reports. As the metrics were mentioned, it ensured coverage of all activities in the Self Study Report. The practice has also reduced the use of paper for documentation. No copies of the proofs/ documents were taken unnecessarily. The documents were provided by the individual teachers for uploading as and when required.

Problems encountered & Resources required:

The only problem that was encountered was the initial hesitation of the teachers to use the format as they had their own style of documenting. However, they came to understand the advantages of

using the format and completed the documentation work on time.

There are no special requirements for this practice as it involves the work already being done. A few files, photocopier, scanner and printer are the things required and all these are already available in the institution.

Best Practice 2:

Title of the Practice: Potluck Lunch

Objectives of the Practice:

- To provide an opportunity for relaxation and fun for teachers
- To create a space for faculty members to share food with others
- To build a healthy work culture

Context:

There were times in the institution when teachers decided to have lunch outside in order to get a break from the daily routine. It was during one such instance that one faculty member suggested the idea of potluck lunch. A few teachers felt that potluck had many potential benefits other than getting a respite from the usual work. The matter was taken up for discussion and it was decided to have a potluck lunch. Instead of planning outings which consumes more time and could not be arranged often, potluck lunch seemed to be a simpler and cheaper alternative that can be just as rewarding. It was decided that teachers will organize a communal meal where the entire faculty in the institution voluntarily brings any food prepared in their homes.

The Practice:

Eating meals together, as a team, not only gave a break from the routine, but also offered a chance to interact with each other in an informal setup, especially in the institution. This practice made all the faculty in the institution bring their favourite dishes prepared in their homes for lunch on one planned day. This was usually planned on a day when students are not in the campus. Hence, this practice did not affect the teaching learning process in any way. This practice created many refreshing moments from planning what to cook to what one should wear, conversations took new turns, and the whole institution experienced a buzzing from the time of the

announcement until the event. The teaching staff arranged the dishes they brought for a buffet lunch. The non-teaching staff were invited for lunch. All staff spent the lunch time together with happiness.

Evidence of Success:

The success of this practice has been realized by each and every one in the institution. Eating together proved to be a relationship building exercise where dissents and frictions in the work place were forgotten. The ties between staff were strengthened and new and friendships were formed leading to a happier workplace. Staff felt rejuvenated and this increased their work productivity as reflected in all the activities of the institution. It was also a great way for the new recruits to feel comfortable and at ease with the rest of the team.

Problems Encountered & Resources required:

The problems encountered in the practice was negligible. Some faculty happened to bring the same dish, and this was carefully avoided during the planning phase of the next potluck lunch. Another challenge was to find a time suitable for potluck lunch. Days with little work and days with no students in the campus were hard to find. The eve of holidays were usually selected for this purpose without interrupting the regular schedule. The resources required were the time and the materials to prepare a dish selected based on the individual interests of the faculty members. A space for potluck was required. The beautiful greensward in the campus was the preferred spot for potluck lunch.

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

7.3 - Institutional Distinctiveness

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

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

The students are the life blood of the institution and their

empowerment is ensured in all possible ways. The women staff-teaching and non-teaching are respected and given opportunities to develop their capacities.

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

Programmes on Gender Related Themes

- The Student Council organized observation of International Day for the Elimination of Violence against Women.
- Experts to talk on gender issues are identified and brought in as resource persons.

Women Development Cell

The institution has a "Women Development Cell" which looks into the practices and activities related to empowerment of women. Women Development Cell celebrated International Women's Day by giving "Women Excellence Award" to non-elite women workers. An entrepreneur, an industry employee and a nurse were awarded.

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 industrial workers by organizing legal awareness and health awareness programmes.

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