YEARLY STATUS REPORT - 2022-2023

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

• Financial Status	**Grants-in aid**
• Name of the Affiliating University	**Tamil Nadu Teachers Education University**
• Name of the IQAC Co-ordinator/Director	**R. Suryakala**
• Phone No.	**9894220060**
• Alternate phone No.(IQAC)	**04612375601**
• Mobile (IQAC)	**9486637714**
• IQAC e-mail address	**aceiqac@gmail.com**
• Alternate e-mail address (IQAC)	**rskmapril2010@gmail.com**
3.Website address	https://annammal.org
• Web-link of the AQAR: (Previous Academic Year)	https://annammal.org/iqac/AQAR2021-22.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://annammal.org/iqac/cal2022-23.pdf

5.Accreditation Details

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

6.Date of Establishment of IQAC	**14/06/2006**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Dr. S. Jeyaparvathi	Minor Research Project	ICSSR	01/05/2023	4,28,000

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	5	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	

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

1. Encouragement of student centered teaching strategies 2. Enriching teacher preparation through special sessions 3.Organizing a wide range of extension activities 4.Expanding linkages and MoUs with reputed institutions and organizations 5. Organizing skill development programmes for students

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 launch need based Value Added Courses for the students	Six Value Added Courses were organized in addition to the Digital Proficiency Course organized by the institution. These value added courses were organized in collaboration with other educational institutions and agencies.
To encourage teachers to develop and implement effective teaching plans	Curriculum Planning Committee under the direction of IQAC facilitated the development and implementation of teaching plans that included participatory and experiential learning experiences for students.
To provide extra-curricular inputs in the form of special lectures, addresses and workshops.	Nine special sessions on themes relevant to teacher preparation were organized for the benefit of the students.
To improve the communication skills of students	A workshop on Communication Skills, Simulation Based Communication Practice and a discussion on books read were organized to improve the communication skills of the students. Two Value Added Courses were also organized exclusively for honing the communication skills of the students.
To train students in technology integration for teaching-learning	Students were trained to create blogs, presentations, posters and video lessons. They were trained to use online applications for teaching, learning and evaluation. They were also trained in making short films. Three Value Added Courses were organized exclusively for technology integration.

To ensure the attainment of learning outcomes by students	The attainment of learning outcomes were analyzed in the internal exams. Necessary remedial action was taken to bridge the learning gap of students who had not attained the learning outcomes satisfactorily.
To motivate teachers to apply for research grants	A few teachers applied to funding gencies for research grants and one teacher has received the first instalment of funds from ICSSR for a Minor Research Project.
To organize faculty development programs for teachers	One faculty development programme was organized for the teachers and one training programme was organized for the non-teaching staff.
To organize meaningful programmes under the MoUs signed by the institution with other educational organizations and institutions	Fourteen programmes were organized with the help of collaborating MoU institutions.
To organize programmes focusing on gender and environment related themess and envieinmental issues	Many programmes on gender and environment related themes were organized.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Management Committee	20/01/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022- 2023	03/02/2024

15.Multidisciplinary / interdisciplinary

Plan of the institution to transform itself into a multi-disciplinary institution

The institution has a sprawling campus with 15 acres of land. The infrastructure of the college is more than enough for running B. Ed. and M. Ed. programmes. The infrastructural and instructional resources available in the institution were augmented keeping in view the starting of four year integrated programme. The institution plans to start four year integrated programme and to run the two year B. Ed. programme in parallel with the four year integrated programme. The institution has all the potential to be converted into a holistic multidisciplinary institution.

Institutional apprach towars the integration of humanities and science with STEM

The institution offers B. Ed. programme with specialization for teaching different subjects in the form of pedagogy courses. The institution can think of integrating Science and Humanities pedagogy courses. An English pedagogy student can also learn the pedagogy of Science, pedagogy of Maths and pedagogy of History. Likewise a Science pedagogy student can also learn the pedagogy of English and the pedagogy of History. The pedagogy of Computer Science can be made common considering the thrust on ICT integration into education. All these can prepare the future teachers for STEAM education who can present disciplines holistically to develop the critical thinking of school students.

Institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits

The institution can plan for multiple entry and exits in the four year integrated teacher education programme. The students who complete the first year can be given a diploma in education. The students who complete the second year can be provided an advanced diploma in education. The students who complete three years will earn a graduate degree either in Science or Arts. They will be required to complete a short term training program for earning a Bachelor's degree in Education. The students who complete the four year programme will be eligible for the integrated B.Sc. B.Ed. or

B.A. B.Ed. degree.

Multidisciplinary research endeavours

The institution encourages multi-disciplinary research by the M. Ed. and M.Phil. scholars. To encourage a broader pedagogy by teachers and to demonstrate the interplay between education and other social sciences/sciences, the institution shall make multidisciplinary research a value added course for the M.Ed. students. They will be motivated to take up multidisciplinary topics for their research. Multidisciplinary research will be further promoted by teachers in the form of externally funded and institutionally funded research projects.

Practice of the institution to promote Multidisciplinary / interdisciplinary approach

The students of the institution take up a pedagogy in alignment with their discipline in which they have graduated. They are required to move to separate halls to attend pedagogy classes every day. They are sometimes made to have combined pedagogical classes to gain a broader understanding of certain pedagogical aspects. This practice has made the students compare and gain a deeper understanding of the philosophies of pedagogical practices. They also come to know the rationale behind the different approaches to teaching employed for different subjects.

16.Academic bank of credits (ABC):

initiatives taken by the institution to fulfil the requirement of Academic bank of credits

The institution is ready to fulfil the requirement of Academic Bank of Credits as proposed in NEP 2020. The institution has not received any direction from the State Government or affiliating University in this regard. The institution is not registered under the Academic Bank of Credits. Being an affiliated institution, it awaits direction from the University in this regard.

Encoragement to faculty to design their own curricular and pedagogical approaches

The faculty of the institution enjoy the freedom to decide their own pedagogical approaches. They experiment with innovative teaching strategies that are learner centric and based on experiential learning. The teachers are resourceful enough to customize the new

constructive strategies they come to know to suit the needs of their learners. The institution, in fact promotes novel ideas for teaching- learning. The faculty can refer to any reading material that can help the students gain a deeper understanding of contexts. The assignments given by the teachers can also be of any form- involving library work or involving reflection exercises, involving a small project or involving hands on experience or involving a field visit. The teachers can develop their own rubrics for the assessment of tasks and assignments as a part of comprehensive internal evaluation.

17.Skill development:

Efforts made by the institution to strengthen the vocational education and soft skills of students

The institution conducts many training programmes for students for the development of generic skills. They are also trained for certain life skills and 21st century skills that are required for the teaching profession. Training in Life Skills is given every year for the students. The expertise of the faculty and the expertise available in the local community are used to provide such trainings. The students are also trained in the procedural knowledge to prepare socially useful products by the Entrepreneurship Development Cell of the college. The institution trains the interested students in organic farming and mushroom cultivation. A large shade net organic farming unit and a mushroom cultivation unit are functional in the institution.

Details of the programmes offered to promote vocational education and its integration into mainstream education

- The Entrepreneurship Development Cell of the institution is active in developing the entrepreneurial skills of the students. The students with special vocational knowledge are made to share their knowledge with their peers in the form of training forums.
- Special sessions are organized by inviting experts who can provide hands on training in art and craft work. Locally available expertise is given preference. Making craft products using palm leaves was conducted for the students.
- Tailoring and Embroidery Classes are arranged for interested students. Sewing machines are available in the institution for the students for the same.
- A Value Added Course on Art and Craft was organized for the students in collaboration with Pidilite Industries

Value-based education in the institution

There are many academic clubs and extension units in the institution. They organize a number of programmes that contribute to the value education of students. The History Club of the institution has organized observation/ celebration of the following days:

- National Education Day
- Education Development Day
- International Youth Day
- Youth Awakening Day
- National Youth Day
- National Voters Day
- Constitution Day
- World Human Rights Day
- International Archaeological Day
- World Tourism Day
- International Students Day
- Social Justice Day
- International Day of Sign Languages
- Vigilance Awareness Week
- Bonded Labour System Abolition Day

The Student Council of the institution regularly organizes the following:

- Observing International Peace Day
- Celebration of International Girl Child Day
- Celebration of International Women's Day
- Observing National Education Day
- Observing World Mental Health Day
- Observing International Day for the Elimination of Violence against Women
- Observing Martyr's Day

The students are actively involved in all the above programmes

Students come with a wide range of artistic skills. These are identified during the Talent Show conducted by the Student Council. The talents of such students are utilized to provide training to their peers.

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

Strategy and details regarding the integration of the Indian

knowledge system

The curriculum of the B. Ed. and M. Ed. programme lend themselves to the integration of Indian knowledge system into certain concepts in all the courses. The pedagogy courses deal with methods of teaching, role of the teacher, organization of the curriculum, classroom management and methods of evaluation. The legacy of the ancient educational system of the country has much to offer to the students. Although they do not find a place directly in the courses, they are discussed in great detail in the classrooms during offline and online classes.

Institutional plan to provide classroom delivery in bilingual mode

The teachers of the institution are proficient in English and the vernacular language. The teachers use both the languages during the classroom teaching. The class is heterogeneous with both English and Tamil medium students. The teachers therefore resort to bilingual instruction to ensure understanding by all the students. The students are free to choose any of these two languages for writing exams, writing assignments, completing internship records and tasks. The language of the students and the language of the teacher are not barriers for the successful completion of the teaching- learning process.

Efforts of the institution to preserve and promote Indian languages

Tamil is an ancient Indian language. Efforts are taken by the institution to promote Tamil language. International Mother Language Day is celebrated to emphasize the importance of mother tongue in education.

Efforts of the institution to preserve and promote Indian languages

The traditional knowledge of the country is given importance. Many programmes on traditional food and traditional medicine were organized by the institution. The institution organized a Traditional Fest to create awareness among school and college students on the richness of traditional food, medicine, play and life style. The institution celebrates all religious festival with equal vigour. This promotes communal harmony and promotes the understanding of different cultures and traditions.

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

Institutional initiatives to transform its curriculum towards outcome based Education

The institution has clearly defined student learning outcomes for all the courses. The teachers develop unit wise student learning outcomes for the courses they handle. The teaching activities and the assessment of students are in alignment with the learning outcomes. The institution has therefore taken efforts to transform its curriculum towards Outcome Based Education.

Efforts made by the institution to capture the outcome based education in teaching and learning practices

The teachers develop teaching plans for the courses they handle. They decide the collaborative tasks to be given, assignments to be given, constructivist methods to be employed and enrichment content to be given in terms of the unit wise student learning outcomes. The teaching and learning process is therefore centred on the student learning outcomes.

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

20.Distance education/online education:

Possibilities of offering vocational courses through ODL mode in the institution

The institution is affiliated to a University and therefore cannot offer vocational courses through ODL mode.

Development and use of technological tools for teaching learning activities

The teachers of the institution are trained in the use of technology for teaching and learning. Many training programmes are organized in the institution for teachers and students on themes related to integration to technology. The teachers use blogs, Google groups, Google sites, whatsapp and Google classrooms to communicate and share resources with students. The teachers use a wide range of technological tools and apps to make the classes stimulating and engaging. The students are also trained in the use of ICT resources. Teachers and students produce a number of e-resources for school

education.

The institutional LMS is used for assignment submission and sharing of e-resources. The instituion was able to navigate sucessfully the transition to onlineclasses during the pandemic. Many attempts are being made since then, to promote blended learning.

Extended Profile

1.Student

2.1	**190**
Number of students on roll during the year	

File Description	Documents
Data Template	[View File](#)

2.2	**150**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	[View File](#)

2.3	**104**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	[View File](#)

2.4	**97**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**95**

File Description	Documents
Data Template	[View File](#)

2.6	**93**
Number of students enrolled during the year	

File Description	Documents
Data Template	[View File](#)

2.Institution

4.1	**5030644**
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	**68**
Total number of computers on campus for academic purposes	

3.Teacher

5.1	**17**
Number of full-time teachers during the year:	

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2	**18**
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 | **A. All of the above**

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

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

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://annammal.org/Academic/bed-po.pdf
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	No File Uploaded

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

21

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

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

7

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

7

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

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

123

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

123

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

131

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

131

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

1.3 - Curriculum Enrichment

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

Understanding of the Field of Teacher Education

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

Procedural Knowledge

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

Capability for extrapolation

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

Skills/Competencies

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

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

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

perspective

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

- **The students were taught the history behind the development of the present day school system through the concepts that deal with the sociological foundations of education.**
- **A special discussion on "School Education in Kerala, Karnataka and Tamil Nadu" was organized for the students. Students who had completed their school education in these three states participated in the discussion.**
- **The students were oriented on the methods of assessment followed in CBSE syllabus, ICSE syllabus and State Board Syllabus during te classes for the course "Assessment for Learning".**
- **The students were taken to visit a CBSE School and State Board School to understand the curriculum transaction and, assessment procedures followed in these schools.**
- **A special lecture on "'Content Mastery in 10th Standard Syllabus in Pedagogy of Physical Science" was organized to help students know about the assessment procedures introduced in state board schools.**
- **A Special Session on "Building Positive Classroom Environment: Key Takeaways from US Education System" was organized for the students.**
- **A Special Session on "Curriculum Transaction in UK Schools" 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 students as an extension to the classroom inputs they receive. The themes of such programmes are planned to facilitate teacher preparation. Such programmes organized this year include:

- Workshop on "Classroom Management Strategies
- Workshop on "Building Positive Classroom Environments"
- Workshop on "Learning Theories, Active Learning and Assessment to Achieve Outcome Based Learning"
- Workshop on "Teachers and Students are Inseparable: Let me Improve my Relationship with Teachers"
- World Book Day Celebration
- Online National Librarian's Day Celebration
- Special Address on "How a Teacher Should be?"

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

1.4 - Feedback System

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

`All of the above`

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

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

`Feedback collected, analyzed, action taken and available on website`

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

`190`

2.1.1.1 - Number of students enrolled during the year

`190`

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

71

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

101

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

00

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

2.2 - Honoring Student Diversity

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

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

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

Entry Level Testing

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

Non-Scholastic Talents Inventory

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

Reading and Writing Assessment

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

language is done.

Generation of Student Profile

The data gathered from all the four modes are collated to given 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 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	**All of the above**

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	One 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

12:1

2.2.4.1 - Number of mentors in the Institution

16

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

2.3 - Teaching- Learning Process

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

Learning Modes Used

Teachers employed the following experiential and participative learning strategies:

- Discussion- Open discussion, discussion in small and large groups
- Debate
- Concept cartoon
- Visual mapping - concept maps, mind maps, info graphics
- Brainstorming- with and without using technology
- Simulation
- Symposium
- Seminar presentation
- Case studies
- Picture collage/ collage preparation
- Worksheets
- Analysis
- Reviewing
- Online quizzes
- Reflection
- Flipped learning
- Group presentation
- Creation of e-resources
- Use of online applications

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.

Concept cartoon provoked thinking and discussion.

Simulation encouraged immersive learning.

Visual mapping, creation of collage and albums made students present ideas logically and creatively.

Brainstorming encouraged the generation of new ideas.

Seminar and symposium honed the communication abilities of students.

Worksheets made students engrossed in their learning.

Case studies helped in linking theory with the real world.

Analysis and reviewing developed evaluation abilities.

Flipped learning created an interactive learning environment.

Group presentation developed the creativity and communication skills of students.

Online quizzes kept the students alert and attentive.

Online applications increased the learning engagement of students.

Creation of e-resources helped students practice technology.

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

17

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://sites.google.com/annammal.com/e-content/google-classroom?pli=1
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

190

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

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

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

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

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

Mentoring for Team Work

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

Mentoring for Dealing with Student Diversity

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

Mentoring for Professionalism

The student teachers are trained to take up their work in a professional way. Special sessions emphasizing teacher professionalism were also organized by the institution.

Mentoring for Stress Management

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

Mentoring for Being Updated

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

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

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	Five/Six of the above

aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

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

Team Teaching

Pedagogy courses have a few units in common as per the University syllabus. These topics were taught using team teaching strategy. Pedagogy teachers developed a plan for team teaching collaboratively which resulted in the following benefits:

- **Teachers got insights from others during for innovative pedagogies during discussion.**
- **The students were given thought provoking activities and they demonstrated creativity and innovativeness.**
- **The students empathized with and learned from others during group work.**
- **More focussed attention by teachers on a limited topics helped them to plan for greater learning experiences.**

Case 2

Creating Visual Representations

One of the ways in which the teachers attempt to strengthen the learning that has occurred is by using visual representation of concepts. There are two ways to do this. In one method, the teachers ask the students to fill in templates of visual representations after teaching concepts. In the second method, students are asked to

develop their own visual representations after learning a concept. Both help the students to work in groups and resolve cognitive conflicts that arise during the construction of visual representations. The outcome is the development of a greater clarity in the thought processes of students.

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 possibl	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning	**Ten/All of the above**

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

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

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

All of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests

All of the above

essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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

All of the above

Executing/conducting the event

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

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

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	**No File Uploaded**

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

Identification of Schools

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

Collaborative Planning for Internship

The teaching practice coordinators visit host schools and acquaint

the school heads and school teachers with the internship programme. Their visit is crucial to ensure a smooth internship journey for student teachers.

Student Orientation

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

Orientation to Teachers

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

Defining Assessment Modes

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

Visit to Innovative Schools

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

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

2.4.9.1 - Number of final year students during the academic year

92

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

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

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

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

Internship Monitoring Mechanism

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

Observation by Teacher Educators

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

Observation by School Teachers

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

Observation by School Principal

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

Observation by Peers

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

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

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

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

17

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

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

9

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

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

14

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

234

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.

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" where teachers share their knowledge with others is another way of faculty development. The teachers also update their knowledge by serving as resource persons in academic forums and

chief guests in academic circles.

Networking with Others

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

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

2.6 - Evaluation Process

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

Components of Continuous Internal Evaluation

The continuous internal assessment 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

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

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

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

Role of Exam Committee

The Exam Committee develops guidelines for the conduct of internal exams and orients the students on the procedure of internal assessment. The Exam Committee prepares the examination schedules

and allocates responsibilities to the teachers for the conduct of internal assessment. The Exam Committee looks into the redressal of internal examination related grievances.

Mechanism for Exam Related Grievance Redressal

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

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

Preparation of Academic Calendar

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

Preparation of Annual Plan for Internal Evaluation

The academic calendar includes the dates for the conduct of internal evaluation. The Exam Committee develops a tentative annual plan for internal evaluation at the beginning of the academic year. The Exam Committee and Academic Calendar Committee work together to finalize

the dates of internal evaluation. The dates of internal evaluation
are made known to the faculty members and students through the
academic calendar. This helps the teachers to plan the teaching
learning process accordingly.

Adherence to Academic Calendar for Internal Evaluation

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

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

2.7 - Student Performance and Learning Outcomes

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

Programme Learning Outcomes, Course Learning Outcomes and Student
Learning Outcomes

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

Integration of Student Learning Outcomes in the Teaching- Learning
Process

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

special lectures.

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

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

97

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

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

Initially Identified Needs

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

Assessment Tasks

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

Entry and Exit Level Assessment

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

Comparison of Soft Skills, Vocabulary and Reading Comprehension

A number of skill development and language development initiatives were taken up by the institution. Performance in Soft Skills increased by 8.85 %, Vocabulary increased by 3.45 % and Reading Comprehension increased by 23.23 %.

Comparison of Attitude towards Teaching Profession

There Attitude towards Teaching Profession showed a marked increase by 12.44 %.

Comparison of ICT Usage and Pedagogical Content Knowledge

The ICT usage of students showed an increase by 24.29 %. The Pedagogical Content Knowledge of the students showed the greatest increase by 40.8 %.

File Description	Documents
Documentary evidence in respect to claim	<u>View File</u>
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

`https://annammal.org/iqac/sss.pdf`

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

`1`

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

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

`171200`

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	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	`All of the above`

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

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

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

3.2 - Research Publications

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

3

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

8

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

7

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

85

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

15

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

152

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:

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

b. SESRE:

An awareness programme on Sanitation & Hygiene" was organized in association with Development Association for Integrated Activity (DAIA) at S.Pudhur.

c. Women Development Cell:

Competitions were organized for the women workers of Velavan Hyper Market and Venus Home Appliances Private limited during the celebration of International Women's Day.

d. Youth Red Cross:

An eye camp was organized with the involvement of D. Agarwal Eye Hospital for the women students in other colleges.

e. Science Club

An extension programme "Demonstration of Science Experiments" was organized in a government school in Thoothukudi.

f. Electoral Literacy Club

Voters Awareness Rally was organized in connection with National Voters Day Celebration.

Impact of the outreach programmes:

The outreach programmes enhancedthe leadership, self-confidence, and managerial skills of students. Exposure to outreach activities sensitized the students towards social issues and also to social remedies for matters like health, gender sensitivity. The programmes

have helped students to get connected with the marginalized sections of the society.

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

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

2

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

12

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

12

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

14

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution has adhered to the requirements mentioned by the statutory body National Council for Teacher Education (NCTE) for the conduction of the Teacher Education Programmes. The built up area of

the college building and the college hostel together is greater than the requirement for B. Ed. and M. Ed. programmes offered by the institution.

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

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

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

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

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

20

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

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

7520801

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 LMSprovides 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	https://annammal.org/library.php
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/.

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

N-LIST Subscription

Our institution has a total of 345 active N-LIST users. The college renews subscription every year and creates member login for students. All the teaching faculty have member login to refer the e-resources off campus. The students and teachers of our institution can access the resources remotely through the individual login credentials and refer resources for assignments, learning, practicum and research work.

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

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

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

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

36058

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

1047

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

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

Wi-Fi Connectivity and Speed

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

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

4.3.2 - Student – Computer ratio during the academic year

3:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt	D. 50 MBPS - 250MBPS

any one:

File Description	Documents
Receipt for connection indicating bandwidth	[View File](#)
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	[View File](#)
Any other relevant Information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	https://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-resources
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

4427765

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 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

Nine or more of the above

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

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	**No File Uploaded**

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
21	97

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).

27

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 programmes and other matters during internship.
- The Student Council is proactive in the maintenance of campus facilities.
- The representatives of the different clubs work in tandem with the teachers who lead the clubs to organize meaningful programmes in the institution.
- The Student Council helps in the realization of democracy as a way of life.
- The Student Council took a lead role in organizing a number of and celebrations.

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

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

`10`

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 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 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	**All of the above**

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

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

3

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

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

Identifying Students' Talents

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

Creating Opportunities to Use Student Talents

The alumni of the institution creates opportunities to use the talents of the students. Painting the college building is an annual activity and the Alumni Association in collaboration with Entrepreneurship Development Cell volunteered the work of painting the Art and Craft Room in the institution. The alumni faculty in charge of Entrepreneurship Development Cell identified students a group of students whose creative talents were used for wall painting.

Recognizing Special Talents of Students

The Alumni Association supports the further development of the special talents of the students by providing them monetary support. A student who had completed makeup artist course was asked to apply makeup for students participating in cultural events and competitions. Her service was recognized by the Alumni Association with an honorarium of Rs. 1,500/-.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Motto

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

Mission

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

Vision

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

Nature of Governance

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

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

teachers are respected and they are represented in the decision making bodies.

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

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

Practice of Decentralization

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

Practice of Participative Management

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

institutional development.

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

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

Financial Function

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

Academic function

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

Administration Function

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

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

6.2 - Strategy Development and Deployment

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

Developing and encouraging reflective practices is a strategic plan under curricular management. The deployment strategies for this include:

Promoting Reflective Practices among Teachers

Teachers maintain daily reflection in which they record what they think about the work done by them every day. They give conscious consideration to their everyday actions which forms the basis of the modifications or affirmations in the next day's work. Teachers reflect on questions posted by the head of the institution at the end of every month. They look back at what had happened to stay more focussed and productive. Reflection at the end of the year makes teachers see the larger picture and plan better for individual and institutional success.

Promoting Reflection among Students

Reflection has been made a regular practice among students during internship. Students are required to maintain a daily reflection on the happenings in the schools where they undergo internship. This helps them to evaluate their involvement in the activities of the school. The students are also required to maintain a reflective journal to record their reflections on classroom teaching. The answers to structured questions in the journal make them think deeply about the various aspects of classroom teaching.

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

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

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

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

Academic Management

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

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

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

Administrative Management

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

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

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

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

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

Decisions Arrived at in the Meeting of Women Development Cell

The Women Development Cell was constituted in the year 2020 with the objective of creating awareness on gender issues and empowering women to face the challenges of a gender biased world. It was emphasized in a meeting of the Women Development Cell in the beginning of the academic year 2022- 2023, that there should be an organized planning of the activities of the cell. It was decided to organise activities with two-fold objectives. The first is to raise the awareness of the students on gender issues and the second is to reach the under privileged women in the community. Following the discussion, it was resolved to organize at least two programmes each for raising awareness and for reaching out to the underprivileged

women.

Outcome of the Decisions

The coordinators of the Women Development Cell drew a plan of action for the academic year with details of awareness and extension programmes. Three awareness programmes were organized and they raised the awareness of students on women safety. Three extension programmes were organized and they helped students to interact with and understand the problems faced by industrial women workers and sales girls.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	[View File](#)
Action taken report with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

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

Professional Development Benefits

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

Security Benefits

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

faculty.

Health Benefits

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

Financial Benefits

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

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

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

17

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

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

6

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

17

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

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

Performance Appraisal System

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

Performance Appraisal System for Teachers

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

Performance Appraisal System for Non- teaching Staff

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

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

6.4 - Financial Management and Resource Mobilization

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

Auditing happens at three levels:

- **Internal Quarterly Audit**
- **Statutory Audit**
- **Government Audit**

Internal and External Quarterly Audit

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

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

Statutory Audit

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

Government Audit

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

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

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

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

1160600

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

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

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

Sources of funds

The following are the sources of funds in the institution:

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

Utilization of funds

The following are the overheads of the expenditure incurred annually:

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

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

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

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

Defining the roles of members

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

Consideration of student needs

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

Working with focus

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

Planning for curricular transaction

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

Review of teaching- learning process

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

Professional development of teachers

Faculty Development Programmes are organized by the IQAC.

Collection and analysis of feedback

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

Documentation of work done

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

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

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

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

- **Teaching Plan**

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

- **Review of Technology Integration**

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

- **Reflections**

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

- **Teacher Performance Evaluation**

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

- **Analyzing the attainment of learning outcomes**

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

- **Remedial Coaching and Enrichment Activities**

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

- **Academic Audit**

The IQAC conducts academic audit every year to improve its

functioning.

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

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

37

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	

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://annammal.org/iqac/Minutes2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://annammal.org/iqac/AQAR2021-22.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

Two quality initiatives taken up considering the recommendations of NAAC peer team are described below.

Strengthening of IQAC Functions

IQAC is made more functional and accountable in the following ways:

- IQAC meetings are convened and recorded systematically.
- The teaching learning process has been made more systematic and accountable.
- AQARs are submitted to NAAC.
- Teachers are motivated to take up institutional research projects.
- Feedback on curriculum is collected analyzed systematically.
- Academic and Administrative Audit is conducted.
- Student Satisfaction Survey is conducted online.
- Documentation is done systematically.
- CCE includes weightage to scholastic and non-scholastic areas.
- Special sessions and value added courses are organized.

ICT enabled Teaching Learning

Constructivist pedagogical approaches are adopted and technology is integrated for the same.

The following web tools are used by teachers:

Google Classroom is used to post assignments, share e-resources and other instructions.

E-content created by teachers are used for teaching learning.

WhatsApp chat groups are used to encourage discussions and sharing with the students.

Online quizzes and polls are used to reinforce learning.

Videoconferencing tools are used for online sessions.

Teachers created flipbooks, Google sites, Blogs and Slide Share materials.

Apart from these teachers use open education resources and applications to make learning student-centric.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy Policy

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

Energy Conservation Measures

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

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

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

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

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

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

Alternate Sources of Energy

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

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

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

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

Waste Management Policy

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

Procedure for waste avoidance

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

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

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

The sanitary napkins are burnt using the incinerators.

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

Procedure for Waste Segregation and Disposal

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

Paper wastes are stored in separate blue colour dustbins.

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

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

Conversion of Waste into Useful Products

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

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

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 water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**All of the above**

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

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

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

Maintenance of Cleanliness

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

Eco-friendliness

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

Green Cover Initiatives

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

Pollution Free Environment

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

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

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

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

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

387413

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	View File

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

Efforts to leverage local environment, locational knowledge and resources

- **The students were taken to visit schools in the locality to know the educational practices in those institutions.**
- **The students were taken to visit book fair and art exhibition organized by the district authorities and a nearby college respectively.**
- **The alumni available in the locality were invited to share their expertise in the programmes organized by the institution for the benefit of student community.**
- **The skilled human resources available in the locality were invited to enrich the curricular experiences and skills of the**

students.

- The human and non-human resources available with local NGOs and philanthropists were used to organize meaningful programmes in the institution.
- The students were taken to visit industrial units in the locality to get them engaged with community.

Efforts to leverage community practices and challenges

- The practices in all religions and culture are respected by encouraging students to organize celebration of different religious and cultural festivals.
- The institution responded to the prevailing challenges in the society by creating awareness on them. Awareness on plastic pollution, cyber security issues, gender based violence, road safety, tuberculosis prevention, leprosy and consumer rights were organized by the institution.

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

Caption Writing Contest

Given the significance of creative thinking as a twenty first skill, the Principal of the institution announced a Caption Writing Contest for students. Considering the interest shown by teachers, a separate contest was organized for the teachers as well.

The objectives of the contest are:

- **To promote the creative abilities of the students**
- **To involve the individuals in other than classroom writing**

An image was posted in the whatsapp group and the students and teachers were asked to submit captions. English and Tamil captions were evaluated separately by language experts. The winners were awarded prizes during the college assembly.

Best Practice – 2

Traditional Fest

The objectives of the Traditional Fest were:

- To develop the organizational skills of students
- To make students understand the richness of Tamil culture

The Traditional Fest was planned with five different themes that reflect the richness of Tamil culture namely traditional snacks, traditional food, traditional games and bullock cart ride. The students were divided into five groups to organize activities for the five themes. Students from other educational institutions were also invited for the traditional fest. The fest was successful in making the students appreciate the glory of their tradition.

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

- Experts to talk on gender issues are identified and brought in as resource persons.
- Interschool Competition on the theme "Support Girls for Sustainable Development" was organized.

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 organizing competitions for women workers in an industry and shopping mall. It also organized a number of other programmes related to gender issues awareness women development.

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 organized chess tournament for women in the district in collaboration with Thootukudi District Chess Association.

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