



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

Arul Anandar College

- Name of the Head of the institution **Rev.Dr.M.Anbarasu SJ**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Phone No. of the Principal **9384190524**
- Alternate phone No. **7845741893**
- Mobile No. (Principal) **9384190524**
- Registered e-mail ID (Principal) **principal@aactni.edu.in**
- Address **Arul Anandar College(Autonomous)**
- City/Town **Ananda Nagar, Karumathur, Madurai**
- State/UT **Tamil Nadu**
- Pin Code **625514**

2.Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy) **18/06/1987**
- Type of Institution **Co-education**
- Location **Rural**

- Financial Status **UGC 2f and 12(B)**
- Name of the IQAC Co-ordinator/Director **Dr.S.Valanarasu**
- Phone No. **9786654343**
- Mobile No: **9786654343**
- IQAC e-mail ID **aaciqac@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year)

https://www.aactni.edu.in/iqac/pdf_files/AOAR_2022-2023.pdf

4.Was the Academic Calendar prepared for that year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

https://www.aactni.edu.in/pdf_files/aac_hand_book_2023-24.pdf

5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|------------------|-------------|-----------------------|-------------------|-------------------|
| Cycle 1 | Five Star | Nil | 2001 | 05/11/2001 | 06/11/2006 |
| Cycle 2 | A | 3.52 | 2009 | 28/03/2009 | 27/03/2013 |
| Cycle 3 | A | 3.66 | 2014 | 21/02/2014 | 20/02/2021 |
| Cycle 4 | A | 3.15 | 2022 | 24/05/2022 | 23/05/2027 |

6.Date of Establishment of IQAC

14/06/2004

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount |
|--|------------------|----------------|-----------------------------|----------------|
| Institution | Autonomoy | UGC | 15/07/2020 | 2000000 |
| Department | FIST | UGC | 18/11/2015 | 5000000 |

8.Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI [View File](#)

9.No. of IQAC meetings held during the year **22**

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

- If No, please upload the minutes of the meeting(s) and Action Taken Report No File Uploaded

10.Did IQAC receive funding from any 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)

- Effective training workshops on transformative teaching methods were conducted.
- Organized Faculty Development Programmes on interactive E-Content creating for making teaching more effective.
- Institutionalized ArulAnandar Incubation Centre (AIC) to promote entrepreneurial activities.
- Conducted workshops on consultancy to promote awareness on various nuances of revenue generation to the faculty.
- Organized an exclusive programme on service learning to effectively integrate the dynamics of societal development and social transformation into the curriculum.

12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

| Plan of Action | Achievements/Outcomes |
|---|---|
| To prepare the Perspective Plan for the next five years | The perspective planning committee was constituted to prepare the plan with the consent of the stakeholders and finally it was approved by the governing body |
| To strengthen the placement of the students | Placement training programmes, workshops, job fair and walk-in interview were conducted to boost the placement of the students |
| To lighten the documentation of mentoring and feedback collection process | Introduction of online feedback system and THOLAN mentor app. |
| To support faculty in publishing research articles | Faculty members were financially supported to publish their research |
| To conduct more collaborative programmes | Several programmes were conducted in collaboration with Government offices, other institutions and companies. |

13. Was the AQAR placed before the statutory body? **Yes**

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| Planning and Evaluation | 07/03/2024 |

14. Was the institutional data submitted to AISHE ? **No**

- Year

Part A**Data of the Institution**

| | |
|--|--|
| 1.Name of the Institution | Arul Anandar College |
| • Name of the Head of the institution | Rev.Dr.M.Anbarasu SJ |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 9384190524 |
| • Alternate phone No. | 7845741893 |
| • Mobile No. (Principal) | 9384190524 |
| • Registered e-mail ID (Principal) | principal@aactni.edu.in |
| • Address | Arul Anandar College(Autonomous) |
| • City/Town | Ananda Nagar, Karumathur, Madurai |
| • State/UT | Tamil Nadu |
| • Pin Code | 625514 |
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| • Location | Rural |
| • Financial Status | UGC 2f and 12(B) |
| • Name of the IQAC Co-ordinator/Director | Dr.S.Valanarasu |

| | | | | | |
|--|---|----------------|-----------------------------|---------------|-------------|
| • Phone No. | 9786654343 | | | | |
| • Mobile No: | 9786654343 | | | | |
| • IQAC e-mail ID | aaciqac@gmail.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://www.aactni.edu.in/igac/pdf_files/AOAR_2022-2023.pdf | | | | |
| 4.Was the Academic Calendar prepared for that year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.aactni.edu.in/pdf_files/aac_hand_book_2023-24.pdf | | | | |
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| | | |
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| <ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
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| <ul style="list-style-type: none"> • Effective training workshops on transformative teaching methods were conducted. • Organized Faculty Development Programmes on interactive E-Content creating for making teaching more effective. • Institutionalized ArulAnandar Incubation Centre (AIC) to promote entrepreneurial activities. • Conducted workshops on consultancy to promote awareness on various nuances of revenue generation to the faculty. • Organized an exclusive programme on service learning to effectively integrate the dynamics of societal development and social transformation into the curriculum. | | |
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| | | |

| | |
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| <ul style="list-style-type: none"> Name of the statutory body | |
| Name of the statutory body | Date of meeting(s) |
| Planning and Evaluation | 07/03/2024 |
| 14. Was the institutional data submitted to AISHE ? | No |
| <ul style="list-style-type: none"> Year | |
| Year | Date of Submission |
| 2024 | Nil |

15. Multidisciplinary / interdisciplinary

The curriculum is well designed to facilitate the learning of both multidisciplinary and interdisciplinary courses. The science and arts programmes offer interdisciplinary allied courses to gain deeper knowledge on the applications of diverse disciplinary domains. The interdisciplinary elective courses also enable learners to gain intense insights into mutual interdependencies fostering the ambience of interdisciplinary projects. Computer literacy is offered to all the students irrespective of the disciplines. Value education courses on Personality development, religious ethics, environmental sustainability, social commitments and global citizenship are offered to facilitate the holistic development of the student community. Career oriented courses are also offered on diverse domains to enable the learners excel in placements.

16. Academic bank of credits (ABC):

The college has decided to integrate the Academic Bank of Credits (ABC) into its credit framework. Preparations for enrolling in the ABC framework have been initiated, including the constitution of a committee to conduct a feasibility study. Additionally, students are encouraged to enroll in SWAYAM courses, and the credits earned through these courses are considered as extra credits.

17. Skill development:

The college is dedicated to enhancing students' skill sets through a range of initiatives. The curriculum has been revamped to include more skill-based courses, while the Department of Excellence offers specialized programs in Communication Skills and Soft Skills for undergraduate students, and Life Skills for postgraduate students. Value-based courses are introduced to foster cultural skills within the student community. Departments organize skill-based activities to enhance students' capacity and competency, and workshops on the latest technological trends equip them to apply their skills in real-world scenarios. The Placement Cell conducts activities aimed at developing employability skills, and co-curricular as well as extra-curricular activities are held to promote the holistic growth of students.

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

The college is dedicated to preserving the richness and

significance of the Indian knowledge system through a diverse range of courses. Ancient Tamil Language is offered to all students as either Part I or an Elective, with the option to learn Hindi also provided. The Department of Philosophy offers Sanskrit to its students, while the Departments of History, Economics, and Philosophy offer courses exploring the origin, development, and transformation of Indian cultural systems, addressing local, national, and global needs. Additionally, the curriculum of Food Science and Technology and Rural Development Science includes courses on national and local food cultures as well as agricultural practices. The college is also actively working to introduce more online courses focusing on various Indian languages and cultural studies.

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

The college has adopted a Learning Outcome-based Framework in its curriculum and has implemented several initiatives to enhance faculty and student understanding of this outcome-based education system. Faculty members are trained in crafting questions aligned with the Revised Bloom's Taxonomy, and the question paper template has been updated to reflect knowledge levels associated with course outcomes. Periodic assessments are conducted to evaluate the attainment of course outcomes in alignment with Programme Outcomes and Programme Specific Outcomes. Additionally, the college has initiated modalities for the indirect assessment of course outcomes.

20.Distance education/online education:

As a local chapter of SWAYAM, the college actively encourages students to enroll in online courses, enabling them to earn additional credits. To boost student participation, the college organizes orientation programs focused on online learning opportunities. Furthermore, plans are underway to offer a variety of courses in online mode, leveraging the expertise of the in-house faculty.

Extended Profile

1.Programme

1.1

26

Number of programmes offered during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.Student

2.1 2776

Total number of students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional data in Prescribed format | View File |

2.2 801

Number of outgoing / final year students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.3 2476

Number of students who appeared for the examinations conducted by the institution during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.Academic

3.1 750

Number of courses in all programmes during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.2 133

Number of full-time teachers during the year:

Extended Profile

1. Programme

1.1 26

Number of programmes offered during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2. Student

2.1 2776

Total number of students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional data in Prescribed format | View File |

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Number of outgoing / final year students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

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Number of students who appeared for the examinations conducted by the institution during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3. Academic

3.1 750

Number of courses in all programmes during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

| | |
|--|---------------------------|
| 3.2 | 133 |
| Number of full-time teachers during the year: | |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.3 | 140 |
| Number of sanctioned posts for the year: | |
| 4.Institution | |
| 4.1 | 407 |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |
| 4.2 | 75 |
| Total number of Classrooms and Seminar halls | |
| 4.3 | 307 |
| Total number of computers on campus for academic purposes | |
| 4.4 | 71273013 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

The curriculum framework of the college comprises Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) reflecting the institution's vision and mission.

The courses in the curriculum attribute to the developmental needs at various levels, with focusing on local, regional, national, and global developmental primacies.

All undergraduate and postgraduate programmes have clearly defined POs and PSOs that articulate the competencies students will acquire upon successful completion of the programmes. The outcomes of social transformation and societal development are the consequential impacts of the overall development of the student community who are empowered with disciplinary knowledge, skills and social commitment.

The mapping of Course Outcomes (COs) with POs and PSOs demonstrates the alignment of courses with the attainment of broader programme objectives. This integration highlights the curriculum's relevance to local, regional, national, and global developmental needs.

| File Description | Documents |
|---------------------------------------|---|
| Upload additional information, if any | View File |
| Link for additional information | https://aactni.edu.in/aqar_2023_24/cr1_1/k_1_1/m_1_1_1/1_1_1_PO_PSO.pdf |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

16

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | View File |

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

725

| File Description | Documents |
|---|---------------------------|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

57

| File Description | Documents |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

26

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

Arul Anandar College places extensive emphasis on developing a

more comprehensive curriculum integrating the crosscutting issues in alignment with its vision and mission.

The college offers courses concentrating on gender equity, social justice, women's rights, socio-cultural and legal dimensions of gender discrimination. These courses instill the values of gender equity, principles of gender mainstreaming and explore diverse aspects of women's empowerment across fields such as science, technology, sports, and politics.

Environment-focused courses are imparted in the curriculum to cultivate the citizenship responsibility towards environmental conservation. The college organizes numerous activities to engage students in promoting environmental sustainability. Furthermore, extension programmes and Part V courses encourage active participation in eco-centered initiatives.

The institution is keen on fostering a holistic value system through courses centred on human values. The students are encouraged to engage in different activities intended to nurture the ethical principles and human values to grow a humanitarian society.

To enhance and enrich the professional competency and integrity of the student community, the college offers many courses focussing on professional ethics. These courses emphasize ethical values to guide students in building careers characterized by integrity and moral responsibility.

| File Description | Documents |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | View File |

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

28

| File Description | Documents |
|--|---------------------------|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | View File |

1.3.3 - Number of students enrolled in the courses under 1.3.2 above**1469**

| File Description | Documents |
|----------------------------|---------------------------|
| List of students enrolled | View File |
| Any additional information | View File |

1.3.4 - Number of students undertaking field work/projects/ internships / student projects**1612**

| File Description | Documents |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | View File |

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://aactni.edu.in/agar_2023_24/cri_1/k_1_4/m_1_4_2/1_4_1_paste_index.pdf |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | View File |

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://aactni.edu.in/agar_2023_24/cri_1/k_1_4/m_1_4_2/1_4_1_paste_index.pdf |
| Any additional information | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

999

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

360

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The college caters to the needs of rural and first- generation learners. At the commencement of each academic year, the college conducts an intensive Bridge Course for beginners in UG programme. The components are English and subject specific vocabulary. At the end of the course an evaluation has been conducted to assess the students' learning level. The students are categorised into slow learner, medium learner and advanced learner based on their marks. The test evaluates the LSRW skills and understanding level in their major subject.

Slow learners are further identified based on the arrear in CIA and Summative Examinations. The college adopts strategies such as remedial coaching, homework, class tests, peer-teaching, mentor motivation, etc. Remedial coaching stands out as an effective method among them making better results. Study materials are supplied to the students and question banks are created for their smooth transformation.

Advanced learners earn extra credits by availing Self- Learning Courses. They also get additional credit by registering in MOOC, NPTEL and SWAYAM courses. Students participate in seminars and conferences and present research papers. Students are trained to confidently participate in competitive exams, group discussions, debates, extempore, Speak Park and quiz programmes organized in the college.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/lib/equestion.php |

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 30/09/2023 | 2776 | 133 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Experiential Learning: Faculty guided Internship is included in the curriculum. Computer Education with practical component is offered to UG students.

The students are trained in scientific farming, animal rearing and processing milk products with the animal farms and agricultural fields available in the campus. The marketing skills in bakery and confectionery are imparted through cafeteria named Nutri Corner.

Student project is made part of the curriculum. Educational tours are arranged for experiential learning.

Participative Learning:

Interdepartmental English Drama Competition 'Theatre Fest' and Tamil Drama Competition 'SARAL' improve communication skills, theatrical nuances, play writing skill. Student council members organises Teachers Day, Women's Day, intra departmental competition 'Camp Fest'. The department secretaries organises various departmental guest lecture and co-curricular activities. The association secretaries organises various extension activities in neighbourhood villages. The students conduct camps in villages as part of Part V aspect of the curriculum and learn the rural atmosphere. Each department organises seminar and guest lectures annually.

Problem Solving Methodologies:

The ARulanadar Initiatives for Social Education is a village extension programme in the curriculum. Second UG students analyse the problems of rural areas and facilitate them to solve it. Projects has been made a compulsory component for the PG

curriculum.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional Information | https://aactni.edu.in/earise.php |

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

Teaching-learning is done using a variety of ICT-enabled tools, including Google Classroom, educational software, interactive teaching platforms, online teaching and learning resources, and physical aids.

Educational software includes Tally, Adobe Reader, and Microsoft Office. The educational process is improved by Mathematica, Chemdraw, Jmol, IDL, Plagiarism Checker X, and Origin. Smart class room with interactive board helps in teaching online resources. Media centre has Adobe Premiere Pro for participative learning. Both faculty members and students frequently use open-source software through student computer centre in the college and internet centre in the library.

Teaching and learning are aided by online resources such as YouTube, e-books, e-content, blogs, social media, websites, NLIST. The library is a member of UGC-INFLIBNET.

Educational G- Suite is very helpful for interactive instruction, lesson recording and replay. It provides a platform for study and reference materials, e-assignments, scheduling assessments, conducting summative exams and continuous assessments, and also helps in recording the lessons for future use.

| File Description | Documents |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://aactni.edu.in/econtent.php |
| Upload any additional information | View File |

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

133

| File Description | Documents |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The office of the dean-academic prepares the academic calendar. The calendar lists the working days, holidays, summative exams and continuous internal assessment tests, dates for paying college and exam fees, a schedule of events for the academic year, and dates of national and local importance. At the commencement of the academic year, the calendar of common programmes is printed in the form of handbook and given to every student. The same is uploaded on the website. The Institution follows the calendar and carries out its activities as mentioned in the calendar. The handbook also outlines the curriculum of the college.

Teaching Plan

The structure of the teaching plan is prepared by the office of Dean of Academic Affairs and gets the approval of the Curriculum Development Cell. The course instructors create lesson plans, breaking down each unit with schedules, instructional aids, teaching-learning strategies, and evaluation techniques. The teaching plan outlines the instructor's strategy for making each lesson thought-provoking and engaging.

Faculty members are urged to modernise their approaches with ICT-enabled resources and equipment. On the basis of their individual lesson plans, the course instructors are able to evaluate the students' learning capacity on a periodic basis.

| File Description | Documents |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

133

| File Description | Documents |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | View File |

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

84

| File Description | Documents |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | View File |

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

9.6

| File Description | Documents |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

15

| File Description | Documents |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | View File |

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

5

| File Description | Documents |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | View File |

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The Office of the Controller of Examinations integrated Information Technology in the management of Examination System. It starts from generating challan for fee payment, payment of examination fee, downloading hall ticket, visualising mark statement

Mark entry, Percentage, Grade and Cumulative Grade Point Average (CGPA) calculation, preparation and analysis of results are

automated. The academic performance of the students is accessible to Principal, Vice-Principals, Heads of the Departments and mentors.

The Examination Committee made amendments to the exam rules for the conduct of examinations online. The course teachers evaluate the students by receiving assignment through google class room.

An exclusive Telegram channel in the Telegram App makes available all information instantly to the students. Furthermore, the notices and circulars pertaining to the matters related to examinations are circulated to the students by the Office of the Controller of Examinations through their mobile phones. The assessment of outcome of the students are also automated.

The Consolidated Mark Statement printed on non-tearable teslin paper has 15 security features.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://erp.aactni.edu.in/student/login |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The college follows Outcome Based Education. The Curriculum Development Cell plans strategies to realize OBE through curricula and teaching-learning methods and evaluation systems. The COs are discussed in the respective board of studies and approved in the Academic council.

Programme Outcomes (POs) is created in tune with expectations at national and international level. It also incorporates the Sustainable Development Goals of UNDP. These POs incorporate academic excellence, research potency, extension activities, human values, and skills for livelihood generation. To promote and disseminate the inherent values of POs among teachers, students and other stakeholders, the institution arranges orientation programmes, displays them through Handouts, College Website and Digital Board. These initiatives ensures a comprehensive understanding and integration of POs into the

academic fabric of the institution.

Each department framed Programme Specific Outcomes (PSOs), aligning with its vision and mission. The department with the help of the course teachers articulated the Course Outcomes (COs) taking into account the expected cognitive, affective and psychomotor learning levels.

The OBE module involves Topics (five-units), Hours needed to handle the Units, Books for Study and Reference, Teaching Methods, Course Outcomes and Mapping of COs with PSOs and POs.

| File Description | Documents |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | View File |
| Upload any additional information | View File |
| Link for additional Information | https://aactni.edu.in/AACIP/syllabus.php |

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The college adapts two different strategies namely direct and indirect methods to validate Outcome Based Education. Initially mapping is made for Course Outcomes (COs) with the respective Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). The mean value of mapping signifies the relation of COs with POs and PSOs.

Next with the help of Revised Bloom's Taxonomy, the cognitive level of the students is evaluated with the course outcomes. Multiple Choice Questions, Short Answer Questions, Quiz, Snap Test and Oral Test helps to evaluate the ability to remember and understand. Essay Type Questions, Assignments, Practical Examinations, Field Report, Internship and Project Works are helpful to evaluate the ability of the students to apply, analyse, and evaluate.

The threshold value for evaluating the attainment levels is as follow. Accordingly, 40 to 49 percent of students getting 40 percent of marks weighted as 1, 50 to 59 percent of students getting 40 percent of marks as 2 and 60 and above percent of students getting 40 percent of marks as 3.

The calculation of attainment level is the following. Continuous Internal Assessments and the Summative Examinations. The formula is $(0.5 \times \text{CIA threshold value} + 0.5 \times \text{Summative Examinations' threshold value})$.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://aactni.edu.in/aqar_2023_24/cri_2/k_2_6/m_2_6_3/2_6_3_4.pdf |

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

627

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://aactni.edu.in/aqar_2023_24/cri_2/k_2_6/m_2_6_3/2_6_3_4.pdf |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://aactni.edu.in/aqar_2023_24/cri_2/k_2_7/m_2_7_1/2_7_1_index.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

Arul Anandar College is a distinguished academic institution with 133 faculty members, 87 holding doctoral degrees, and 24 serving as research guides at Madurai Kamaraj University. The college's commitment to research is evident through its recognized Research Centers in Economics, Physics, and Rural Development Science, with Philosophy and Mathematics recently added as new centers in 2023-24 academic year.

Our faculty actively promotes research, resulting in 11 new Ph.D. registrations, 10 degrees awarded, and 66 ongoing Ph.D. projects in 2023-24. The Research Council has allocated Rs. 60,000/- in seed money for 10 projects and provided financial support for 29 faculty publications.

Notable grants include Rs. 2 lakhs from DST-SERB awarded to Dr. A. Shanmugaraju, Rs. 1.2 lakhs from ICSSR to Dr. V. Nirmal Rajkumar, Rs. 15,000 from the Gerizim Academy to Dr. Nivetha Martin, and Rs. 32,500/- from the Family Planning Association of India to Dr. D. Antony Singh Dhas.

Our research infrastructure includes a DST-FIST lab, specialized research labs in Physics, Chemistry, and Rural Development Science, and dedicated spaces with internet access. This has contributed to 57 research articles in indexed journals, 167 books/abstracts, and 1 patent. The college also fosters global and national collaborations, promoting robust research initiatives.

| File Description | Documents |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View File |
| Provide URL of policy document on promotion of research uploaded on the website | https://aactni.edu.in/agar_2023_24/cr1_3/k_3_1/m_3_1_1/3_1_1_research_policy.pdf |
| Any additional information | View File |

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0.6

| File Description | Documents |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money | View File |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | View File |
| Any additional information | View File |

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

| File Description | Documents |
|---|---------------------------|
| e-copies of the award letters of the teachers | No File Uploaded |
| List of teachers and details of their international fellowship(s) | View File |
| Any additional information | No File Uploaded |

3.2 - Resource Mobilization for Research**3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)**

3.925

| File Description | Documents |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | View File |
| Any additional information | View File |

3.2.2 - Number of teachers having research projects during the year

2

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://aactni.edu.in/aqar_2023_24/cri_3/k_3_2/m_3_2_2/3_2_2_addl_doc.pdf |
| List of research projects during the year | View File |

3.2.3 - Number of teachers recognised as research guides

24

| File Description | Documents |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | View File |
| Institutional data in Prescribed format | View File |

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

2

| File Description | Documents |
|---|---|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | https://aactni.edu.in/aqar_2023_24/cri_3/k_3_2/m_3_2_4/3_2_4_funding_agency_link.pdf |
| Any additional information | View File |

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Arul Anandar College has established a strong ecosystem for innovation and knowledge transfer, including a pre-incubation unit that promotes entrepreneurship. NutriCorner, run by students from the Department of Food Science and Technology, generates income, while the Arrupe Millet Food Court, launched by the Department of Rural Development Science (RDS) in collaboration with the Arrupe Centre for Policy Research (ACPR) and the Chellampatti Collective Farmer Producer Company, offers students hands-on entrepreneurial experience.

RDS and ACPR co-manage a farm, fostering agricultural innovation by training students in microbusinesses such as chicken farming and millet value-added products. ACPR also initiated Farmer Field Schools in Karisalpatti and Pappapatti, focusing on millet value addition, technology transfer, and community engagement, empowering local women and students.

To support women's skill development, the Aari Embroidery Course trained 16 students, while the Physics department offered a Mobile Phone Hardware Technician course for 180 students. The Arulanandar Incubation Centre organized entrepreneurial workshops, including LED bulb making and visit to incubation centres and IPR-based programmes were conducted by the MHRD Innovation and IPR Cell, complemented by innovation and entrepreneurship seminars/workshops from various departments.

These initiatives promote innovation, leadership, and community engagement, equipping students and local communities with essential skills for sustainable livelihoods.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/aqar_2023_24/cr1_3/k_3_3/m_3_3_1/3_3_1_index_add.pdf |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

52

| File Description | Documents |
|--|---------------------------|
| Report of the events | View File |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | View File |

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | View File |

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

11

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://aactni.edu.in/eresearch.php |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | View File |

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

56

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | View File |

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

167

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/agar_2023_24/cr_i_3/k_3_4/m_3_4_4/3_4_4_evidences.pdf |

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**3.4.5.1 - Total number of Citations in Scopus during the year**

173

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Bibliometrics of the publications during the year | No File Uploaded |

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**3.4.6.1 - h-index of Scopus during the year**

7

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | No File Uploaded |

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

0.456

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | View File |
| List of consultants and revenue generated by them | View File |
| Any additional information | View File |

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

| File Description | Documents |
|---|---------------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | View File |
| List of training programmes, teachers and staff trained for undertaking consultancy | View File |
| List of facilities and staff available for undertaking consultancy | No File Uploaded |
| Any additional information | View File |

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Arul Anandar College is striving to reach the goal of social transformation through education in the college and in the community on a large scale, which accentuates its vision and mission as well. In order to accomplish the same, the College offers the students to join in any one of extension programmes under Part V of the curriculum like NCC, NSS, YRC, ROTRACT, AICUF, Nature Club, retaining with their with their temperament to any one of these service units. All the second year students adopt a village through ARISE(Arul Anandar Initiatives for Social Education). Unnat Bharath Abhiyan(UBA) has facilitated the adopted villages.

These units organizes Medical Camps, Meri Matti MeraDesh, Swatch Bharath Abiyan, Awareness programs were conducted on De-Addiction and Anti-plastic, Disaster management and National Voters Day. About 162 units of blood were donated.

Arul Anandar Health Centre offers essential health care to underprivileged villagers.

Tailoring and Type-writing courses to the nearby community are organised by RADAR (Rural Action Development And Research).

Arrupe Centre for Policy Research (ACPR) creates and ACPR plays an important and proactive role in the field of Agriculture and Allied Activities.ACPR has collaborated with Farmer Producer Organization in imparting training in value addition of millets to its members.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/aqar_2023_24/cr1_3/k_3_6/m_3_6_1/3_6_1_add_doc.pdf |

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

394

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in during the year | View File |
| e-copy of the award letters | View File |
| Any additional information | No File Uploaded |

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

44

| File Description | Documents |
|---------------------------------|---------------------------|
| Reports of the events organized | View File |
| Any additional information | View File |

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

2513

| File Description | Documents |
|----------------------------|---------------------------|
| Reports of the events | View File |
| Any additional information | View File |

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

663

| File Description | Documents |
|--|---------------------------|
| Copies of documents highlighting collaboration | View File |
| Any additional information | View File |

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only

functional MoUs with ongoing activities to be considered)

19

| File Description | Documents |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | View File |

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

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

- **Sixty-Five classrooms & Ten seminar halls with ICT-enabled services and LMS**
- **DST-FIST Science Lab & Computer Networking Lab**
- **19 Laboratories:**
 - **: UG Lab, PG Lab, and Research Lab**
 - **: UG Lab, PG Lab, and Research Lab**

Rural Development Science: Soil & Fodder Testing Lab, Microbiology Lab, Biology Lab, and Agricultural Biotechnology Lab

Physical Education: Anatomy and Physiology Lab and Fitness Lab

Food Science and Technology: Food Analysis Lab, Food Production Lab,

Microbiology Lab, and Dairy Lab

Computer Science: UG Lab, PG Lab, and Computer Lab

- **Mushroom Unit, Vermicompost Unit, Field Crops Unit, Fruit Crops Unit, Poultry Unit, Piggery Unit, Dairy Unit, Meteorological Unit, and Fishery Unit**
- **Herbal Garden**

- Veterinary Extension for training students and providing animal care services
- Arrupe Centre for Policy Research for training farmers in lifelong learning
- Thirty-Three LCD projectors & One LED TV cum interactive display
- One LED Digital Board
- Media Centre & Lecture Capturing System
- Communication and Skills Development Centre
- Entrepreneurial units by students - Nutri Corner and Arrupe Millet Food

- SixGenerators - 318 KVA & UPS - 95KVA
- Solar power system - 78 KW
- Added Solar system - 26 KW
- Purchase of lab equipment - 1.5 Lakhs
- Upgradation of physical infrastructure - Rs. 57.12 Lakhs

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/aqar_2023_24/cri_4/k_4_1/m_4_1_1/4_1_1_index_2.pdf |

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

- Arrupe Open Air Stage, Indoor Stadium, and Diraviam Arangam for conducting cultural events
- Campus Fest - Inter-departmental cultural competition, Tamil Drama Competition (Saral), English Theatre Fest Competition, Puthan Virundhu (Weekly speech by experts) and Speak Park (English Elocution)

- Fr. Prince Ground (189 x 112 mts) and Fr. Monteau Playground (129 x 80 mts)
 - Basketball Court (36 x 21 mts)
 - Two Volleyball Courts (31 x 41 mts)
 - Football Field (120 x 90 mts)
 - Hockey Field (110 x 75 mts)
 - Shuttle Badminton (Open) (16 x 13 mts)
 - Kho-Kho Court (38 x 18 mts)
 - Hand Ball Court (50 x 30 mts)

- Kabaddi Courts for men& women (15 x 13 mts)
- Athletics Tracks (400 mts–raised boarder with 8 lanes)
- Hurdles
- Mr. Michael Raj Stadium (40 x 20 mts) - 350 seating capacity
- Indoor Stadium (1102.5 sq. ft.)
- Multipurpose Gym
- Fitness bars
- Yoga and Meditation Centre
- 100 Bedded Sports Hostel
- Two Table Tennis Courts (2.74 x 1.52 mts each)
- Annual Sports Meet
- Sports Meet for the Differently Abled Students
- Rural Sports Meet for school students
- Admission on sports quota
- Tuition and hostel fee concession and free Mid-Day Meals to sports students

| File Description | Documents |
|---------------------------------------|---|
| Geotagged pictures | View File |
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/aqar_2023_24/cr1_4/k_4_1/m_4_1_2/4_1_2_index_c.pdf |

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

75

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

74.54

| File Description | Documents |
|--|---------------------------|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | View File |

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

- Fully automated with LIPs iNET 5.0 web-based software
- E-gate entry system with a barcode technology
- Added 1000 new books and subscribed to 74 journals and UGC N-LIST
- Purchased Six Steel Racks
- CCTV cameras and Fire Extinguishers are placed in the library premises
- Free Wi-Fi access with a speed of 120 MBPS in the library premises
- Web searching option through WEBOPAC with computer systems
- INFONET Browsing Centre with ten computers and a printer
- Separate Braille Section with Braille books and Audios for visually challenged students
- A separate Ramp and Wheelchair to access library by Divyangjan
- Book Reservation System for the students
- Library Advisory Committee for Planning and Guidance
- 'Plagiarism Checker' - Professional Edition for the student projects and theses.
- Department library is maintained in the Departments of History, Economics, Rural Development Science, Physics, Chemistry, and Commerce.

Services

- Best Reader Award for students
- Book exhibition for motivating students
- Library membership to the external members for reference

Library Sections

- E-entry and Return counter section
- Reprography section

- Reference section
- Competitive exam corner
- Section for physically challenged
- Stack section
- Technical section
- Research Scholar Cabin
- Periodical section
- Back volume section
- INFONET and Internet Access Point
- Britto Xerox Centre

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/aqar_2023_24/cr1_4/k_4_2/m_4_2_1/4_2_1_b_link_lib_inf.pdf |

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | View File |
| Upload any additional information | View File |

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

5.22

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts | View File |
| Any additional information | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

215

| File Description | Documents |
|--|---------------------------|
| Upload details of library usage by teachers and students | View File |
| Any additional information | View File |

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

ICT Facilities

- Allotted budget for IT upgradation and maintenance - 40 Lakhs
- Total expenses on IT upgradation and maintenance - 43.50 Lakhs
- Purchased Five computers (Intel i5 processor and 8GB DDR4 memory)
- The total number of computers in the campus - 386
- Computers available for academic purpose is 307 after adding Five new computers this year
- Added Two Laserjet Printers, Two Projectors, and One Projector Screen
- Renewed Microsoft Licensee, Adobe Creative Cloud License, and XG-210 Standard Protection Bundle.
- Thirty-Three Projectors, One LED TV cum Interactive Display, One 4K Sony TV, One Interactive Board, and a one LED Digital Board
- Media Centre with Lecture Capturing System

- Communication and Skills Development Centre
- Centralized server room with latest servers
- Thirty Wi-Fi devices, Wi-Fi and LAN connections with 120 MBPS speed
- Enterprise Resource Planning (ERP) Centre
- 'Thozhan' - Mentor Care App and Online Mobile Attendance
- Separate browsing centre for staff
- Separate portal for staff, students, IQAC, Placement Cell, and ICT-ERP

Software

- Microsoft Campus Agreement
- Adobe Creative Cloud License
- Plagiarism Checker (Professional Edition)

Security Features

- Sophos XG Firewall
- K7 Total Security
- 91 CCTV surveillance cameras

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/agar_2023_24/cri_4/k_4_3/m_4_3_1/4_3_1_webindex.pdf |

4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 9 | 1 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. ?50 Mbps

| File Description | Documents |
|---|---------------------------|
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | View File |

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/agar_2023_24/cri_4/k_4_3/m_4_3_4/4_3_4_b_weblink.pdf |
| List of facilities for e-content development (Data Template) | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

629.14

| File Description | Documents |
|-----------------------------------|---------------------------|
| Audited statements of accounts | View File |
| Upload any additional information | View File |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc.

- The physical and academic support facilities are approved in the Governing Body. The Secretary is responsible for the acquisition, up-keeping and disposal of campus infrastructure.
- Air-conditioners, Generators, UPS, Fire Extinguishers,

First Aid Kits, RO water systems, Solar panels, computers, printers, projectors, CCTV cameras, Wi-Fi devices, and other equipment are annually maintained through Annual Maintenance Contract (AMC).

- Support staff for maintaining all facilities - classrooms, seminar halls, labs, playgrounds, and gardens in the campus
- Campus security guards are outsourced.
- Annual stock-taking of all lab equipment and maintenance of fault registers and logbooks by the respective departments. It is carried out before summer vacation.
- Lab instruments and equipment are regularly serviced by the suppliers.
- Air-conditioned rooms for sensitive laboratory equipment
- Lab administrator, Web Developer, and Core Application Developer for maintaining computer labs
- Sophos XG Firewall for internet services
- Library support-staff for maintaining the books and other infrastructure in the library.
- Playgrounds, Indoor Stadium, Multipurpose Gym, Yoga Centre, sports equipment, and stock register are maintained by the Department of Physical Education.
- The Dean of Students maintains the stock register for cultural properties.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/aqar_2023_24/cr_i_4/k_4_4/m_4_4_2/4_4_2_sys_and_pro_links.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

533

| File Description | Documents |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | View File |
| Upload any additional information | View File |

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

714

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Institutional data in prescribed format | View File |

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://aactni.edu.in/departments/18_hum_excellence.php |
| Details of capability development and schemes | View File |
| Any additional information | View File |

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

4022

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | View File |

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

266

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of outgoing students progressing to higher education

125

| File Description | Documents |
|---|---------------------------|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | View File |

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

5

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for students/alumni | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

24

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The student council of the college is a vibrant body constituted with the aim of developing the leadership traits of the students. The members of the council are elected through digital voting and the tenure of the council is one year. The council, inclusive of both the genders, comprises of Fine Arts

Secretaries, Sports Secretaries, Association Secretaries, Department Secretaries and Part V Secretaries. They act as a bridge between the student community and the academia, representing their views and suggestions to the members in the academic and administrative bodies. The council is encouraged to involve in the lead events and celebrations of the college like Camp Festival, Sports Day etc. They are of great assistance to the officials in maintaining the discipline and general conduct of the students. The representatives of the various departments also conduct all the programs and competitions initiated by their parent departments. The student council actively engages in creating awareness among the students and public on environmental, health and social issues through various cells like NCC, NSS, YRC and ICUF. The student council also manifests its spirit of service by extending its help to the needy and deprived at times of natural calamities.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/agar_2023_24/cri_5/k_5_3/m_5_3_2/5_3_2_AI.pdf |

5.3.3 - Number of sports and cultural events / competitions organised by the institution

29

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | View File |

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Arul Anandar College Alumni Association (AACAA) is an affiliating member of Jesuit Alumni Associations of Tamil Nadu (JAAT) and Jesuit Alumni Associations of India (JAAI). It has membership comprising of the alumni and the staff of the

college. ACAA convened its annual General Body Meeting on 2nd October 2023. The Association also arranged annual department-wise meetings facilitating the alumni to strengthen their bonds. The Kodaikanal chapter meeting was conducted on 09th September 2023 at Sacred Heart College, Shenbaganoor with a positive impact. The association hosted lunch for the new graduates during the 44th Graduation Day held on 18th December 2023. The Student Service Centre initiated by AACAA has been of immense help to the student community. The AACAA sponsorship is extended to 15 deserving poor students in the form of scholarships to a tune of Rs. 30,000/-. The Executive Committee meetings are periodically organized with the intention of fostering connections between alumni and the endeavours of its alma mater. The association has offered some fruitful suggestions such as changing the nomenclature of the course B.Sc. Information Technology & Management into B.Sc. Information Technology in suiting the demands of the job market. The alumni have also rendered their expertise during seminars and conferences.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.aactni.edu.in/ealumnicnt.php |

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Arul Anandar College is an autonomous, co-educational Christian minority institution overseen by the Jesuit Madurai Province. It adheres to guidelines from the UGC, MHRD, Government of Tamil Nadu, and Madurai Kamaraj University, to which it is affiliated. The institution's vision focuses on the holistic development of rural students, empowering them for social transformation through its mission to promote academic excellence, enhance

skills, foster research, and establish itself as a centre for policy advocacy.

The perspective plan of the institution is reframed in this year incorporating the strategies to develop the student community as agents of social change and to bring social upliftment, reflecting its vision and mission. The governance of the institution is embedded with decentralized management and participative administration, involving and incorporating contributions from stakeholders especially the teachers, as fundamental aspects of its governance. The institution facilitates the participation of teachers in sharing the administrative responsibilities and in decision making. The teachers are also provided opportunities to perform a key role in planning cum evaluating academic, administrative, and outreach endeavours. The college promotes gender equity and encourages the involvement of all the competent teaching faculty in the comprehensive development of students, aligning with the institution's strategic goals.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.aactni.edu.in/about/vision.php |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The college management constituted the Perspective Planning Committee to formulate and strategize the perspective plan for a period of five years from 2023 to 2028. The committee comprises members representing both the management, officials and senior faculty members with wide experience and competence.

Objective of the Committee:

The objective of this committee is to frame a comprehensive perspective plan considering the futuristic prospects of the institution adherence to the state and national educational policies to the possible extent.

Functions of the Committee:

- The members of the committee conducted regular meetings with the stakeholders to identify the areas of improvement, to obtain their feedback and suggestions.
- Special meetings are conducted with the heads of the departments to discuss key aspects of curriculum, teaching and learning and research.
- Experts are invited to deliberate on the nuances of policy framing by considering growing needs of the institution.
- The committee prepared the draft of the perspective plan incorporating the suggestions of all the stakeholders.
- The members placed the draft of the plan to the management, officials and criterion conveners for suggestions and improvements.

Finally, the perspective plan is placed in the governing body and the members approved the same.

| File Description | Documents |
|---|---|
| Upload strategic plan and deployment documents on the website | View File |
| Upload any additional information | View File |
| Paste link for additional Information | https://aactni.edu.in/aqar_2023_24/cri_6/k_6_1/m_6_1_2/per_plan_23_28.pdf |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

Career Development and Placement Services

Career Development and Placement services is one of the strategic plans presented in the newly revamped perspective plan. The college decided to lay a special focus on increasing the on-campus placement percentages of the final year post graduate and under graduate students. The career development and placement cell organized several programmes for the students to battle the challenges in job markets.

- Workshops on specific themes of career building were organized.
 - Career Opportunities in Public Services in collaboration with District Employment and Career

Guidance Centre, Madurai;

- IT Jobs-Break the Myths
- Conclave with HR Experts
- Exploring Affordable MS and MBA Opportunities Abroad: Your Path to International Education.

- Awareness program on Government Competitive Examinations: Preparation Strategy and Tips, where experts from civil services motivated the students
- Training programmes on "Life Skills"
- LinkedIn premium subscription to students for online courses

Experts from government services, HR experts of different companies interacted with the students and motivated them on career guidance which highly benefitted the student community.

On & off Campus placement drives were conducted to invite potential employers for recruiting the students for various jobs. The students received job offers from job offers in several companies.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://aactni.edu.in/aqar_2023_24/cri_6/k_6_2/m_6_2_1/6_2_1_pers_plan.pdf |
| Upload any additional information | View File |

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

Arul Anandar College, under the administration of the Madurai Jesuit Province, operates with a well-structured and organized governance model. The Higher Education Commission of the Jesuit Madurai Province meticulously crafts corporate policies for its colleges, ensuring alignment with the institution's mission and values. Institution-specific guidelines are then approved by the Board of Management, which is guided by the Provincial. The Executive Board of Management, composed of the Rector, Secretary, Principal, and Campus Treasurer, efficiently handles the routine operations. The college integrates statutory norms with non-statutory bodies, supported by experts nominated by the Board, ensuring a robust and comprehensive governance framework.

Regular evaluations, combined with various Committees, Cells, and Associations tailored to specific functions, contribute to the institution's ongoing success. A shared leadership structure that includes the Deputy Principal, Vice-Principals, Deans, and the Controller of Examinations fosters collaborative decision-making.

Faculty involvement in numerous committees not only supports the college but also enhances their leadership skills. The college's grievance redressal mechanisms, designed for both staff and students, underscore its commitment to fairness. Decentralization empowers various levels of authority, ensuring feasible decision-making.

The bottom-up approach in academic activities, structured and participatory framework reinforces the college's administrative efficiency, academic excellence, and collective engagement.

| File Description | Documents |
|---|---|
| Paste link to Organogram on the institution webpage | https://www.aactni.edu.in/eOrganogram.php |
| Upload any additional information | View File |
| Paste link for additional Information | https://aactni.edu.in/admin_commity.php |

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen | View File |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | View File |

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and

avenues for their career development/ progression

The institution effectively implements the welfare schemes for the teaching and non-teaching faculties. The college makes arrangements on availing of Gratuity, Pension, Medical Facility and facilitates attending programmes for the career development and progression of the teaching staff.

Financial Support

- Publication of research articles in reputed journals
- Festival advance to the non-teaching and domestic staff
- Interest free Housing Loan for domestic employees
- Staff Children welfare
- Medical allowances for the menial workers
- Marriage allowances for the menial workers

Recognition and Rewards

- Awards of excellence for teaching, research, extension and service
- Honouring the retirees who have served in the institution for more than twenty years

Avenues for Career Development and Progression

- Annual orientation, workshops, training programmes for teaching staff to enhance their academic excellence on contemporary teaching methods, patenting, mentoring.
- Exclusive faculty development programme on incubation to teaching faculty.
- Provision of seed money to undertake research projects.

Catering to Emotional Needs

- Staff Grievance Redressal Cell to address the issues and grievances of both teaching & non-teaching staff

Catering to Social Needs

- Fraternity grand lunch on the eve of the feast of St.Arul Anandar and St.Ignatius of Loyola.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/principal/policy/6_3_1_policy.pdf |

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

1

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

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

14

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | View File |

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

34

| File Description | Documents |
|---|---------------------------|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Arul Anandar College (Autonomous), Karumathur, a government-aided institution, receives funding from the government. Financial Management and Resource Mobilization fall under the Society of Arul Anandar, with PAN No. AAAAT6276C. This society is registered under the Tamil Nadu Societies Registration Act of 1984 and approved U/s. 12AA of the Income Tax Act of 1982, as per Act XXI of 1880 S.No.82 of 1977, Madras, and S.No.24 of 1985, New Delhi.

The external audit is conducted by the office of the Regional Joint Director of Collegiate Education, which performs annual government audits. Additionally, the office of the Accountant General audits salary and related accounts. These audits ensure transparency and accountability in the financial operations of the college with the inclusion of compliance with statutory regulations.

Internal audit is managed by the Campus Treasurer's office. Transactions involving government funds follow Public Financial Management System (PFMS) guidelines. The funds received are efficiently utilized, with department heads and unit coordinators providing expenditure accounts for auditing. Utilization certificates and audited account statements are then submitted to the Campus Treasurer. The audit findings are reviewed by the college administration, and necessary actions are taken to address any discrepancies or recommendations made by the auditors.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/aqar_2023_24/cri_6/k_6_4/m_6_4_1/6_4_1_financial_policy.pdf |

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

7

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | View File |
| Any additional information | View File |

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Funds are raised by the College in accordance with the policies and procedures of the institutional financial policy. The College acquires funds from the following sources:

- Management Grants from the Society of Arul Anandar
- Fees collected from the students of both aided and self-financed streams
- Project funds received from funding agencies such as DST, TNSCST
- Contribution made by the philanthropists
- Government Scholarships
- Funds from non-governmental bodies for academic programmes
- Revenue earned from agri, dairy farms & College owned commercial complexes
- Endowments
- Consultancies

Utilization of Resources

Arul Anandar College effectively utilizes the funds in the following ways

- Organizing academic activities such as conferences, seminars, workshops and other related programmes
- Career development programmes, faculty empowerment programmes to both teaching and non-teaching staff.
- Welfare measures to teaching and non-teaching staff
- Seed money grants to staff for promoting research
- Financial support for publication of research articles
- Skill Development Programmes exclusively to students
- JES Scholarships to students
- Organizing sports and cultural events
- Extension activities and observing the days of national significance
- Organizing campaigns, health and veterinary camps
- Infrastructure Augmentation and Maintenance
- Maintenance of ERP
- Staff salary disbursal
- Managing dispensary to the college inmates and the rural people

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://aactni.edu.in/agar_2023_24/cr1_6/k_6_4/m_6_4_1/6_4_1_financial_policy.pdf |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

Incremental improvements

- New Programmes and research centres
- Increased Publications
- Infrastructure Augmentation

Arulanandar Incubation Centre (AIC)

AIC is constituted under the guidance of IQAC as a step towards creating an innovative ecosystem to foster entrepreneurial attitude among students.

- Faculty Development Programme on cultivating entrepreneurial thinking
- Camp on Online registration in Government's Bharat Yuva Portal in collaboration with Nehru Yuva Kendra.
- Commemoration of National Start-up days
- Field visit to Madurai Agricultural Business Incubation Forum
- Capacity Building Programmes for Students on Government schemes for entrepreneurs, Social Entrepreneurship, Incubation services, Self-employment and hands on training on Creating and repairing LED bulbs

As a result, both staff and students developed an ambience of promoting entrepreneurial endeavours in the campus.

Transformation through Technology Integrated Teaching

Faculty are expected to acquaint with digital teaching to cater the learning demands of the students. To make so, IQAC conducted three Faculty Development Programmes on E-content creation with advanced tools in collaboration with the Department of Visual Communications, Loyola College, Chennai. The faculty are exposed to the techniques of creating interactive E-contents and effective video making using educational software. As a result, the faculty prepared more E-contents and shared with the students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aactni.edu.in/igac/igac.php |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

Teaching & Learning Review

The IQAC conducted an Annual Review Meeting to evaluate the current teaching and learning methods practiced by each of the Department. The main objective of this review meeting is to bring reformations in the teaching-learning process. The heads of the departments, officials, coordinators and criterion conveners deliberated on the following themes

? Current Academic Trends and Demands of Teaching-Learning Process subjected to all departments.

? Status of the Curriculum & Teaching-Learning Process of each of the department and its alignment with the current trends and demands.

? Concrete proposals to constantly and continuously update the Teaching-Learning Process

In conclusion, the faculty members are encouraged to adapt and adopt to the dynamic teaching trends by tuning themselves to modern teaching pedagogies to fulfil the demands of the learners.

Faculty Appraisal

IQAC conducts feedback regularly to evolve new strategies to enhance the teaching learning process. IQAC collected feedback of all the faculty members from the students in online mode. The students are asked to answer twenty one questions on different aspects of teaching and their responses are recorded on four point scales. The overall remarks and suggestions are shared with the faculty members for further improvements.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://coe.aactni.edu.in/AACSTU |

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

| File Description | Documents |
|--|---|
| Paste the web link of annual reports of the Institution | https://aactni.edu.in/igac/pdf_files/53_ann_rpt.pdf |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution actively promotes gender equity through unique approach and operational methods. It has established various cells and committees, including the Internal Complaints Committee for Prevention of Sexual Harassment, Girl Students Welfare Committee, Anti-Ragging Squad and others to ensure the welfare of women with clear cut gender policy. Special care and attention are provided to female students through the Counselling Centre and Health Centre, which also offer restrooms equipped with sanitary napkin vending and incineration machines.

The commitment to gender equity and empowerment extends to both curricular and co-curricular activities. Themes related to gender equity and empowerment are incorporated in twelve courses like "Gender Society and Development", "Contemporary Social Problems in India", "Human Rights", "Women's Writing" etc

Total female staff force includes 50 teaching, 20 non-teaching staff which contributes to 33.5 percent in teaching and 33.3 percent in non-teaching including one female counsellor who are being part in important councils of our college that includes 1 female counsellor, 8 HOD's, 1 Dean. The college provides more than 60 scholarships for students in which more than 15 are exclusively provided for girls. The institution regularly conducts gender sensitization and empowering programmes fostering an inclusive and equitable environment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://aactni.edu.in/aqar_2023_24/cr1_7/k_7_1/m_7_1_1/7_1_1_addl_info.pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Solid Waste Management

The system is operated through customized Integrated Farming System approach involving various units of the college. Solid waste is decomposed in pits for compost, while a vermicomposting unit converts cow dung into nutrient-rich manure. Biogas, generated from cow dung and kitchen waste, produced 5,548 cubic meters, with the slurry used as fertilizer. Sanitary napkins are hygienically disposed using incinerators. Daily waste production is minimal. The amount in individual places namely offices (<0.25 kg biodegradable, <0.1 kg non-biodegradable), labs (<1 kg biodegradable, <0.5 kg non-biodegradable), canteen (5 kg biodegradable, <0.5 kg non-biodegradable), and hostels (75-100 kg biodegradable, <1 kg non-biodegradable) were collected.

Liquid Waste and Recycling Management

Cattle urine are reused for irrigation. A reed bed system at the boys hostel treats domestic wastewater for irrigation Daily wastewater discharge are 9.5 kL 30.5 kL and 15 kL respectively from the college, boys hostel, and girls hostel respectively.

Solid and liquid wastes generated are circulated as manure for

cultivating field crops in RDS farm and for generating fuel through Biogas.

Biomedical Waste Management

Biomedical waste is sterilized through autoclaving by VETEX and the Health Care Centre, ensuring safe disposal of infectious materials like microbial cultures and sharps.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geotagged photographs of the facilities | View File |
| Any other relevant information | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy undertaken by the institution

| | |
|--|--|
| <p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities | <p>A. Any 4 or all of the above</p> |
|--|--|

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

| | |
|---|--|
| <p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human</p> | <p>A. Any 4 or all of the above</p> |
|---|--|

assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | View File |
| Details of the software procured for providing assistance | No File Uploaded |
| Any other relevant information | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

The cultural diversities are addressed through the admission of students from different socio-economic and religious background which is highlighted in the academic policy of the institution. Motivational talks for women on law and mental health are also conducted for the young adults to promote harmony and communal tolerance towards their fellow beings. The Program objectives of the institution particularly objectives 3 & 4 depicts the understanding of communal harmony and tolerance which is being imparted through the curriculum.

The management allocates a grand total of amount to provide scholarships for the deserving students which includes the poor boys, girls, sports students and physically challenged students to bridge the socio-economic diversities. The college policy provides more opportunities for the empowerment of women by providing financial and educational support to improve the socio-economic conditions of the rural students. Sport Day is organized for the differently abled students specifically in order to create self-confidence and sportive mentality among students. Students are taken the nearby villages periodically and several programs like General Medical Camp and Pongal celebrations are conducted as a part of ARISE program to promote regional tolerance.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Student council functions effectively where the student representatives are elected by the students in a democratic way through campaign and election. Leadership training programs are offered for the elected representatives. The college strictly follows the code of conduct which is being implemented through the education policy as well. Awareness Rally about the inclusion of names in the voters list was conducted as part of the ARISE program in the nearby villages. Blood Donation camp is being organized every year to promote the service-learning value for the students. National Voters Day was conducted to create awareness on the importance of voting rights. The curriculum of Foundational course which includes personality development, Human rights and environmental sustainability helps in shaping the students. International Yoga Day was organized to impart the importance of Yoga and meditation among the students. Swatch Bharat Cleaning Scheme campaign was conducted by the NSS students. Thatha Patti club interacts with the elderly people of the neighboring villages to imbibe the culture of showing reverence to the elders.

| File Description | Documents |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | View File |

7.1.10 - 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

A. All of the above

programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of Ethics - policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Arul Anandar College organized various national and international commemorative days, events, and festivals during the academic year 2023-24.

The International Yoga Day, International Day Against Drug Abuse and Illicit Trafficking, Independence Day, National Sports Day, Swachh Bharat Abhiyan, and National Voter's Day were organized by the NSS. Similarly, the NCC coordinated the International Yoga Day, Independence Day, International Year of Millets, Swachh Bharat Abhiyan, National Voter's Day, and Republic Day programs.

The Students' Council celebrated Teacher's Day and Samathuva Pongal, while the Nature Club organized National Wildlife Week and National Bird's Day. Indian Constitution Day was celebrated by AICUF, and the Thatha Patti Club of Arul Anandar College organized Christmas Day. The Physical Education Unit conducted the Fit India Programme, and the Department of Tamil Literature celebrated International Mother Language Day. Additionally, the Department of Chemistry organized National Science Day, and the Department of Philosophy commemorated Mendeleev Day.

The entire college also celebrated Pongal Day and Women's Day. These events provided entertainment and learning opportunities while fostering a sense of community, patriotism, and social

responsibility among students.

| File Description | Documents |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | View File |

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

I - ARISE**Objectives**

To create social awareness among students by serving neighbors

Context

To develop neighborhood communities through literacy, health, sanitation and women empowerment & to make community service part and parcel of students' life

Practice

Total activities are 18 in 17 villages by all II UG students

Seed-ball Plantation, Awareness Disaster Management, Celebrating National Nutrition Month, General Medical Camps, Awareness on Dengue and Right to Vote, Cultural Celebrations, Aids to Senior Citizens, Workshops on Service Learning

Evidence of Success

Mutual learning and development among students and rural community

Problems Encountered and Resources Required

Bridging the technology knowledge gaps in Rural communities

II - PAPERLESS E-GOVERNANCE

Objective

To promote preservation of nature and clean campus

To Enhance innovation, creativity, and digital communication

To ensure time-management, files safety, easy collaboration, and effective and transparent administrative services

Context

Digital era, preservation of the vitality of the natural resources, and promotion of innovation and creativity

Practice

Paperless e-governance in the following areas: Administration, Finance and Accounts, Students Admission and Support, Examinations, Automated Library, Online Study Materials (Google sites and Personal websites)

Evidence of Success

Increased productivity, Communication simplified, & Improved digital-learning

Problems Encountered and Resources Required

Manitenance costs

Expanding accessibility to stakeholders

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://aactni.edu.in/aqar_2023_24/cri_7/k_7_2/m_7_2_1/7_2_1_index.pdf |
| Any other relevant information | https://aactni.edu.in/aqar_2023_24/cri_7/k_7_2/m_7_2_1/7_2_1_any_rel.pdf |

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Enabling the Rural Marginalized towards Holistic Development

The Jesuit vision of "Towards liberation together with the poor" focuses on the empowerment and transformation of the rural marginalized. AAC implements this vision by uplifting the rural marginalized towards their holistic development through taking up the following strategies.

From Schools to College

- Tuition Centre and Bridge Courses offered to the disadvantaged and weak students to cope up with the required English knowledge.

Admission Procedure is favourably disposed to the enrolment of the Poor, Dalits and Women. Percentage of the Female Students - 25%

SC/ST - 9.7%

Career Orientation

- Soft Skills, Computer Education, Rural-based and job-oriented courses and trainings in Poultry

Scholarship and Other Economical Support

Non-Government scholarship beneficiaries- 524

Midday meal beneficiaries - 157

Outreach Programs

RADAR offered Tailoring and Embroidering, and Type Writing courses for the rural women students. 259 benefited and 81 got certificates.

ACPR conducted:

- Training Programme on Millet products - 10th October 2023
- STEP Goat Programme - 11th January 2024. 169 attended.

- Inauguration of Arrupe Millet Court - 5th March 2024 - 60 attended

AIC organized four capacity building seminars, faculty development programme, and joint venture with Nehru Yuva Kendra in "Bharat Yuva Portal Registration Campaign" in 2023-2024.

| File Description | Documents |
|---|---|
| Appropriate link in the institutional website | https://aactni.edu.in/aqar_2023_24/cr_i_7/k_7_3/m_7_3_1/7_3_1_paste_index.pdf |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

The college has the future plan of implementing the following.

- Introduction of service learning in the curriculum
- Enrolment in Academic Bank of credits
- Establishing skill development and Entrepreneurial cell as an extension of ArulAnandar Incubation Centre
- Collaborating with different institutions to organize academic programmes
- Mentoring institutions under MHRD Innovation and Incubation
- Conducting placement drives at a large scale to increase employability of the students