



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

A.P.C.MAHALAXMI COLLEGE FOR WOMEN

ETTAYAPURAM ROAD, THOOTHUKUDI.

628002

www.apcmcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In the steadfast belief of our esteemed **Founder President, Kulapathi A. P. C. Veerabahu**, lay a deep-seated conviction: **“If you educate a boy, you empower a man; if you educate a girl, you empower a family”**. With resolute determination and selfless devotion, he embarked on the journey to establish A.P.C. Mahalaxmi College for Women (hereafter referred to as **APCM**), a testament to his individual initiative under the auspices of the V.O.C. Educational Society and named after his aunt, the venerable Tmt. A.P.C. Mahalaxmi Ammal. Nestled on the outskirts of Thoothukudi, the college stands as a beacon of hope, catering to the educational aspirations of rural girls.

From its nascent stages, the ideals championed by the Founder President have been the guiding principles steering the institution's journey toward excellence. This ethos continues to permeate the hearts and minds of all stakeholders, including his son, the current President of the college, Thiru. A.P.C.V. Chockalingam, and the steadfast Secretary, Mrs. Subbulakshmi Chockalingam, who has been instrumental in nurturing the institution since its inception. The most laudable aspect of this noble mission is that from the day of its establishment to the present day, the institution follows **non-commercialization of education** as its motto.

Affiliated to Manonmaniam Sundaranar University, Tirunelveli, and recognized under sections 2(f) and 12(b) of the University Grants Commission, our college offers nine Undergraduate Programmes and six Postgraduate Programmes. Five Departments are Research Centres. Our Arts stream includes courses in Tamil, English, History, and Commerce, while the Science stream encompasses Chemistry, Mathematics, Zoology, Physics, and Computer Science.

The college has been on a vigorous pursuit of collaborating with leading institutions, industries and business corporations to generate the much needed manpower for prospective employers across the country and around the world. Today, a large number of alumnae have been placed as the efficient work force in a number of nationalised banks, reputed educational institutions, leading industries and business establishments. A considerable number of them are flourishing as entrepreneurs too.

Vision

To enlighten and empower with values

Driven by an unwavering ambition to emancipate the women of Thoothukudi and its surrounding areas, the Founder President embarked on a visionary journey to establish a women's college. At the time, with only one women's college in the city, he recognized a critical need for further educational avenues tailored specifically to the needs of marginalized women. His resolute determination and boundless dedication paved the path for the creation of an institution solely dedicated to the empowerment of underprivileged women.

Central to his mission was the objective to cater to the educational needs of rural women, offering them not just knowledge but also instilling in them enduring values that would serve as guiding lights throughout their lives. His vision was not merely to educate but to enlighten, recognizing that true empowerment stems from a foundation built upon values and knowledge. It was a vision borne of an enlightened intellect, seeking to uplift

and empower women in a society that often overlooked their potential.

Today, the institution stands as a living testament to his aspirations. Guided by the Founder President's vision, it has steadfastly adhered to a path devoid of sectarianism and commercial interests, instead focusing on service and empowerment. In an era marked by the transformative forces of globalization, the institution has remained vigilant, adapting its goals to align with shifting values while upholding its core principles.

At the heart of the institution's success lies the unwavering commitment and tireless efforts of its dedicated team of faculty members, both teaching and non-teaching. Their collective support, dedication, and contributions have ensured the realization of the Founder President's lofty ideals, upholding the highest standards of integrity and service.

Through their collective endeavours, the institution continues to be a beacon of hope and empowerment, nurturing generations of women to become not just educated individuals, but compassionate and principled leaders in their communities and beyond.

Mission

At the core of our institution's ethos lies a benevolent pedagogy dedicated to delivering excellence with discernible quality. Our motto, "**Love, Knowledge, and Virtue**," embodies the essence of education as an indispensable facet of life's enrichment. With our profound mission statements:

- To provide access to quality education to underprivileged girls from rural areas
- To empower girls with knowledge and skills to succeed in a rapidly changing world
- To integrate academic excellence with moral values for personal and societal growth
- To cultivate critical thinking for lifelong learning
- To promote transformative education for ethical leadership

Goals

Gandhian Principles: Upholding the principles of peace, nationalism, solidarity, and social justice, we strive to create a harmonious and inclusive society.

Women Empowerment and Refinement: In a globalized and ICT-driven world, our focus is on empowering and refining marginalized women, equipping them with the skills and knowledge necessary for success and leadership.

Value Education: Our commitment to equality, human dignity, moral and spiritual values, and environmental conservation fosters the development of responsible and compassionate citizens.

Support Services

At the heart of our institution lies a dedication to serve the needs of our students and community. Through a myriad of amenities and support services, we enrich the campus experience and nurture our students' growth:

Student-Centric Programmes: Tailored learning experiences that cater to individual needs, enhancing the overall educational journey.

Mentor-Mentee System: Strengthening the bond between teachers and students, providing a platform for grievance redressal and personalized support.

Extension Activities: Engaging students in NSS, NCC, Youth Red Cross, and Social Service League initiatives, instilling a sense of civic responsibility and community engagement.

Collaborations: Partnering with governmental, non-governmental organizations, and other agencies to organize awareness programmes and community outreach initiatives.

Infrastructure Utilization: Ensuring optimal utilization of infrastructural facilities to provide a conducive learning environment for all.

Through these comprehensive educational services, we equip our students not only with the knowledge and skills for employment but also with the values and ethos necessary to become proactive contributors to society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Secular and democratic administration
2. Transparency in admission and in recruitment
3. Non commercialization of education
4. Conducive academic ambience
5. Highly qualified, resourceful and committed faculty
6. Average of 80% outgone pass percentage and University Ranks every year
7. Management funds that supplement the needs of the campus
8. Promoting an eco friendly campus
9. Importance given to the overall development of girls by encouraging participation in curricular, co-curricular and extra-curricular activities
10. Empowering girls by promoting service to community

Institutional Weakness

1. Scarcity of sponsored research initiatives
2. Lack of English proficiency among first generation students at the entry level
3. Low motivation level of students at the entry level because of their poor socio economic background

Institutional Opportunity

1. Fast developing city with opportunity for employment in various sectors
2. Keeping abreast of recent trends in respective areas by all the faculty
3. Scope for students to pursue higher education in the college itself

4. Activities provided by career guidance and placement cell for skill enhancement
5. Scope of activating an effective and productive Incubation Centre to prepare students for self employment
6. Potential space for developing infrastructure for establishing new courses and facilities by improving the existing facilities
7. Possibility of spreading awareness of National Schemes to local community through rural students

Institutional Challenge

1. Creamy layer students (high achievers and economically sound students) prefer cosmopolitan cities for higher education
2. Increasing the level of academic excellence in students and preparing them for the global level
3. Preparing students for career progression
4. Challenge of procuring and mobilizing government grants and funds from industry and other institutes to meet the costs of rising expenditure
5. Tendency of parents to get their children married off after under graduation
6. Making a change in academic structure and curriculum as it is framed by the affiliating University

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Planning and Implementation:

At the beginning of the academic year, the **Academic Calendar** by the IQAC, **Course Allocation** by the Head of the Department, **Teaching Plan** by the faculty, **Action Plan** by the departments, set a solid foundation for the smooth operation of the activities of the year. **Guest Lectures** by eminent scholars, industry experts, and practitioners augment classroom learning, providing students with valuable insights, industry perspectives, and real-world applications of their academic knowledge.

Academic Flexibility:

In addition to regular academic programmes, our college offer a plethora of Certificate Courses across various domains, empowering students to pursue interdisciplinary interests and enhance their skill sets. 51 courses have been introduced in the last five years. Our college hosts a **Local Chapter of NPTEL**, providing students with access to online courses and resources.

Curriculum Enrichment:

We place a strong emphasis on **integrating cross-cutting issues** such as, Professional Ethics, Gender, Human Values, Environment and Sustainability into our curriculum. By reiterating the issues in all activities, we are able to nurture socially responsible and globally aware individuals equipped to address complex challenges facing society.

Ample opportunities are offered for students to engage in **projects, fieldwork, and internships**, enabling them to apply theoretical knowledge to real-world contexts, gain practical skills, and build industry connections.

Feedback System:

Feedback is considered as a cornerstone of continuous improvement. Regular analysis of feedback from students, faculty, and stakeholders allows us to refine and enhance our curricular activities and also the institutional ambience, ensuring that they remain responsive to evolving needs and aspirations.

Teaching-learning and Evaluation

Student Enrolment and Profile:

The admission process adheres strictly to Government norms, with the merit list prepared in accordance with the roster system, ensuring fairness and transparency in selection. Overall, the enrollment percentage is high at 90 % and the seats utilization is efficient with 94.8 % of reserved seats being filled.

Student-Teacher Ratio:

The institution maintains a 100% percentage of full-time teachers against sanctioned posts over the last five years. A ratio of 19.5 allows for personalized attention.

Teaching-Learning Process:

Encouraging a student-centric approach, our teachers promote innovative pedagogy that fosters active participation and engagement in classroom activities. They employ various experiential, participatory and problem-solving methodologies. 100% of the faculty use ICT enabled teaching methods. All of them have either Google Classrooms, Blogs, Sites or YouTube Channels to offer a **Blended Learning Approach**.

Teacher Profile and Quality:

The majority (73.3 %) of full-time teachers possess high qualifications like NET, SET or Ph.D., ensuring high academic standards and expertise. Beyond their teaching commitments, our teachers continue to excel in their professional endeavours, serving as role models and mentors for their students, inspiring them to reach their full potential.

Evaluation Process and Reforms:

The internal and external evaluation process is transparent. At the beginning of every year, students are given orientation on the internal and external examination process. The rules framed by the University are followed for the conduct of the examinations. Grievances are identified and redressed with immediate effect.

Student Performance and Learning Outcomes:

Our institution is dedicated to embracing **Outcome-Based Education** principles, emphasizing a student-centric approach. Programme Outcomes and Course Outcomes are clearly disseminated. The attainment is calculated and measures are taken for improvement. The pass percentage over the last five years is consistently high at **94%**. Demonstrating our commitment to academic excellence, a significant number of our students secure University ranks. There have been **83 University Rank Holders** in the past five years.

Student Satisfaction Survey:

Every year, a Student Satisfaction Survey is collected from outgoing students to gauge their perspectives on the teaching-learning experience. This input helps us tailor our educational practices to meet their expectations.

Research, Innovations and Extension

Resource Mobilization for Research:

The college has procured a total grant of 10.94 lakhs from the Government indicating support for research endeavours. Research scholars have proved their mettle by securing funds for their research on a merit basis.

Innovation Ecosystem:

The institution actively organizes academic events and programmes providing a platform for knowledge exchange and skill development in diverse areas. 96 workshops/seminars/conferences including those on Research Methodology, IPR & Entrepreneurship have been organized. The Institution's Innovation Council and the Entrepreneurship Development Cell have been instrumental in training and moulding budding entrepreneurs.

Following the recommendations of the National Education Policy 2020, Indian Knowledge System has been strengthened in the system. Activities focusing on the Indian culture are encouraged.

Research Publications and Awards:

The number of research papers published per teacher in the journals notified on UGC CARE list during the last five years is 261. In addition, 55 books, 55 chapters in books and 103 papers in conference proceedings have been published. Many of our faculty have received Best Paper Awards in various conference. The college supports the publication of the in-house journal "**ENRICH**". The Departments of English, Chemistry, Mathematics and Tamil have launched their own respective magazines, "**SCRIBL**", "**CHEMTALK**", "**MATH QUEST**", "**TAMILAVEL**", respectively.

Extension Activities:

Moreover, faculty members engage in altruistic activities, further enriching the college's commitment to

community service and social responsibility. Students are actively engaged with the community through various forums, fostering social responsibility and contributing to societal development. **116 activities** have been organized by the students enrolled in NSS, NCC, RSP, YRC and through UBA. In addition, our faculty and students have reached out to many schools and villages and homes and The college has received a number of awards in appreciation of its outreach activities.

Collaborations:

The institution encourages collaborations with institutions and industries. It has established **13 MoUs** and **27 Linkages** and this has facilitated the organization of a number of collaborative activities empowering students and faculty alike. Faculty have produced **35 collaborative publications**.

Infrastructure and Learning Resources

Physical Facilities:

Infrastructure development is integral to fostering a conducive environment within the institution for all activities. Regular maintenance, restructuring, renovation, and construction are undertaken to ensure a favorable ambience for all stakeholders. The presence of well-equipped laboratories, computer facilities, seminar halls, and conference halls on the premises significantly enhances the possibilities for quality learning. The integration of Information and Communication Technology (ICT) into the teaching-learning process serves to enhance the institution's knowledge capital. Student amenities such as photo-copying, printing, project-binding services, banking facilities, canteen, vehicle parking are readily available.

Library as a Learning Resource:

A.P.C. Veerabahu Memorial Library, a repository of knowledge, stands as a vital resource within the institution. Its services play a pivotal role in shaping the academic ventures of both faculty and students. The assortment of subscribed magazines, journals, rare books, and new arrivals entices readers to frequent this hub of learning. The inclusion of N-List e-source facilities further enriches the academic journey by providing easy access to a multitude of journals. The library is optimally used by the students and faculty with an average of 210 and 40 footfalls per day. The Library Advisory Committee plays a prominent role in alluring the students into the library by organizing innovative activities.

IT Infrastructure:

The IT infrastructure is frequently upgraded to accommodate the escalating technological demands. Fortifying the technological framework with the upgradation the internet bandwidth to **320 MBPS** speed, and the softwares has boosted operational efficiency. 217 computers available in the institution function as integral tools to support various academic and administrative activities.

Maintenance of Campus Infrastructure:

The institution has invested in the development and augmentation of infrastructure over the last five years focusing on modern amenities. A significant portion of expenditure has been allocated towards maintaining

physical facilities and academic support infrastructure also. Regular maintenance ensures the upkeep of infrastructure facilities throughout the campus, ensuring a conducive environment for continued learning and growth.

Student Support and Progression

Student Support:

With the backing of the Management, the institution facilitates students in securing community-based and merit Government scholarships. Additionally, the Management extends concessions through the "**A.P. C. Mahalaxmi Ammal Endowment Scholarship**," generously funded by 96 staff members, specifically aimed at supporting economically disadvantaged students. **419 students** have benefitted from non-governmental scholarships. On the whole, 79.1% students receive scholarships from various sources.

Individual endowments are also utilized to procure prizes for outstanding students. The institution is committed to nurturing students' skills and enhancing their personalities through **Capacity Building Programmes** fostering entrepreneurial spirit, and raising awareness about employment opportunities related to their fields of study. 26 such programmes have been organized and **89 skill enhancement** opportunities have been initiated.

The **Career Guidance and Placement Cell** offers guidance and counseling services to assist students in preparing for competitive examinations and making informed career choices. 1095 students have benefitted by guidance for competitive examinations and career counseling offered by the institution during the last five years.

The institution actively addresses grievances through the **Statutory Regulatory Bodies** which play a prominent role in maintaining a supportive atmosphere in the campus.

Student Progression: 203 students have been placed and 926 have progressed to higher education. 38 students have got through competitive examinations.

Student Participation and Activities:

The Fine Arts Association and the Sports Club encourage active participation in sports and cultural events, both on and off-campus. 68 awards won in culturals, 64 in Sports and 45 university players produced exemplify the institution's prowess and commitment to overall development of students.

Alumnae Engagement:

The institution diligently tracks the progress of alumnae, supporting their transitions into higher education and employment. The **APCian Alumnae Association** is active in strengthening the bond between the alumnae and their *alma mater*. Alumnae provide invaluable support, financially and otherwise, for organizing seminars and cultural programmes, serving as ambassadors for the college. The institution's primary focus is to ensure comprehensive support for students during their time on campus and beyond. By nurturing their inherent talents with compassion, we aim to illuminate the path to their achievements, enriching their lives and those of others.

Governance, Leadership and Management

Institutional Vision and Leadership:

At the heart of our institution's success lies a leadership deeply aligned with our vision and mission, evident in every facet of our operations. The college's vision, mission, and objectives are seamlessly integrated into its operations. From championing NEP implementation to fostering sustained growth, decentralization, and active participation in institutional governance, our journey is a testament to our shared commitment to realizing our Institutional Perspective Plan, both in the short and long term.

Strategy Development and Deployment:

Our Management, Board members, Department heads, and dedicated employees collaborate closely to set clear objectives and targets, ensuring a structured approach to tracking implementation progress and evaluating success. The Principal, supported by the Heads of Departments, oversees the institution's functions. Responsibilities are distributed evenly among members, promoting a balanced workload. The Institutional Quality Assurance Cell plays a pivotal role in enhancing educational quality. Various associations, committees, and cells, comprising both faculty and students, contribute significantly to students' holistic development.

The institution implements e-governance in its operations. **EASY 5.0 software** is used.

Faculty Empowerment Strategies:

The institution supports faculty development by providing financial assistance for attending conferences and workshops enhancing their professional growth and knowledge exchange. A significant portion of the teaching and non-teaching staff actively participates in faculty development programmes. 39 FDPs have been organized by the institution for the teaching and 11 for the non-teaching faculty.

Financial Management and Resource Mobilization:

The institution effectively mobilizes and maximizes the utilization of resources and funds for its betterment. In addition to the course fees, resources are generated through retirees and philanthropists' contributions. These resources are used for the enhancement and maintenance of academic and physical facilities.

Internal Quality Assurance System:

The IQAC is responsible for developing, implementing and institutionalizing quality enhancement initiatives, monitoring the effectiveness of these strategies, and ensuring compliance with quality standards and guidelines. The IQAC distinguishes itself with its emphasis on documentation, internal and external quality audits, participation of all faculty in quality assurance activities and the submission of Self Study Reports by all departments. This facilitates the preparation of the Annual Quality Assurance Report for NAAC submission.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities:

Special emphasis is placed on gender sensitization programmes aimed at educating girls on women equity, health, hygiene, safety, security and ultimately, empowerment. A dedicated Counselling Cell and a part time Counsellor assist students in addressing personal and academic challenges.

The institution prioritizes environmental sustainability by adhering to green building standards and implementing comprehensive waste management systems to minimize solid, liquid, and e-waste production. Efforts to maintain a plastic-free campus and promote eco-friendly practices such as using paper bags are encouraged.

The Eco Club plays a pivotal role in maintaining a herbal garden featuring rare medicinal plants, and initiatives to enhance greenery on campus. Additionally, facilities catering to the needs of physically challenged individuals are provided, ensuring inclusivity and accessibility.

The institution warmly embraces diversity which is celebrated through various events and activities, fostering an inclusive environment that alleviates cultural, regional, linguistic, communal, and socioeconomic differences. The institution also pays homage to the legacies of great personalities by commemorating their birth and death anniversaries, promoting values of truth, love, nonviolence, and peace throughout the community.

Best Practices:

'SCHEME' for Empowering Underprivileged Girls is one of our best practices. Programmes on **Safety and Security, Complaints and Remedies, Health Issues, Eco Conservation, Mental Health and Ethics** are organized every year to empower underprivileged girls.

Reaching out for a Noble 'CAUSE' (Community Assistance and Upliftment through Service and Education) is yet another best practice followed in our institution. We reach out to the community and extend our assistance through social service and by sharing our expertise in the educational field.

These two practices have caused a great impact on our students and the neighbouring communities resonating positively.

Institutional Distinctiveness:

Promoting the Elevation of Socioeconomically Marginalized Girls is our institutional distinctiveness. 87% of our student population belongs to the socioeconomically marginalized category. We have uplifted the quality of their lives by shaping them in the campus. We can validate the transformation and success of marginalized girls with the case studies we have done and the testimonies they have provided us.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	A.P.C.MAHALAXMI COLLEGE FOR WOMEN
Address	Ettayapuram Road, Thoothukudi.
City	Thoothukudi
State	Tamil Nadu
Pin	628002
Website	www.apcmcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	K. Subbulakshmi	0461-2345655	9789105564	-	principal@apcmcollege.ac.in
IQAC / CIQA coordinator	T. Lilly Golda	-	9442029727	-	apciqac23@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	Manonmaniam Sundaranar University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	16-10-2020	View Document
12B of UGC	16-10-2020	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCl,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Ettayapuram Road, Thoothukudi.	Semi-urban	6.89	10844.03

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,History,	36	Higher Secondary	Tamil	64	64
UG	BA,English,	36	Higher Secondary	English	64	63
UG	BSc,Mathematics I Batch,	36	Higher Secondary	English	48	42
UG	BSc,Chemistry,	36	Higher Secondary	English	48	47
UG	BSc,Zoology ,	36	Higher Secondary	English	48	48
UG	BCom,Commerce I Batch,	36	Higher Secondary	English	64	64
UG	BA,Tamil,	36	Higher Secondary	Tamil	64	62
UG	BSc,Computer Science,	36	Higher Secondary	English	48	47
UG	BSc,Physics,	36	Higher Secondary	English	48	15
UG	BCom,Commerce I I Batch,	36	Higher Secondary	English	64	63
UG	BSc,Mathematics I I Batch,	36	Higher Secondary	English	48	14
UG	BCom,Commerce I I I Batch,	36	Higher Secondary	English	64	63
UG	BCom,Commerce I V Batch,	36	Higher Secondary	English	64	63
PG	MA,English,	24	UG	English	30	10
PG	MSc,Mathem	24	UG	English	25	21

	atics I Batch,					
PG	MSc,Chemistry,	24	UG	English	25	18
PG	MA,Tamil,	24	UG	Tamil	30	22
PG	MSc,Computer Science,	24	UG	English	25	15
PG	MCom,Commerce I I Batch,	24	UG	English	30	26
Doctoral (Ph.D)	PhD or DPhil,English,	36	PG	English	18	17
Doctoral (Ph.D)	PhD or DPhil ,Mathematics I Batch,	36	PG	English	26	21
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	36	PG	English	20	4
Doctoral (Ph.D)	PhD or DPhil,Tamil,	36	PG	Tamil	28	12
Doctoral (Ph.D)	PhD or DPhil ,Commerce I I Batch,	36	PG	English	24	19

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				58			
Recruited	0	0	0	0	0	0	0	0	0	58	0	58
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				53			
Recruited	0	0	0	0	0	0	0	0	0	53	0	53
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				38
Recruited	4	29	0	33
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	15	0	0	78	0	93
M.Phil.	0	0	0	0	0	0	0	18	0	18
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	655	0	0	0	655
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	112	0	0	0	112
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	73	0	0	0	73
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	93	103	96	98
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	0	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	312	313	304	307
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	361	401	344	442
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		767	818	744	848

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Students have a provision to choose elective courses (Non Major Elective) offered by the other departments, during the second year of their study. Interdisciplinary research is encouraged among faculty. Every year the college conducts Multidisciplinary Conference and invites articles for publication. The college runs a multidisciplinary journal ENRICH with ISSN – 2319-6394.
2. Academic bank of credits (ABC):	Digital repositories have been created for all students for storing and issuing credits. This system streamlines the process of managing academic achievements by providing a centralized platform accessible to students. This ensures secure and

	convenient access to academic records.
3. Skill development:	Students are trained to prepare themselves for their career by the Career Guidance and Placement Cell. Capacity Building Programmes are arranged and hands on training programmes are arranged for skill development. Faculty facilitate Internships and Projects so that students gain practical knowledge. Courses for skill development are also offered. Entrepreneurship development programmes equip students with the knowledge, skills, and resources needed to launch and manage their own ventures. "Naan Mudhalvan Scheme," a skill-based training initiative initiated by the Tamil Nadu State Government is executed in the college.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Courses on Yoga, Ayurveda, etc., are incorporated into the curriculum. Students are given exposure to the rich and varied culture and heritage of India and are taught to appreciate it. Programmes have been organized to raise awareness on Indian Knowledge Systems among students, faculty and the wider community. Studying of ancient texts and literature are encouraged to preserve and propagate traditional knowledge.
5. Focus on Outcome based education (OBE):	The college is well-prepared to adhere to Outcome-Based Education (OBE) principles by aligning its curriculum, assessment methods, and teaching strategies with predetermined learning outcomes. Faculty members are trained to design learning activities that focus on achieving specific learning objectives and competencies. They attend workshops on OBE and gain insights into the process. They are insisted to frame questions using Bloom's Taxonomy verbs. Assessment methods are designed to measure student achievement of these outcomes, ensuring that students demonstrate the knowledge, skills, and abilities expected upon completion of their programmes.
6. Distance education/online education:	The college is a local NPTEL chapter and encourages students and faculty to enroll themselves in SWAYAM/NPTEL/SWAYAM courses online. The college provides students with a flexible and dynamic online learning environments suited to their diverse needs and preferences. All faculty have either Google classrooms, Blogs, Sites or YouTube channels and make study materials available online for students at

any time. Online classes were held on MS Teams during the pandemic period.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Student Council, NSS Units 47 & 57 and the YRC take up the initiative of educating students about electoral literacy.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The President and Secretary of the various clubs take up the responsibility of organizing programmes related to electoral literacy under the guidance of the Principal and the Coordinators of the respective Clubs.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Legal Literacy Club and the NSS Unit 47&57 conducted an Essay Writing Competition on the topic "Fundamental Duties of an Indian Citizen" on 06.01.2020. In connection with Voter's Day on 25th Jan 2022, an Online Quiz Competition was conducted and pledge was taken by students. In observance of "National Voter's Day", NSS Programme Officers and NSS Volunteers (Unit 47&57) of A. P. C. Mahalaxmi College for Women, took Voter's Pledge on 25.01.2022.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>In connection with Corporation Election, National Service Scheme (Unit 47&57), Students Council and YRC of A. P. C. Mahalaxmi College for Women & Thoothukudi City Corporation organized a training programme for the students who were appointed as the helpers of election duty on 16.02.2022. Training about the work allotted to the students on the Election Day (1.02.2022) was given by Dr. Muthumari, Medical officer, Thoothukudi. Youth Red Cross joined hands with National Service Scheme (Unit 47&57), National Cadet Corps, and Student Council. They guided and motivated the students to participate in Local Body Election as volunteers on 19.02.2022. 114 students actively participated. NSS Unit 47&57, Students Council & YRC of A. P. C. Mahalaxmi College for Women with Thoothukudi City Corporation arranged a programme on 26.02.2022. Dr. N. Meenakumari, Principal appreciated the students for their honest & sincere work. Dr. Vidhya</p>

	<p>Viswanathan, City Health Officer & Mr. Bala Guru, Public Health Manager distributed the remuneration Rs. 250 for the students who were appointed as helpers on the Election Day (19.02.2022).</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Every year students who are eligible for voting are encouraged to apply for Voter ID. Camps are arranged to procure the ID for eligible voters. Awareness programmes are arranged to make them understand their obligations and sense of civic responsibility.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2137	2210	2225	2156	1947
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 139

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
111	111	111	106	100

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
284	122	67	127	134

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The Principal of the institution kick starts every semester by orienting the members of Staff Council regarding the syllabus prescribed by the university and extends suggestions regarding effective rendering of the same. The members of Criterion 1 maintain record of the syllabus and any amendment made by the university.

The **Academic Calendar** of the college is drafted by the members of the IQAC in tune to the academic schedule provided by the Manonmaniam Sundaranar University. This academic calendar makes clear the agenda to be followed in terms of the opening and closing dates of the academic year, tentative dates to conduct internal examinations, remedial/coaching classes, all the important days to be observed by the institution etc.

Curriculum Planning and Delivery: Before the academic sessions begin, the Heads of Departments convene meetings in their respective departments to draw a plan to effectively extend the prescribed courses to the students and also monitor methodical deliverance and evaluation of the same. The **Action Plan** is submitted to the IQAC. **Course allocation** is done to the members of staff in compliance with the university prescribed hours for each course. The Head of the Department prepares the **class timetable**, and periodically monitors the coverage of syllabus, quality of question papers and assignments, preparation of answer schemes, progress of the lab sessions, etc. **Teaching plan** and its execution through daily notes help the Heads of Departments to keep check and ensure that the schedule of curriculum delivery is being followed as per the academic calendar.

Continuous Internal Assessment: An **Examination Committee**, formed at the college level conducts and monitors the overall internal assessment process. Continuous Internal Assessment review is taken by the Head of the institution as well. It is ensured that the questions for the Internal tests are prepared based on **Bloom's Taxonomy**. Three internal tests are given and duly evaluated. Assignments are given in the form of quiz, seminars, oral and written presentations, etc. Retest is given to students who are on leave on genuine grounds.

Curriculum Enrichment: Providing students with a more comprehensive and engaging learning experience is of primary concern at APCM. Curriculum enrichment methods include incorporating **real-world applications**, **integrating technology**, offering **project-based learning** opportunities, providing **hands-on experiences**, inviting **guest speakers** or experts to speak on subject related topics, incorporating **field trips**, and promoting critical thinking and problem-solving skills. These methods aim to deepen students' understanding of the subject matter and foster a more dynamic and interactive learning environment.

Documentation: ICT based teaching, Internal tests, Assignments, Seminars, Field visits, Cocurricular projects, Academic exhibitions etc., are means by which the curriculum is effectively delivered. Methodical documentation is seen in the **Work Diary** maintained by the members of staff, **Lesson Taught Note** maintained by the students, **Individual and Department Mark Registers** to record marks.

Thus, the institution leaves no stone unturned to ensure quality and consistent service to satisfy the academic needs of the students and affirms that the vision of the institution is realised in every step it takes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1	
Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)	
Response: 84	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1	View Document
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1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 60.22

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1463	1499	1811	1007	648

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

- **Curricular Design:** The syllabus is determined by the university, while the college emphasizes the integration of cross-cutting issues by incorporating modules or materials specifically dedicated to the related topics. Some of the courses reflecting cross-cutting issues are:

Professional Ethics:

1. *Indian Public Administration, Panchayat Raj in India, Theory of Political Science and Indian Political Thought and Urai Asiriyarkalum Urai Marabum*

Gender:

1. *Women Studies, Samayal Kalai, Therukoothum Oyilattamum, Beauty Culture and Yoga and Stress Management*

Human Values:

1. *Value Based Education, Personality Development, Ara Ilakkiyam, Neethi Ilakkiyam, Thamizhaga Varalarum Panbadu, Manitha Urimaigal, Tamil Ilakkiya Manidaviyal, Human Rights, Consumer*

Awareness, Nutrition and Dietetics, Genetics, Animal Physiology, Microbiology, Medicinal Botany and Nutraceuticals

Environment and Sustainability:

1. *Environmental Science, Green literature, Energy Physics, Biodiversity, Biotechnology, Vermitechnology, Sericulture, Apiculture, Ecology and Toxicology, Microbiology, Plant Diversity and Herbal Cultivation.*

- **Activities integrating cross-cutting issues:**

Guest Lectures and Seminars on cross-cutting issues, provide students with real-world insights and practical knowledge.

Research Projects focusing on cross-cutting issues, thereby deepening their understanding and critical thinking skills are encouraged.

Field Visits and Internships with organizations working on these issues are taken up allowing students to gain hands-on experience and apply theoretical knowledge in practical settings.

Community Engagement by organizing programmes and creating awareness on topics of social concern like Harmful effects of Plastic, Importance of Girl Child Education, Interpersonal Skills, etc., makes students learn the values of service by engaging with local community.

Debates and Discussions that require students to analyze, discuss, or propose solutions to cross-cutting issues, are conducted ensuring that students understand the implications of the issues.

Celebration of Special Days help to incorporate and raise awareness about these cross-cutting issues. Competitions are regularly organized with the topics focusing on the said issues.

Role of Cells, Clubs and Associations:

1. The **Student Council** and the **Ethics and Culture Club** focus on activities which highlight the ethical standards and responsibilities within the students' chosen fields.
2. The **Women Empowerment Cell** has been offering a course on **Women Studies** for the past five years. It has established an MoU with Tuticorin Indian Medical Association –Women Wing and has conducted health awareness programmes.
3. The **NCC** of the college plays a sound part in shaping the charisma of students by introducing the values of patriotism, service, discipline, sincerity and punctuality. The **NSS** Units and **Youth Red Cross** members undertake social service activities.
4. The **Eco Club** of the college conducts regular events like saplings distribution to the public, Terrace Gardening, Palm Seed Planting, Weed Cleaning, Celebration of World Environment Day, World Earth Day, Tiger Day, visiting training centres to study Plant Propagation methods, etc.

Initiatives like promoting communal and religious harmony through the **college prayer song**, establishing a **vermicomposting unit**, **avoiding plastic bottles**, and **maintaining oxygen-producing plants** on campus further integrate cross-cutting issues. In short, the college employs a multi-faceted approach to integrate cross-cutting issues into its curriculum and activities ensuring students are

equipped with knowledge and skills to address these issues effectively.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 41.46

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 886

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.43

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
767	821	748	851	819

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
901	901	876	876	876

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

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

Response: 93.24

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
411	419	402	407	403

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

2022-23	2021-22	2020-21	2019-20	2018-19
444	444	434	434	434

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 19.25

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Diverse **Student Centric Methods** are employed by faculty to cultivate active engagement, deeper understanding and long-term retention of knowledge.

<https://apcmcollege.ac.in/naac/wp-content/uploads/2024/05/Criterion-2.3.1-info.pdf>

EXPERIENTIAL LEARNING:

Through **Field Visits**, students of Science, Arts and Commerce engage in hands-on learning by visiting relevant sites. Students of Tamil and English develop a deeper understanding of literary works through **Book Review**. **Viyazha Vattam** is a practice followed by the Tamil Department, where students engage in lively presentations and discussions. Students step into the shoes of different characters or scenarios in **Role Play** enhancing their empathy, and communication skills. **Mind Mapping** helps students visually organize and connect ideas.

Exhibition is an opportunity for students of all departments to showcase their knowledge and creativity through visual displays. When students of History undertake simulation of parliamentary proceedings through a **Mock Parliament**, it enables honing of their understanding of governance.

Students of Commerce, Computer Science and Chemistry gain practical work experience through **Internships**. Through **Industry Immersion** students of Computer Science get an accelerated exposure to industry work. Students of Commerce and Chemistry are taken on **Industrial Visits**, gaining insights into industry operations.

PARTICIPATIVE LEARNING:

Student seminars participated by students of Tamil, Computer Science, History and Mathematics, and **Student-teaches-student** initiatives empower students to take on the role of educators. **Screening of text-based movies** and **Drama activities** are given to all students by the faculty of English and Tamil during General English and General Tamil classes, along with Major classes.

Debates are conducted by the faculty of Tamil, English and History to offer students the opportunity to articulate viewpoints effectively. **Peer-assisted learning** is done by students of Commerce, Maths and Botany with students supporting each other in their academic endeavours. **Album/journal making** encourage students to creatively document their thoughts and reflections. **Open-book tests** assess students' ability to apply critical thinking to complex scenarios, within an open-resource environment.

PROBLEM SOLVING METHODOLOGIES:

Group Discussions conducted by the members of Commerce and Chemistry help students engage in

dynamic conversations. **Model-Based Teaching** helps students of Mathematics and Physics gain deeper insights into abstract concepts. **Brainstorming Sessions** carried out among students of Tamil, Mathematics and Physics, and **Student Panel Discussions** encourage divergent thinking.

Game-based Learning: Students of Mathematics, History and Computer Science learn through structured game experiences integrating educational content. Students of Commerce and Zoology undertake **Case Studies** to analyze real-world scenarios or problems. **Analogies**, provide students with familiar contexts to understand abstract or unfamiliar concepts.

ICT-AIDED TEACHING, LEARNING AND EVALUATION TOOLS AND ONLINE RESOURCES:

PowerPoint presentations, and **smart interactive displays** are some of the tools used effectively by teachers. **Learning Management System (LMS)** through **Microsoft Teams**, **Google Meet** and **Google Classroom** provided an unobtrusive teaching-learning experience during the Covid 19 pandemic period. **Quizzes** through various applications and **Google Forms** serve as great evaluation tools.

All the faculty use **Blogs**, **Sites**, **Google Classrooms** or **YouTube channels** to upload easily accessible study materials.

Other student-centric methods used are **skill development** and **capacity building programmes**, **library based learning**, **instructional banners** in classrooms and learning through **community service**.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
111	111	111	106	100

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 73.28

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
93	80	78	76	68

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

At APCM, we have implemented a transparent and fair internal/external assessment process. We ensure that all students are evaluated objectively without bias, maintaining a supportive and accountable environment for all members of our college community.

The steps for the internal examination process in the college typically include:

- **Examination Planning, Announcement and Communication:** The Examination Committee finalizes the examination schedule as per the one given in the Academic Calendar. The schedule is then shared in the Staff Council meeting. The decision taken is further communicated to all the students through circular and notice posted in notice board as well as through WhatsApp. Details regarding seating arrangements are given by their respective class teachers.
- **Preparation and Revision:** Faculty members provide the necessary study materials and guidelines to students before the exams. Students have sufficient time to review the topics covered in the syllabus and prepare adequately.
- **Examinations, Evaluation and Grading:** A balanced mix of questions across different levels of Bloom's Taxonomy is set to assess students' understanding at various cognitive levels. On the day of the internal examination, students report to the designated examination halls. The invigilators ensure a disciplined and fair environment. Students appear for three internal exams per semester. The best two marks are consolidated for 25 marks along with alternate assessment method and entered in the university portal (75 marks in the external examination).
- **Alternative Assessment Methods:** Alongside traditional exams, a repertoire of assessment methods including assignments, projects, presentations, online quizzes and case studies are used to evaluate students' understanding and application of course material.
- **Declaration of Result:** Once the evaluation is complete, the faculty in charge distribute the answer sheets to the students. They maintain individual mark registers to record and track the academic performance of students. After verification, the teachers get sign from the students to provide a transparent and accountable system for them.
- **Grievance Redressal:** Our grievance redressal system is designed to be time-bound and efficient. Students are required to submit a formal requisition letter to the Head of the Department in case they are not able to attend the test. A fair and unbiased investigation is made into the grievance and retest is conducted within a stipulated timeframe. A grievances-redressal report is submitted by each department to the examination committee at the end of the semester.

During the COVID period, students were well-informed about the changes made in assessment formats, exam schedules, guidelines and grading criteria. They were asked to submit their answer sheets either through **Google Classroom** or **mail**. These reforms aimed to accommodate the challenging circumstances posed by the pandemic while maintaining the credibility and fairness of the internal assessment system in college.

Students receive personal attention during **Coaching and Remedial classes**,. Through **Peer Assisted Learning (PAL)**, students are provided with a supportive environment where they feel comfortable seeking clarification from their peers. Our college believes in the potential of every student and strives to create an inclusive learning environment that fosters growth and development for all.

<https://apcmcollege.ac.in/naac/wp-content/uploads/2024/05/Mechanism-of-Internal.pdf>

<https://apcmcollege.ac.in/naac/wp-content/uploads/2024/05/Mechanism-of-External.pdf>

<https://apcmcollege.ac.in/naac/wp-content/uploads/2024/05/Evaluation-Process.pdf>

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Our institution adheres to the principles of Outcome-Based Education (OBE), ensuring a focused approach on learning outcomes and the alignment of teaching methodologies with educational objectives. Through this framework, we prioritize student-centric learning experiences that cultivate critical thinking and holistic skill development. This ensures that our students not only acquire knowledge but also develop essential skills and competencies necessary for their academic and professional growth.

Programme Outcomes (POs) and Course Outcomes (COs): POs and COs are essential for designing and assessing educational programmes effectively. POs provide a broader framework for programme assessment and accreditation, while COs guide the development of course content and assessments to ensure alignment with programme goals. The University frames the POs and COs defining the overall structure of the programme, specifying the learning objectives at both the programme and course levels.

POs and COs Stated: At the onset of every semester, the Head of the Department **orients both faculty and students** about the key components of the curriculum, namely the Syllabus, PO and CO. This orientation serves as a roadmap for both instructors and learners, delineating the expected learning outcomes and the trajectory of the academic journey ahead.

POs and COs Displayed on Website: By disseminating this information through various methods such as **circulars, orientation programmes** and through online platforms like the **college website** and **department blogs**, the institution ensures transparency and accessibility, fostering a conducive learning environment.

Discussions on POs and COs: Furthermore, the engagement between teachers and students extends to comprehensive discussions on POs and COs specific to each subject. These discussions not only clarify expectations but also cultivate a sense of accountability among students regarding their learning objectives.

Assessment Methodology: Integral to the OBE framework is the assessment methodology followed in the college, which encompasses **Continuous Internal Assessment, External Examinations, Seminars, Assignments**. Here, the institution emphasizes a holistic approach to evaluation, recognizing diverse learning styles and multiple intelligences. Students are familiarized with various learning levels and corresponding assessment techniques, thereby promoting a comprehensive understanding of their progress and areas for improvement.

Faculty Enrichment Programmes: Members of faculty undergo rigorous **training and orientation** facilitated by the IQAC. These sessions delve into pedagogical theories such as Bloom's Taxonomy, which categorizes cognitive skills into hierarchical levels, aiding instructors in designing effective learning experiences. Workshops and seminars further augment faculty development, equipping them with the latest methodologies and best practices in educational delivery.

Bloom's Taxonomy: An exemplary practice highlighted within this framework is the alignment of assessment tools with Bloom's Taxonomy. By utilizing verbs suggested by the taxonomy in setting question papers for Internal Assessment, instructors ensure that assessments are not only aligned with the intended learning outcomes but also cater to diverse cognitive abilities.

Through meticulous planning, transparent communication, and continuous professional development, the institution fosters a culture of excellence wherein students are empowered to achieve their fullest potential, equipped with the knowledge, skills, and competencies requisite for success in the 21st-century landscape.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college adheres to the curriculum established by our affiliated university for all the programmes and courses. The mapping of Course Outcomes with Programme Outcomes and Programme Specific Outcomes is detailed in the University Syllabus.

The attainment levels of Programme Outcomes and Course Outcomes have been computed subsequent to the publication of the University Examination results. The IQAC provides a formulated EXCEL sheet in which the data of the students' internal and external marks are entered. <https://apcmcollege.ac.in/naac/wp-content/uploads/2024/05/2.6.2-Methodology.pdf>

The internal examination mark of the students who have scored 50% and above is calculated, which includes three internal examination marks, marks for assignment and participative learning. The number of students who have scored B grade and above in the external examination is calculated and entered. The result of the PO-CO calculation is carried forward to the PO-CO attainment calculation sheet. The Course Outcomes attained through Internal Tests, Assignment, Participative Learning and External Examinations are measured as follows:

Attainment Level 1 : 50% students scoring 50% and more marks

Attainment Level 2 : 60% students scoring 50% and more marks

Attainment Level 3 : 70% students scoring 50% and more marks

By using PO-CO mapping given in the University syllabus, the PO-CO attainment is calculated for each course. If the attainment level falls between 2.5 & 3 the PO-CO attainment level is considered high, if it is between 1.8 & 2.49 , it is moderate, if it is between 0.9 & 1.79, it is low and if it is less than 0.9, the attainment level is considered poor.

The IQAC monitors the proactive measures to ensure the quality of the programmes. Attainment of POs and COs has been evaluated for the 2020-2023 batch of students. All the courses in BA History, MA English, MA Tamil, BCom., MCom, BSc Chemistry, BSc Mathematics, MSc Mathematics, BSc Physics, BSc Zoology have attained a high level. BA Tamil and BSc Computer Science have moderate attainment level in some courses. M.Sc. Chemistry alone had a course with poor attainment level.

It has been observed that for the courses which have high attainment level, innovative teaching methods have been used and revision has been done thoroughly. Repeated tests have led students to this level. But the courses which have moderate level appear to be difficult. So for the following academic year, departments are insisted to take special care in moving to the upper level of attainment for the courses. Coaching classes, simplified notes, drilling, peer assisted learning, revision of previous year question papers, are some of the suggestions given to be followed for a better level of attainment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 94.22

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
658	691	782	584	511

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
710	743	791	606	574

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.8

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 10.94

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
6.2	1.2	0	3	0.54

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

APCM has an inspiring ecosystem and created the essential environment to improve the creativity, innovation and entrepreneurial skill among the students.

Innovation

- The college has been awarded 4/5-star rating in the year 2019-2020, 3.5/5 in 2020-2021, 3.5/5 in 2021-2022 and 3/5 in 2022-2023 by MoE's Innovation Cell.
- Seven faculty members have been recognised as Innovation Ambassadors. They promote and support students in research, innovation and entrepreneurial activities.
- A. Alagu Lakshmi of III B. Com. was selected for the state level final pitch in Boot Camp and participated in Tamil Nadu Student Innovator 2020.
- V. Anantha Lakshmi, P. Aishwarya and N. Varsha of III B.Com. participated in TNSI 2019

competition and pitched their prototype “Hanty”, a women safety device. They got Rs.10,000 as consolation prize.

- N. Mohaideen Afrin won the third prize with a cash award at the district level KABIF Food Carnival organised by EDII-TN and Killikulam Agri Business Forum at Killikulam Agricultural College, for showcasing innovative novel ideas.

Indian Knowledge System (IKS)

- The National Education Policy 2020 (NEP 2020) recommends the incorporation of IKS into the curriculum. Many immersive sessions on Yoga, Meditation and other Indian traditions have been given to students to form a grounding in the experiential aspects of IKS.
- Traditional festival exhibiting Earthen Articles, Traditional Food, Traditional Games, Traditional Dance, Medicinal plants for home remedy, Golu, was celebrated.
- International Year of Millets 2023 was celebrated by English, Zoology and Commerce.
- Pongal Day, a traditionally famous festival of agriculture is celebrated every year.
- Students wear saree every Friday as mark of upholding Indian tradition.
- Short-term courses like Yoga and Stress management, Art and Architecture are offered.
- Fine arts competition on Bharatha Natyam aims to showcase the cultural diversity and artistic depth of Indian art forms.
- Programmes on International Archaeology Day, Gender Equality in Indian Art, Cultural Tourism in India, History of Ancient Tamil Nadu, Tamili Script Writing and student Internship on Protection of Artefacts from Government Museum have been conducted.
- A programme on “Tamil Etymology and Transcription” was conducted by Department of Tamil in association with International Institute of Tamil Studies.
- Every 7th of August is observed as National Handloom Day. Faculty are encouraged to purchase and wear handloom woven silk or cotton sarees to acknowledge the contribution of handloom weavers to the socio-economic development of the country.

IPR

- IPR Cell was established in the year 2019-2020. The cell organizes various programmes to create awareness about Intellectual Property Rights among students, scholars and faculties.
- 10 patents have been published by the faculties.

Incubation Centre

- The Incubation Centre supports the functioning of **Maha Fashions Tailoring Unit**, and **Maha Mart**, a mini shoppe run by the students.
- Students have set up Personal Grooming parlours and Institutes and are flourishing as successful entrepreneurs.
- Seven budding entrepreneurs have been incubated in our campus.
- Under the “Earn while You Learn” programme, students are engaged in projects such as Vermicomposting and Nursery making.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 96

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
20	33	24	16	03

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1.88

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
47	45	45	49	75

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.86

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
91	44	49	60	14

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

At APCM, we believe in the power of community service as a transformative tool for both personal growth and societal impact. By actively engaging our students in various service activities, we aim to sensitize them to social issues, instill a sense of empathy and responsibility, and cultivate a spirit of giving back to the community. Our students have reached out to many neighbouring schools and villages, Mapillaiyurani, T. Saveriarapuram, Vallanadu, Mullakadu, Sankaraperi, to name a few.

Temple and church cleaning activities engaged by students of Mathematics, Tamil and History are not just about maintaining the physical cleanliness of a sacred space; they are symbolic acts of reverence and devotion towards our cultural heritage. Students also develop a sense of discipline and teamwork as they work together to ensure that the premises are kept pristine and welcoming for worshippers and visitors alike.

Distributing and Planting saplings is a tangible way for our students to contribute to environmental conservation and sustainability. They learn the importance of ecological balance and the role that each individual can play in protecting our planet. Through this hands-on experience, our students develop a deeper appreciation for nature. Such activities have been undertaken by the students of Zoology and Computer Science.

Assisting and serving the elderly is a heartwarming service taken up by the students of History. By spending time with senior citizens, listening to their stories, and helping them with daily tasks, our students gain valuable insights into the wisdom and experiences of older generations. They learn the importance of respect for elders, empathy towards those in need, and the value of intergenerational connections in building a harmonious society.

Conducting awareness programmes on health, hygiene, girl education, adult education and cleanliness is also part of the community engagement taken up by students of Mathematics and Chemistry. It enhances the knowledge and understanding of these crucial topics among the young minds. This leads to improved health practices, increased awareness of the importance of education for all, and a cleaner environment.

Organizing competitions and activities not only fosters creativity and teamwork among the students but also promotes social responsibility and mentorship. By organizing such events, students of Mathematics and History contribute to the holistic development of school children, inspiring them to explore their talents and interests. Through these interactions, our students serve as role models and advocates for positive change in the community, embodying the values of service and empowerment.

Through these regular community service practices, our college aims to nurture well-rounded individuals who are not only academically proficient but also socially conscious and morally upright. They are not just performing tasks; they are embodying the spirit of service and compassion that defines our college community.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The institution has garnered awards and accolades from various organizations in recognition of the outstanding contributions through the National Service Scheme, Social Service League, Road Safety Patrol, Eco Club, and Student Council for community services. Ranging from health camps and awareness drives to cleanliness campaigns and skill-building workshops, numerous community development programmes have received recognition. The students have played a pivotal role in promoting social welfare activities and initiatives aimed at supporting underprivileged groups. These endeavours have fostered a sense of inclusivity and social responsibility among students while making tangible differences in the lives of those in need.

Following are Awards and Recognitions received for extension activities from Government/ Non-Government recognized bodies

- Good Shepherd School for the Hearing Impaired, Thoothukudi acknowledged the students' and faculty's commitment to serving the hearing impaired students.
- V.O. Chidambaram College, Thoothukudi appreciated the college for its organic waste management through Vermicomposting.
- The Indian Association for the Blind (IAB) offered the Blind Empowerment Champions 2022 Gold Zone Award for social service rendered by the students.
- The college earned appreciation from Bharathiyar Vidhyalayam Higher Secondary School in Thoothukudi whose students benefited from the college's provision of computer literacy.
- The District Legal Services Authority, Thoothukudi appreciated the NSS Programme Officer for conducting awareness programmes on legal literacy for students.
- The Regional Art and Culture Centre of Tamil Nadu, Tirunelveli lauded the college for exhibiting patriotic fervour through cultural events during the 75th Independence Day celebrations.
- Cleaning the village as part of community service was greatly appreciated by the Mapillaiyurani Panchayat.
- Faculty were applauded for providing in-service training to school teachers by the Tamil Nadu State Council for Science and Technology, Chennai.
- The National Institute of Ocean Technology, Government of India, conferred the Largest Coastal Cleaning Award (Main Bhi Vasuki) to the students of NSS for cleaning the beach.
- The college was applauded by the Lions Club of Sahapuram for creating eco-awareness by distributing saplings to participants during the mini marathon.
- The village cleaning initiative during the NSS special camp in Mapillaiyurani received recognition by the Mapillaiyurani Panchayat.
- The act of social service to the school of providing chairs to school students of Sri

Pathirakaliamman Nadar Middle School, Mappillaiyurani, Thoothukudi, was duly noted.

- The Deputy Superintendent of Police recognized the service of students in creating awareness on wearing helmet among the public.
- Ensuring 100% Electoral Literacy in the college was highly commended by the Thoothukudi District Collector Thiru. Sandeep Nanduri.
- Monetary help to the special school was sincerely appreciated by the V.O. Chidambaram Educational Society, Thoothukudi.
- Youth Red Cross members received accolades for conducting exclusive programmes on extension services through YRC from SPARK: Educating for Positive Change.
- Handloom weavers of Sankarankovil acknowledged the support rendered by the faculty in promoting artisanship by purchasing handloom woven saris for all faculty.

The institution's commitment to community service through these diverse platforms has been widely recognized and appreciated by both government bodies and NGOs. These awards and recognitions underscore its significant impact on societal development and welfare.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 124

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
32	24	23	28	17

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

<p>3.5.1</p> <p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Response: 40</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Infrastructure and other facilities:

The priority of APCM includes provision of adequate infrastructural facilities for teaching and learning. The institution has a total land area of 6.89 acres of land which is constructed with structures to satisfy various academic purposes. There are separate rooms for **IQAC, Counselling, Women Empowerment Cell, Tailoring Unit, Entrepreneurship Development Cell, Fine Arts, NCC, NSS**, a spacious **Office Room** with cabins and an **Auditorium** which can accommodate 500 students. Students make use of the **Student Amenities Centre** to take print outs and photo copies and for project work. A fully furnished **Guest House** and a **Guest Room** serve as a lounge for eminent visitors.

Departments:

The institution has 11 **Departments** and there are separate rooms for the Departments of Tamil, English, Chemistry, Commerce, Computer Science, History, Mathematics, Physics, Zoology and Commerce (UA), Mathematics (UA) and for **Physical Education**. The institution has enough well-furnished, well ventilated, spacious **Classrooms** for conducting theory classes and infrastructural facilities across seven blocks.

1. Srinivasa Raghavan Block
2. A.P.C. Mahalaxmi Ammal Block
3. Main Block
4. Computer Science Block
5. V.P. Ulagammal Block
6. Eastern Block

7. New Computer Science Block

a. Facilities for Teaching-Learning: There are 51 classrooms, 12 staff rooms, one **Library**, five **Research Rooms**, two **Research Labs**, two **Vermicompost Units**, **Poultry Farming Unit**, **Goose Cage**, **Goose Tank**, **Herbal Garden and a Museum**. There are 7 laboratories for UG, two laboratories for PG and four research halls for Ph.D. Scholars with advanced equipment facilities. A total of 217 computers, 10 Scanners, 3 Dotmatrix Printers, 11 inkjets and 25 laser printers are available.

b. ICT Enabled Facilities: There are five **ICT enabled smart classrooms**, six **ICT enabled Seminar Halls**. These halls are regularly used for conducting seminars at the state, national and international level. There are two **Movable Projectors**.

c. Facilities for Culturals and Sports:

The College is well equipped for **sports, games and cultural activities**. The institution encourages and facilitates the students to participate in all culturals and sports to achieve leadership skill, team spirit and holistic development. The college has an ingenious **Physical Director** who makes copious use of the campus facilities for training the students to win top positions at the University level. The **Fine Arts Association** along with team of faculty members looks after the extracurricular activities of the college. They use the various halls available to practise for intercollegiate events. The following facilities are available for Sports and Games in the campus:

Indoor Games:

1. Table Tennis
2. Chess

Outdoor Games:

1. Basket Ball Court
2. Kho Kho Court
3. Volley Ball Court
4. Badminton/Shuttle Court
5. Two Ball Badminton Courts
6. Kabaddi Court

There is a **Mini Gym** equipped with Bouncing Ball, Medicine Ball, Iron Dumbbells, and Iron Rod with Plate.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 51.36

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
193	47	15	63	59

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource**4.2.1**

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

A.P.C. Veerabahu Memorial Library is 5130 sq.ft., spacious with 100 seating capacity for students. The library is fully automated with leading Library Management Software MAHALIB. The library has a total collection of 35,996 printed volumes of books. The library is open from 9:30 a.m. to 5:30 p.m. on

all working days. Books are arranged to S. R Ranganathan's Colon Classification.

Name of the ILMS software: MAHALIB

- Nature of automation: full
- Server Version: 2.0
- Year of automation: 2009
- Year of upgradation: 2018

Features of MAHALIB

- Fully Flexible-Local variations possible
- Supports more than 10 lakh of Records
- Fully Integrated High Data Security
- Exhaustive Information Retrieval Tool

Various kinds of report generation

- Simple and Boolean search result
- Multi-user Facility
- Network Implementation
- Software consistency
- Barcode Facility
- ISBN support for Book Accession

Optimal use of library by faculty and students

The Library Advisory Committee is instrumental in promoting usage of library by students and faculty and an average of **210 students and 40 faculty** visit the Library everyday. PG students visit the library on a daily basis for their project work.

- Awards for **Best User of Library, Voracious Reader**, and the **Best Volunteer for Library Service** are sponsored by the members of the teaching faculty to the students.
- **Thirukural** with explanation and thought for the day are written on the blackboard everyday.
- Information on **higher education, job opportunities** and details regarding summer courses are sent to the respective departments.
- **Reading competition, Essay Competition, Aptitude test Quiz, Workshops and Seminars** are regularly conducted by the Library Advisory Committee.

Library Collections

a) Collection of Rare Books

The collection is of international, national and regional importance. The Library houses around **100 rare books**. The collection also has **10 Braille books**. Many books have also been donated by the retirees and well-wishers.

b) Manuscripts

It offers online reading of **500 thousand leaves of manuscripts** & antique books

c) Archives

The library has a total of **3680 archival collections** under the following categories:

- Academic Journals
- Popular Magazines
- Question papers for reference

d) Special collection

The college library has different categories of special books based on utility to our readers.

- Gandhian Studies
- Books for Career Guidance
- Research Studies
- Competitive Exams

e) Digital Repository of Collection

The page <https://apcmcollege.ac.in/e-books/> hosts e-resources of online courses, e-books, e-journals, e-thesis, photos and videos of events.

f) CD/DVD Collection

The Library has a total of 150 CDs and DVDs including book accompanying CDs in its collection. The themes vary from literary, spiritual computer applications, career and other general subjects.

g) Other Resources

College has access to NDLI that was developed by Indian Institute of Technology (IIT), Kharagpur. It is single window platform that collects resources from premier learning institutions in India and abroad and other relevant sources. It is a virtual repository of learning resources with a single-window search facility. (<https://ndli.iitkgp.ac.in>)

The institution has the following library provisions:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books

5.Databases

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Integration of Software: At APCM College, academic, administrative, and admission processes are seamlessly integrated with EASY software, facilitating smoother operations and enhanced transparency. This integration has significantly reduced manual efforts and improved overall efficiency in managing various tasks.

Updation of IT Infrastructure: The IT infrastructure at APCM College has been upgraded to support the growing technological needs of our institution.

Computer Laboratories: We have three state-of-the-art computer laboratories. The institution purchases computers, printers and other accessories as per requirements given by the Departments, ensuring optimal performance for various computing tasks.

Upgradation of Software: The institution has licensed copies of windows operating system which are updated regularly through windows server update service. Linex is the open source operating system we use.

Licensed Software: The college holds licenses for essential software such as Corel Draw and MS Office and various open source softwares like Python, Eclipse and Scilab are used.

Library Automation: The college library is automated using MAHA LIB version 2.0 software, enabling efficient management of library resources and services like borrowing and return processes.

Website Upgradation: The upgraded PHP and Wordpress version, storage space of 30 GB and SSL certification collectively ensure secure efficient and up to date with the latest technologies and standards. It serves as a comprehensive platform for disseminating information about college activities, admissions, and feedback mechanisms, ensuring transparency and accessibility for all stakeholders.

Online Resources: The library subscribes to e-books and e-journals via INFLIBNET, providing students with access to a vast collection of online resources. The Online Public Access Catalogue (OPAC) System allows users to search for materials in the library's collection with ease.

Wi-Fi Connectivity: The entire campus is equipped with Wi-Fi connectivity via DHL Fibre, offering a **bandwidth of 320 MBPS**, facilitating seamless internet access for academic and recreational purposes.

Public Address System: A robust Public Address System is set up in the Administration block, enabling efficient communication of announcements, emergency alerts, and other relevant information.

Digital Displays: Digital boards across the campus display pertinent information such as college events, student birthdays, academic achievements, and environmental initiatives, enhancing campus communication and engagement.

CCTV Surveillance: Thirty-two CCTV cameras are strategically placed throughout the college campus to monitor live activities and ensure the safety and security of students, staff, and facilities.

Communication and Information Channels: The college's social media handles provide comprehensive updates on activities and events. During the pandemic, MS Teams proved invaluable for facilitating communication and collaboration among faculty and students.

College Email IDs: All faculty members are provided with college email IDs, enhancing communication and collaboration among staff members and facilitating efficient information exchange.

Registration of Complaints: An application has been designed for faculty to register issues related to the above accessories. The portal is checked regularly and the issues are resolved at the earliest.

The integration of software systems and the enhancement of our technological infrastructure at APCM College have significantly improved operational efficiency, transparency, and access to resources.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 9.85

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 217

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 33.38

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
69	45	34	48	49

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 79.18

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1767	1798	1655	1692	1540

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 51.27

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1224	988	818	1042	1401

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 56.05

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
562	475	379	260	266

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
718	758	793	612	584

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 2.5

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	10	9	4

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 132

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
48	40	06	18	20

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 32.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
28	29	08	42	55

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The institution has an active Alumnae Association which functions under the name “**APCian Alumnae Association.**” The aim of the association is for the alumna to be in touch with their *alma mater*, to discuss the developmental activities to be initiated for the development of the institution and the betterment of the society.

The office bearers of the alumnae association are:

President	:	Mrs. Christy, Proprietor, Sathya Agencies, Thoothukudi. (Alumna, Batch 1996)
Secretary	:	Dr. S. Sankara Vadivu, Assistant Professor of Chemistry, A.P.C. Mahalaxmi College for Women, Thoothukudi.
Treasurer	:	Dr. C. Stella Packiam, Assistant Professor of Chemistry, A.P.C. Mahalaxmi College for Women, Thoothukudi.

Every department has a separate **WhatsApp group** for alumnae. The faculty are in touch with them and get updated on their progression to higher education and placement and other accomplishments. **Annual Alumnae Meet** is conducted by all the departments on the 15th of August. During Covid 19 Pandemic period, an alumnae meet was conducted online. Notable alumnae were invited by the departments to give lectures on soft skills and career guidance for the students.

The APCian Alumnae Association conducts various programmes for the betterment of the students and the society.

1. A motivational talk on “**Women Empowerment**” by Mrs. K. Kanimozhi, MP was organized on 23rd January 2019. Mrs. P. Geetha Jeevan, alumna of the college and Minister of Social Welfare and Women Empowerment of Tamil Nadu delivered the felicitation address.
2. On 21st September 2019, an intercollegiate competition “**APCian Fiesta 2k19**” was conducted. 18 colleges participated in the event and exhibited their skills. At the valedictory, the Management, and the Alumnae Association donated Rs. 1,00,000 to the Cancer Institute, Adayar, Chennai in commemoration of **World Rose Day**.

3. A two day national level webinar was organised by the Alumnae Association on the topic “**Strengthening the You in You,**” on 16th and 17th July 2020. It served as a motivational programme in which 1556 students from all over India attended.
4. The Alumnae Association conducted a state level **Mini Marathon** for school and college students on 9th April, 2022 with the motto “**Make Peace with Nature**”. This mini marathon aimed at protecting our Mother Nature by keeping our environment green and eco-friendly.
5. On 30th August 2022, the association organised an Educational Exhibition on the topic “**Arts and Science Gallery**” for school students of IX to XII standard in the college campus with the aim of promoting creativity and learning skills among college students and for imparting knowledge to school students. 312 school students visited the exhibition.

Contribution of Alumnae: Alumnae extend their contribution by sponsoring events and activities, and contributing books and printers. They also share their expertise by acting as resource persons and judges for various programmes organized in the institution.

Thus, the alumnae association is functional with alumnae’s contribution, both financial and non-financial, not only for the upliftment of the institution but also for the betterment of the society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Institution's Vision & Mission

“If you educate a boy, you empower a man; if you educate a girl, you empower a family”

By embodying this axiom and pursuing our mission with dedication and passion, we strive to realize our vision of a society where every young woman is enlightened and empowered with values and education. The college achieves its mission through specialized programmes, and a curriculum emphasizing academic rigor, moral values, critical thinking, and leadership development. Guided by the motto "**Love, Knowledge, and Virtue**," the college views education as integral to enhancing life's quality.

Implementation of NEP has been initiated through

- Creation of digital repositories (**ABC IDs**) for all students
- Enrollment of students in **SWAYAM** and **NPTEL** courses
- **Outcome Based Education** captured in teaching and learning practices
- Continuous review of progress through **Academic and Administrative Audits**
- Underscoring the rich and diverse heritage and culture of India (**Indian Knowledge System**).

Sustained Institutional Growth

- 51 certificate courses have been introduced.
- Our college is an **NPTEL Local Chapter** encouraging students and faculty to enrol in MOOC courses.
- **Women Empowerment Cell** and **Institution's Innovation Cell** have been launched.
- Two **UGC sponsored courses** (Data Science and Advertising and Public Relations) have been conducted.
- M.A. English and M.Sc. Computer Science have been introduced, and B.Sc. Mathematics (Batch II), B.Com. (Batch IV) have been added.
- The Departments of Chemistry, Mathematics and English have been upgraded as **Research Centres**.
- **ICT facilities** have been enhanced.
- The number of **Library books and journals** has been increased.
- **Unnat Bharath Abhiyan Scheme** was sanctioned in 2022-2023.
- **Private Scholarships** from TMB, JSW, IFERP, HPCL, Redington, have been facilitated.

- **Maha Mart**, a mini shoppe is being run by students of Entrepreneurship Development Cell.

Decentralization

The **Management** and **Principal** conduct regular meetings to address administrative issues, including admissions, employee welfare, improvements, accounts, budget, and future developments. They collaborate on designing and implementing the institutional quality policy. Various administrative and academic departments are governed through mandatory bodies such as **IQAC, Staff Council, Grievance Redressal Cell, Anti-Ragging Cell, and Internal Complaints Cell**. The principal meets relevant **Committees, Heads, and Faculty** to make progressive decisions. Executive responsibilities are shared between teaching and non-teaching faculties, fostering decentralized operations. Nearly 30 committees refine campus activities. **Class in charge** faculty monitor academic progress and success, supported by the **Mentor-mentee system**. Faculty engage in research, enhance employability, arrange campus interviews, uphold morality, and encourage student participation in college events. The **Student Council** bridges communication between administration and students.

Participation in Institutional Governance

Faculty serve as **Coordinators**, and students as **President and Secretary** of committees, engaging in discussions with administrators and organizing programmes. Students gain practical leadership experience through playing a part in orchestrating events.

Short term and long term Institutional Perspective Plan

The Perspective Plan has been drawn based on the criterion wise requirements. The governance and leadership of the institution is manifested through strategic decision-making, transparent communication, and effective resource allocation, reflecting a commitment to institutional values and long-term sustainability.

<https://apcmcollege.ac.in/naac/wp-content/uploads/2024/05/Mission-Statement.pdf>

<https://apcmcollege.ac.in/naac/wp-content/uploads/2024/05/Goals-and-Objectives.pdf>

<https://apcmcollege.ac.in/naac/wp-content/uploads/2024/05/Strategic-Plan-Formulation.pdf>

<https://apcmcollege.ac.in/naac/wp-content/uploads/2024/05/Institutional-Perspective-Plan.pdf>

<https://apcmcollege.ac.in/naac/wp-content/uploads/2024/05/Decentralization-and-Participation.pdf>

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Institutional Perspective Plan and Effective Deployment

A strategic roadmap spanning from 2018 to 2023 has been meticulously developed and implemented. This encompasses a strategic vision, delineating clear objectives and actionable steps to guide the institution's endeavours towards its desired outcomes effectively. The plan underwent a revision in 2019 to incorporate recommendations given by the Peer Team. The Management, Board members, Department heads, and employees establish clear objectives and targets to track the progress of the implementation and evaluate the success of the same. Our college has seen increased Programmes and Certificate Courses, internships and field visits, amplified ICT tool usage, and boosted Publications and Collaborations. Employability focused courses and Career Counselling programmes have boosted placements. Faculty skills have improved with Professional Development and Training Programmes.

Effective and Efficient Functioning of the Institutional Bodies

The institution employs strategies to promote the effective functioning of the institutional bodies, fostering good governance, accountability, and stakeholder trust. Statutory and non-statutory bodies play complementary roles in various aspects of governance, regulation, and decision-making within the institution to achieve their strategic objectives in a structured and coordinated manner.

Policies and Procedures:

The college prominently features a well-defined policy and procedural framework on its official website. Rooted in its overarching vision and mission, the institution steadfastly adheres to quality policies to foster the holistic development of students and propel higher education initiatives through its institutional mechanisms.

Administrative setup

A robust administrative structure which is headed by the Governing Body is participatory, democratic and flexible. The Governing Body typically oversees the overall direction, policies, and strategic decisions of the institution, while the Staff Council represents the interests of employees and students and provides input on matters concerning them. The Principal, along with the Secretary, ensures seamless coordination between academic and administrative operations ensuring the college's holistic development. Additionally, she spearheads the implementation of progressive policies and practices aimed at fostering a conducive learning environment in alignment with governmental and regulatory standards.

Various responsibilities are shouldered by the Heads of Departments, Coordinators of various Cells and Associations and the Office Representative. The Internal Quality Assurance Cell plays an important role

in monitoring the internal quality of the institution.

Appointment

The recruitment policies stipulated by the UGC/Government/Universities are strictly followed. The Scrutiny Committee formed at the time of recruitment is responsible for filtering the applications received as per the eligibility requirements. The Management constitutes a Panel as stipulated by the University. The academic proficiency, research potentiality, and teaching aptitude of a candidate are taken into consideration for recruitment.

The college adheres to the regulations and guidelines set forth by the Government, Affiliating University, and the Governing Body concerning the selection and appointment of faculty. Teaching and non-teaching staff are recruited without any donation and capitation fee.

Service Rules and Procedures

The service rules outlined by the Government of Tamil Nadu are followed for recruitment, leave entitlements, promotion, and retirement benefits. The institution ensures efficient implementation of the procedures and adherence to ethical standards among its workforce.

<https://apcmcollege.ac.in/naac/wp-content/uploads/2024/05/APC-Organogram.pdf>

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The college has several welfare measures for its employees. Various welfare measures for teaching and non-teaching staff are listed below. The following facilities are also provided to employees for efficient functioning. These facilities, services and amenities are intended to improve the comfort level of employees.

1. Medical Benefits:

- Medical leave
- Free medical checkup
- ESI coverage for unaided employees

2. Employee Facilities:

- Festival advance
- Internet and Wi-Fi facilities
- Email addresses using the domain name of the institution are provided to the staff
- Computing facilities
- Canteen facilities
- Sports facilities
- Staff quarters
- CCTV security

3. Financial Support and Benefits:

- Maternity leave
- Immediate increments for Ph.D. holders
- Provident fund contribution
- Gratuity

- Timely salary credits
- Financial support for events

4. Educational and Professional Support:

- Preferential admission for employees' wards
- Honouring research achievements
- Management support for pursuit of Ph.D.
- Travel grant
- On duty leave to attend professional development

5. Recognition and Celebrations:

- Staff increments
- Faculty recognition
- Best Department Award
- Appreciation for achievements
- Gold coin for retirees
- Recognition and opportunities provided to exemplary faculty

6. Employee Engagement:

- Open door policy
- Recreational trips
- Teachers Day celebration
- Common festival celebrations
- Staff birthday celebration
- Women's Day and Pongal celebration

7. Awareness and Development Programmes:

- Organizing Administrative Development Programmes for teaching and non-teaching staff
- Organizing Health & Hygiene Programmes

Performance Appraisal System:

For teaching staff, a robust performance management system serves as a self-assessment tool. This is implemented to enhance overall organizational performance. The IQAC prepares a self-appraisal format to collect the activities and achievements of the faculty. The appraisal form classifies performances into three categories:

- Teaching, learning, and evaluation related activities
- Research publications and academic contributions
- Professional development related activities

The data for the above categories is collected from each faculty member at the end of each academic year, along with evidences. The data is consolidated and submitted to the Management and suggestions for development are got. Furthermore, at the end of each semester, feedback forms are issued to the students for each of the courses they have taken. The feedback forms, which are in the form of questionnaires, collect data about the teacher and other aspects of the teaching process. The IQAC plays a major role in collecting and cross checking the self appraisal forms for the career advancement of members of aided stream. The IQAC also facilitates the CAS procedure and monitors the evaluation by the subject experts, which is later forwarded to the RJD office.

For non-teaching staff, the Principal directly oversees administrative and financial aspects, conducting regular meetings to supervise. Annual confidential reports and performance appraisals are utilized for

evaluating non-teaching staff. Parameters such as the capacity for hard work, discipline, reliability, and efficient organization of documents are considered in the evaluation, along with assessing relations and cooperation with superiors, subordinates, colleagues, and students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 11.87

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
20	7	12	22	3

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 67.74

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
128	118	66	107	45

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
33	23	31	26	33

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Mobilization of Funds

- The student tuition fee is the institute's primary source of revenue.
- Government scholarships are periodically received, with the allocated share of tuition and college fees deposited into the college's bank account.
- Furthermore, funds are sourced from admission fees, lab fees, certificate course fees, rental income from canteen, bank and halls rented out for government exams during holidays
- Support from alumnae, staff, individual and corporate sponsorships from esteemed members of society also contribute to the financial sustenance of the institution.

Utilization of Funds:

The funds are utilized for specific purposes as follows:

- Maintenance and augmentation of infrastructure.
- Supporting teachers to attend conferences, seminars, and workshops.
- Organizing seminars, conferences, and workshops, enhancing academic facilities,
- Providing freeships and scholarships to deserving students.

Utilization of Resources:

- The institution's goal is to promote research, development, consulting, and other related activities by involving faculty members at various levels.
- Depending on finances available, faculty may be granted travel grants to attend or present research papers at National or International Conferences in India.
- Beyond regular college hours, available physical infrastructure is maximized for remedial classes, co-curricular/extra-curricular activities, and parent-teacher meetings.
- College facilities, including classrooms and halls, are rented out for various government exams during college holidays and Sundays.
- Faculty members contribute their expertise by delivering invited talks, serving as judges for competitions, and participating in board meetings and question paper setting.
- Sharing of knowledge gained from seminars or refresher courses among faculty members promotes collaborative learning and development within the institution.
- Faculty expertise is leveraged across departments to enhance interdisciplinary collaboration and resource utilization.

Audits:

Internal Audit:

The Internal Auditor meticulously reviews and analyzes expenditure reports, scrutinizes various revenue streams, including tuition fees, grants, and donations, to validate the accuracy and completeness of recording. Additionally, the internal auditor conducts physical inspections and ensures reconciliations to confirm the existence and condition of assets listed in the college's records. Furthermore, the internal auditor facilitates training and awareness sessions for non-teaching faculty on financial policies, procedures, and compliance requirements, empowering them to contribute to the institution's financial sustainability and adherence to regulatory standards.

External Audit:

Officers from JDCE, under the guidelines of the Government of Tamil Nadu, conduct external audits on all government accounts. The JDCE, representing the Government of Tamil Nadu, visits the campus and verifies approved staff salaries, non-salary accounts, scholarship accounts, staff service registers, appointment orders, and leave registers. The account section settles issues as and when they arise. If there is any clarification, the account section of the college attends to it immediately. The required documents or bills are produced for verification. External audit for the years 2018-2019, 2019-2020 and 2020-2021 have been conducted by the RJD. Account General Auditors are expected to audit records of 2021-2022 and 2022-2023 in the following year.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Through the IQAC framework, the institution conducts thorough evaluations of its curriculum delivery, covering teaching methods, assessment practices, learning outcomes, research output, and more. Periodic meetings and reviews ensure that students receive the best possible educational experience.

INSTITUTIONALIZING QUALITY ASSURANCE STRATEGIES AND PROCESSES:

1. Orientation for Freshers and their Parents
2. Student Induction Programme
3. Structured Feedback Mechanism
4. Preparation of Action Plan of the Department
5. Mentor-Mentee System
6. Parent-Teacher Meetings
7. Participation in Quality Assurance Activities such as accreditation processes (NAAC, NIRF, India Today Ranking) and submission of data for AISHE and AQAR
8. Academic and Administrative Audits and Green and Energy Audits
9. Implementing Initiatives of MHRD

REVIEW OF STRUCTURES AND METHODOLOGIES OF OPERATION:

Periodic reviews of institutional structures and operational methodologies streamline processes and enhance organizational effectiveness.

- 1.Reviewing Policies and Procedures
- 2.Benchmarking and disseminating Best Practices
- 3.Promoting MoUs/Collaborations/Linkages
- 4.Encouraging Community Engagement Activities

REVIEW OF TEACHING-LEARNING PROCESS:

Regular reviews of the teaching-learning process assess pedagogical effectiveness, student engagement, and learning outcomes.

- 1.Certificate Courses enriches the academic landscape. From IECD-BDU, we present a selection of 19 courses, complemented by 17 courses from the APCM Academy. Additionally, our college has integrated two UGC-sponsored NSQF courses, alongside a course on Women Studies. Furthermore, the provision of departmental Add-on courses, ensures a comprehensive and enriching academic experience for all students.
- 2.Bridge Course for the freshers at the beginning of the year helps students bridge the gap between school and college education, thus ensuring their smooth transition into higher education. It affords an opportunity to identify the learning levels of the students.
- 3.ICT enabled teaching-learning is closely monitored.
- 4.PDPs for Teaching and Non-Teaching Faculty enhance the pedagogical and professional skills of teaching and non-teaching staff to promote continuous learning and innovation.

- 1.Performance Appraisal System motivates self-development.

REVIEW OF LEARNING OUTCOMES:

Regular assessment of learning outcomes measures students' mastery of course content and competencies.

- 1.**Result Review** done every semester, enables timely interventions, such as academic support services, to enhance student achievement and retention.
- 2.Assessment of **PO, CO Attainment**, measures the effectiveness of educational programmes in achieving desired learning outcomes. The IQAC ensures that the gap in educational attainment is identified and rectified by taking tailor-made efforts.
- 3.The IQAC along with the members of IQAC Sub-Committee (ISC) has organized **student paper presentation competitions on Innovative Teaching Practices of the Department, Best Practices of the Department and The Pandemic Period: A Challenge Challenged.**

RECORD OF INCREMENTAL IMPROVEMENT IN VARIOUS ACTIVITIES:

- 1.The IQAC maintains records of progress and best practices in various activities which help in future planning and decision-making. The constructive feedback and suggestions for improvement given by the NAAC Peer Team during the Cycle III reaccreditation visit have been considered positively and the IQAC has pioneered in the **Implementation of Peer Team Recommendations.**

2. Post Accreditation Quality Initiatives address areas for improvement identified during the accreditation process, ensuring ongoing compliance and improvement. The IQAC has been instrumental in the sustained growth of the institution.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

GENDER EQUITY AND SENSITIZATION IN CURRICULAR AND CO-CURRICULAR ACTIVITIES

Curricular Integration

The institution has integrated gender equity into its academic offerings, ensuring that courses reflect a commitment to gender equality. Courses such as Value-based Education, Genetics, Political Science, and Sociology are designed to foster critical thinking on gender-related issues. Additionally, subjects like Sustainable Development, Seeking Women's Rights, and Entrepreneurial Development provide avenues for exploring gender dynamics in various contexts.

Co-curricular Programmes

To complement academic initiatives, the institution organizes co-curricular activities aimed at raising awareness and fostering dialogue on gender equity. Programmes addressing Gender-Based Violence, Menstrual Hygiene, and Women's Empowerment serve to educate and empower students. Furthermore, initiatives promoting Mental Health, Physical Well-being, and Yoga contribute to holistic development, addressing gender-specific challenges and promoting inclusivity.

Facilities for Women on Campus

Safety and Security Measures: The institution prioritizes the safety and security of its female students, faculty, and staff through comprehensive measures.

Vigilant Enforcement: Anti-Ragging, Anti-Discrimination, Internal Complaints Cell, Grievance-Redressal, and Discipline Committees ensure strict adherence to policies.

Surveillance Infrastructure: With 32 CCTV cameras strategically placed across the campus, surveillance is bolstered to enhance safety.

Responsive Assistance: The availability of the Kavalan SOS mobile application facilitates quick access to police assistance in case of emergencies.

Sanitation Protocols: Regular sanitation activities conducted by the Corporation contribute to

maintaining a clean and safe environment.

Counselling and Support Services:

Recognizing the importance of holistic well-being, the institution offers comprehensive support services:

Psychological Support: A dedicated Counselling Cell, supported by faculty members, provides guidance and support to students, addressing psychological concerns and promoting emotional well-being.

Career Guidance: In addition to academic counselling, students receive support in career planning and placement through the Placement Cell.

Accessibility for Medical Emergencies: The presence of a room equipped with essential amenities ensures prompt medical assistance in case of emergencies.

Feedback Mechanism: A Suggestion Box on campus facilitates feedback and suggestions, fostering a culture of transparency and responsiveness.

THE ROLE OF WOMEN EMPOWERMENT CELL IN GENDER SENSITIZATION

The Women Empowerment Cell focuses specifically on addressing issues related to gender inequality, discrimination, and women's empowerment within the institution. It organizes events, campaigns, and outreach programmes to raise awareness about gender issues, promote gender equality, and challenge stereotypes and biases. It offers counselling, mentoring, and guidance services to women students to help them overcome barriers and achieve their full potential. It offers a course on Women Studies for students of I PG.

It collaborates with external organizations working on women's rights and empowerment to leverage resources and expertise for greater impact.

Through a multifaceted approach encompassing robust support services for girls, the institution demonstrates its commitment to promoting gender equity and creating a safe and inclusive campus environment. With proactive measures in place and institutional mechanisms for monitoring and evaluation, APCMC remains steadfast in its pursuit of gender equality and empowerment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

APCM focuses on fostering an inclusive environment within the campus for employees and students alike. Through initiatives promoting diversity, equity, and inclusion, we cultivate a campus community that celebrates the richness of our differences. Employees and students are encouraged to embrace diverse perspectives, backgrounds, and identities, fostering mutual respect and understanding. This vibrant atmosphere not only enriches the campus and workplace experience but also enhances teaching-learning by encouraging collaboration, empathy, and the exploration of new ideas.

Tolerance and Harmony towards Diversity: The institution sets the stage for inclusivity right from the beginning by introducing students to the diverse culture and values upheld within its premises. A comprehensive **Student Induction Programme** is designed by the IQAC to acclimate newcomers and to emphasize the importance of diversity and inclusion in our community.

Cultural diversity is fostered through the celebration of diverse traditions, ensuring every student feels valued and respected regardless of their background. Recognizing the rich tapestry of cultures represented within our student body, the institution celebrates cultural diversity through events such as **Freshers Day, Talent Show, Fine Arts** competitions, and commemorative days. Webinars on topics like **Indian Ethics and Yoga**, underscore the institution's commitment to holistic well-being and spiritual growth.

Regional diversity is promoted through the recognition and celebration of **various regional festivals and customs**, encouraging mutual understanding and appreciation among students from different parts of the country. **Onam** and **Pongal Day** are celebrated with great enthusiasm every year.

Linguistic diversity is embraced by creating an environment where students can freely communicate in their native languages without any prejudice or barriers. Celebration of **World Poetry Day, World Story Telling Day, World Drama Day**, Capacity Building Programme on **Rhyming at the Carnival of Poetry**, not only nurtures artistic expression but also fosters linguistic diversity by encouraging participants to explore the rhythmic nuances of language.

Communal Socioeconomic diversity is acknowledged and supported through scholarship programmes and financial aid initiatives, ensuring that all students have equal access to education regardless of their financial background. Observances such as **Sadhbavana Diwas** underscore the institution's commitment to communal harmony and unity, fostering a sense of belonging among diverse communities. A **secular environment** where students of all faiths feel welcome and respected prevails in the campus. This is obvious from the **common prayer song** which is played every morning in the Public Address System.

Sensitization of Students and Employees towards Constitutional Obligations: Programmes to promote constitutional literacy are organized. Celebration of **Independence Day, Republic Day, Constitution Day**, administering **Pledges on special days** deepen comprehension and reverence for constitutional rights and duties. Participation in democratic processes are encouraged. Faculty and students have participated in **Election Duty and Counting Polls** of the State Legislative Assembly Elections.

These initiatives collectively demonstrate the institution's dedication to creating an inclusive environment that celebrates diversity in all its forms. By embracing cultural, linguistic, communal, and socio-economic diversity, the institution not only enriches the educational experience but also prepares students to thrive in a globalized world where inclusivity is the key to success and harmony.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice I

1. Title of the Practice: 'SCHEME' for Empowering Underprivileged Girls

2. Objectives of the Practice:

- 1.To raise awareness among girls about rights and entitlements ultimately protecting them from exploitation and harm
- 2.To provide girls with access to resources for their mental and physical well-being
- 3.To make girls environmentally responsible citizens and contribute to building a more sustainable future

3. The Context: Most of our students hail from underprivileged families that do not have access to worldly wisdom and knowledge. We feel the need of enlightening and empowering them in order to face the challenges of the world. By providing girls with knowledge and resources, we help them make decisions, pursue their goals and break down barriers. Ultimately empowering girls benefits not only the individuals but also the society. So such programmes were organized to promote their well-being, empowerment, and protection.

4. The Practice: The programmes were planned by the IQAC to be organized under the acronym SCHEME (Safety and Security, Complaints and Remedies, Health Issues, Eco Conservation, Mental Health and Ethics).

- 1.Safety and Security: Programmes under this included workshops on self-defense, safety protocols, and awareness campaigns on recognizing and preventing different forms of violence, such as harassment, abuse, and exploitation.
- 2.Complaints and Remedies: Under this component, information regarding online platforms where girls can report incidents of harassment, discrimination or other concerns was given. Guidance was also offered on legal rights and avenues for seeking justice.
- 3.Health Issues: Awareness programmes and workshops on reproductive health, menstrual hygiene management, and sessions on mental well-being and stress management were conducted.
- 4.Eco-Conservation: Students were given opportunities to maintain department gardens. Orientation was given on eco-friendly practices, waste management, recycling initiatives, promoting a connection with nature.
- 5.Mental Health: Sessions on stress management and promoting positive mental health practices were arranged for students.
- 6.Ethics: Programmes on professional and social ethics and promotion of universal human values were organized to inculcate value system in girls.

5. Evidence of Success: Every year all the students get benefitted. Since girls learn to live a safe and productive life in college itself, they are able to reach their full potential and contribute their best to the workforce and to their family. Empowering girls to become environmentally responsible citizens contributes to building a more sustainable future. They are also able to raise healthy and happy children. Testimonies show that they are able to take informed decisions and navigate challenges confidently after their graduation. As self-reliant and resilient women, our girls connected with us and share their ongoing journey of empowerment.

6. Problems Encountered and Resources Required:

- 1.Cultural norms and social taboos appeared to restrict discussions on sensitive topics such as

reproductive health, menstruation, and gender-based violence making it challenging to address these issues openly. But the resource persons and trainers made students feel comfortable and shed their inhibition.

2. Balancing academic and extracurricular commitments was tough for both students and faculty involved in organizing the event. But with careful planning and team work, the institution addressed these hurdles efficiently.

Best Practice II

1. Title of the Practice: Reaching out for a Noble 'CAUSE' (Community Assistance and Upliftment through Service and Education).

2. Objectives of the Practice:

1. To alleviate sufferings and restore the livelihood of affected individuals and communities
2. To provide school teachers with the latest developments in their respective subjects
3. To render support to the local community through service and education
4. To provide educational opportunities for our girls through these services

1. The Context: The initiative was specifically tailored to communities affected by factors such as economic downturns, or social marginalization. These communities often lack essential resources and face barriers to accessing education and livelihood opportunities. By offering targeted relief efforts, such as providing food and shelter assistance during disasters, and facilitating skill-building training programmes for self-development, the initiative directly addresses immediate needs while laying the groundwork for long-term resilience and empowerment.

2. The Practice:

1. The act of extending support to victims of Kerala flood, individuals battling with cancer, and people with mobility impairment, embodied compassion and community engagement of the institution, exemplifying the values of empathy and solidarity and honouring the legacy of our Founder.
2. Additionally, the programme aimed to collaborate with local schools to deliver specialized training sessions for teachers, after a need based survey, focusing on innovative teaching methodologies and subject-specific updates. The in-service programme for Government School teachers was designed for the educational enterprise of teachers to perform their functions effectively. Through these efforts, the initiative not only supported the professional development of educators but also improved the quality of education for students, particularly girls, thereby fostering a more equitable and prosperous future for the entire community.

1. Evidence of Success: The practice surely broke down social barriers and promoted inclusivity and diversity.

1. We were able to witness victims experience an improvement in their quality of life, enabling

them to regain a sense of normalcy and hope for the future.

2. Teachers got an excellent opportunity to upgrade their professional knowledge and skills. Keeping in touch with school teachers has indeed strengthened the bond and kept the goodwill of community growing.
3. Our services have surely to made a huge difference in the lives of the communities we reached out to, and still reaching out.
4. The programmes organized for school children have no doubt made a lasting impact as we see those students opting our college for higher studies.
5. Reaching out to the local people has provided an opportunity for the college to mark its footprints in the society.

1. Problems Encountered and Resources Required:

1. Difficulties in coordinating with community leaders and other stakeholders to overcome barriers and ensure that relief reaches those most in need
2. Insufficient funding and manpower to reach out to all those in need during times of crisis
3. Inadequate facilities in terms of classrooms to accommodate school teachers for engaging them
4. Lack of contact hours as the time duration did not allow for long-term support for assistance of school teachers
5. Limited transport facilities and difficulty in access to some villages

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

INTRODUCTION

Endowed with a rare blend of immense nobility and intense humility, the illustrious Founder President of our college, Kulapathi Shri. A.P.C. Veerabahu, established the renowned institution, A.P.C. Mahalaxmi College for Women in Thoothukudi in 1973. With the motto of promoting universal love, wisdom, and righteousness (Anbu, Arivu, Aram), the college has since made significant strides in providing quality higher education that is accessible and affordable to the underprivileged sections of society, particularly

the socioeconomically challenged rural women.

VISION AND MISSION

The vision of our Founder President “**To enlighten and empower with values**” outlines his long-term aspiration and goal. Our mission statements

1. To provide access to quality education to underprivileged girls from rural areas
2. To empower girls with knowledge and skills to succeed in a rapidly changing world
3. To integrate academic excellence with moral values for personal and societal growth
4. To cultivate critical thinking for lifelong learning
5. To promote transformative education for ethical leadership

define the institution's purpose, values, and primary objective.

APCM annually accommodates an average of 2100 students, a significant portion of whom face unique challenges. Among them, 35% are raised by single parents, 68% are first-generation learners, 87% are children (of drivers, farmers, coolies, mechanics, fishermen, etc.,) whose family income is less than three lakhs per annum, and 32% are single daughters. Nurturing these demotivated, depressed, and disturbed young women is indeed a formidable task. However, our college approaches this challenge with compassion and dedication, embracing these students with love and care as if they were our own. Through personalized support and guidance, we empower them to overcome obstacles and transform into exceptional individuals who emerge as **EVEs - Empowered with Values and Education**.

EMPOWERING ECONOMICALLY DISADVANTAGED GIRLS THROUGH COMPREHENSIVE EDUCATIONAL INTERVENTIONS

To support the holistic development of socially and economically backward students, a comprehensive approach that addresses their academic, social, emotional, and physical well-being is essential. The following strategies are employed to achieve the vision of the Founder President and this makes the institution stand out in its distinctive identity and exceptional reputation:

1. **Maintaining Academic Excellence:** Our college is known for its distinguished faculty members of whom 75% have Ph.D./NET/SET as their highest qualification. 40% of faculty have shared their expertise in various forums as resource persons. Their rigorous academic pursuits have made them enlighten the students with the knowledge they have gained.
2. **Providing access to quality education:** Innovative instructional approaches giving importance to ICT enabled teaching and blended learning approach are implemented, ensuring access to educational resources, so that students have the necessary skills and knowledge to succeed academically.
3. **Leveraging technology:** Digital teaching-learning tools and online resources are used extensively to supplement traditional education. 100% of the faculty use ICT based teaching methods. The Blended Learning approach has become common after the COVID 19 pandemic period.
4. **Offering mentorship and guidance:** Students are connected with mentors and academic counsellors who can provide support, guidance, and inspiration to help them develop resilience, self-confidence to overcome challenges, set goals, and pursue their dreams with determination. Mentor-Mentee meetings are conducted at least thrice a semester.
5. **Creating community engagement opportunities:** Community involvement in education is a

regular practice among all the students as they visit a neighbouring village of their choice and engage in service, department wise. The college has hosted a number of events for school students in which our students have played significant roles. They learn practical skills such as event management, planning, organizing and executing. This is evident during the Traditional Fest celebrated on 3rd, 4th and 5th October, 2018, when around 3000 school students visited our college.

6. **Learning resources:** Students have free access to e-resources as IDs are created to access the **INFLIBNET. Book Bank** facility is a boon to students who cannot afford to buy text books.
7. **Promoting skill development for employability and entrepreneurship:** Vocational training programmes, workshops on skill development and hands-on training sessions are provided to equip students with practical skills that can enhance their employability. They also help students explore career options and develop practical skills for future employment. Students also get opportunities to earn while they learn.
8. **Providing scholarships and financial assistance:** Further exertions are undertaken to offer scholarships or financial aid to deserving students to ensure that financial constraints do not hinder their educational pursuits. Apart from the regular Government scholarships, students also become beneficiaries of scholarships from external bodies like Tamil Nadu Mercantile Bank, JSW, Rotary Club, to name a few.
9. **Fostering a values-based education:** Moral and ethical values are incorporated into the curriculum delivery to instill integrity, empathy, and respect and they become inherent qualities among students. Motivational thoughts and messages read during the morning prayer every day starts the day on a positive note. LIVE classes (Lessons in Value Education) are held in the classes every day. Short inspirational moral stories are narrated in the classes to make students understand values.
10. **Radiant Campus Culture:** A well supportive, green and inclusive campus community, which promotes diversity and equity, provides a vibrant student life experience as every individual feels supported and valued.

CONCLUSION

These features mark the institutional distinctiveness of APCM, creating a unique identity and value proposition that attracts students, faculty, and stakeholders to the institution. When young women graduate from the portals of APCM, they emerge empowered with a strong foundation of values and equipped with the resilience needed to navigate the challenges of the world. **EVE** in mythology reflects the enduring role of the feminine principle in shaping the world. Our **EVEs**, Empowered with Values and Education, carry with them the essence of **SAKTHI**, (the inner power and potential within every individual), embodying **Strength, Ability, Knowledge, Tenacity, Hope, and Integrity**. This holistic approach, which is in accordance with our Founder President's vision, not only prepares the economically backward students to excel in their personal and professional lives but also empowers them to nurture strong families and contribute positively to society.

File Description	Document
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5. CONCLUSION

Additional Information :

Enrichment Programmes and Certifications:

1. The Department of Tamil offers **Certificate and Diploma courses in Gandhian Thought** through Manonmaniam Sundaranar University, Tirunelveli, inspiring students to embody Gandhian principles in their lives.
2. Students are encouraged to participate in exams conducted by **Vivekananda Kendra**, Kanyakumari, where they learn sacred literature and cultural values, fostering holistic development.
3. Additionally, the institution organizes a **Thirukkural Recitation Competition** through the World Thirukkural Federation to promote traditional values among students.
4. **Proficiency and Vocabulary Exams** conducted by the **Shakespeare Institute, Chennai**, help students develop language skills and excel in academic pursuits. The college has won recognition for five consecutive years for conducting the test regularly.

Faculty Proficiency and Accomplishments:

1. Faculty members provide consultancy services, acting as **Resource Persons** in various programmes and serving as **Editorial Members** and **Reviewers** for national and international journals.
2. They publish their Department in-house journals and magazines with the support of students and alumnae.
3. **ENRICH** is an inhouse journal with ISSN which has been launched by the faculty to encourage publications of research scholars and students.
4. Faculty have won many awards for **Research, Best Papers, Innovative Ideas**, and recognitions as **Innovation Ambassadors** by MoE, **Adjunct Faculty** of a University in Malawi-Central Africa, Institutional Ambassadors of IFERP, to name a few.
5. 23 Research Supervisors have been guiding 45 scholars in the last academic year; 35 scholars have been awarded with PhD in the last five years.
6. Our faculty was instrumental in the preparation of syllabus (2021-2025) by applying Blooms Taxonomy according to LOCF guidelines; she modified and restructured the syllabus in order to induct the courses under Naan Muthalvan Scheme implemented by the Government of Tamil Nadu (2022 onwards).
7. Former faculty members serve as role models by providing moral support for all the activities, by sharing their expertise in all fields and by rendering their contribution in research activities.

Student Achievements:

1. The college boasts 83 University Rank Holders in the past five years. They are all honoured during the College Day Celebrations.
2. Students have excelled in curricular, co-curricular and extra-curricular activities.
3. They have won outstanding achievements in sports and cultural activities.
4. 45 are University level players.
5. Our students have made a mark by publishing papers in conferences and by publishing articles and books.

Concluding Remarks :

The institution's journey of growth and excellence is attributed to the selfless contributions of its esteemed line of Principals in shaping its trajectory of success. Entering its fiftieth year, the institution has seen considerable evolution. Propelled by the collective efforts of its stakeholders, it remains steadfast in its pursuit of excellence and adherence to its founding principles

Since its inception in 1973, our institution has traversed a remarkable journey of growth and development. This remarkable progress in **five decades** is a testament to the dedication and collaboration of our esteemed teaching and non-teaching staff, whose unwavering commitment has served as the cornerstone of our success. Through their diligent efforts, they have effectively channeled the activities of our vibrant student community, facilitating rapid advancements in various realms of quality education.

We are steadfastly marching towards the pinnacle of excellence, carving a distinctive niche in the educational landscape. With each stride forward, we reaffirm our commitment to upholding the principles of integrity, innovation, and inclusivity that define our institution's ethos.

Together, we are not merely participants but pioneers, shaping the future of young minds entrusted to our care and leaving an indelible mark on generations to come. It is this spirit of unity and determination that propels us forward, driving us to achieve greater heights and fulfill our collective vision of a brighter, more enlightened tomorrow. This has placed the college on a very high academic pedestal of excellence forging a distinctive position in the realm of higher education. Featuring in **NIRF Rank Band 1** and in **India Today Ranking** as one of the top colleges is a substantial proof of this. It stands as a testament to the enduring legacy of its visionary Founder President and the collective commitment of its stakeholders towards empowering generations of women through education.

We take pride in preparing young women for successful careers and lives upon graduation. By kindling the wick of aptitude that lies in them, with the oil of compassion, we enable the lantern of their achievements glow and brighten up their own lives and those around them.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>602</td> <td>610</td> <td>590</td> <td>595</td> <td>591</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>411</td> <td>419</td> <td>402</td> <td>407</td> <td>403</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>635</td> <td>635</td> <td>622</td> <td>622</td> <td>622</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>444</td> <td>444</td> <td>434</td> <td>434</td> <td>434</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis the supporting shared by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	602	610	590	595	591	2022-23	2021-22	2020-21	2019-20	2018-19	411	419	402	407	403	2022-23	2021-22	2020-21	2019-20	2018-19	635	635	622	622	622	2022-23	2021-22	2020-21	2019-20	2018-19	444	444	434	434	434
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3.5.1	<p>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</p> <p>Answer before DVV Verification : Answer After DVV Verification :40</p> <p>Remark : DVV has made the changes basis the supporting shared by the HEI, DVV has only considered the functional MOUs</p>																																								
6.3.2	<p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during</p>																																								

the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	42	37	47	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	7	12	22	3

Remark : DVV has made the changes basis the supporting shared by the HEI, DVV has not included the financial support less than 2000

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations