



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
ANNA ADARSH COLLEGE FOR WOMEN
C-43911**

**CHENNAI
Tamil Nadu
600040**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	ANNA ADARSH COLLEGE FOR WOMEN CHENNAI Tamil Nadu 600040	
2.Year of Establishment	1985	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	4	
Departments/Centres:	20	
Programmes/Course offered:	28	
Permanent Faculty Members:	234	
Permanent Support Staff:	48	
Students:	5462	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Supportive and popularly known management 2. Contributes to women empowerment through various activities 3. Valuable community outreach programmes held	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 27-04-2023 Visit Date To : 28-04-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. MEENA RAJIV CHANDAWARKAR	FormerVice Chancellor,KARNATAKA STATE WOMENS UNIVERSITY VIJAYAPUR
Member Co-ordinator:	DR. SANGITA SHARMA	Professor,DEPARTMENT OF CHEMISTRY HEMCHANRACHARYA NORTH GUJARAT UNIVERSITY PATAN GUJARAT
Member:	DR. JAGMEET MADAN MADAN	Principal,Sir Vithaldas Thackersey College of Home Science
NAAC Co - ordinator:	Dr. Jagannath Patil	

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Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion I - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion I)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion I

Anna Adarsh College for Women, having a Non-Autonomous status, adheres to the prescribed curriculum of University of Madras (Affiliating University). The College gives suggestions for curriculum framing through Board of Study members of respective subjects. More than 17 faculty are selected as BOS of Madras University and other Universities. The College has encouraged the Departments to develop 76 add-on courses/certificate programmes/value added courses to enrich the learning outcomes of students.

The College ensures effective curriculum planning and delivery through a planned and documented process. An Academic calendar is framed as per University guidelines. It includes - reopening and closing date, number of working days, holidays, internal examination schedule, tentative dates for theory examination etc. The faculty plans timely completion of syllabus through Lesson Plan, assignments, seminars, practicals, projects etc.

Postgraduate students are given reference books for self learning and team learning. They are encouraged to undertake research projects to inculcate research aptitude and improve their knowledge. Departments organize academic field visits, seminars and conferences that enhance the scope of curriculum. Internships with NGOs and industries are arranged where required.

Value education is offered to UG students where they learn about human values, issues related to equal rights, human dignity and freedom are discussed as universal values. The constitutional values of our country like socialism, secularism, democracy, justice, liberty, equality, fraternity and international peace are discussed to make them responsible citizens. Departments regularly organize programmes on gender equality, gender discrimination, domestic violence, women empowerment etc. by conducting awareness programme, mentoring the students. A full time professional counsellor is present in the campus for their benefit. Students are benefited from the counselling sessions especially at the time of examinations.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Students' performance is assessed continuously through periodic tests, four internal assessments, two model examinations, assignments and presentations. Practical examinations are conducted on the days indicated in the calendar.

The institution assesses the learning levels of the students periodically and organizes special programmes for students of different abilities. Some of the strategies included are- Developing self-learning materials (SLM), Orientation, Bridge courses, Scholar support program, Remedial teaching, Providing peer tutoring by high ability classmates for Bloomers.

Experiential Learning is undertaken by engaging students in hands-on experiences and reflection; inculcate theories and knowledge learned in the classroom to real-world situations. Research is based on industries, social issues, sustainable livelihood, with 4 weeks internship during their course.

Participative Learning Measures include Quiz, Debates, Group discussions, Inquiry-based learning, Case study, Problem Based learning, and Project Based learning. International Conferences and National Conferences / Seminars / workshops are organized for the students wherein, research papers are presented on contemporary topics to enrich their learning experience.

Information and Communication Technology (ICT) has benefited both teachers and student community. Skills such as Critical Inquiry, Design Thinking, Cross Cultural Competence and Adaptive learning are given importance. During the pandemic, ICT became integral for teaching-learning interaction, Digital Whiteboards, Use of video clippings for online demonstrations in the students' own devices.

Students were encouraged to enrol in web-based courses in the Massive Open Online Courses (MOOC) provided by the M.H.R.D and access ICT initiatives of MoE, like SWAYAMPURABHA: digital courses on TV, to access journals and e-books through National Digital Library, e-PG Pathshala, Shodhganga and e-ShodhSindhu.

Transparent policy and institutional mechanism for student grievance are available with due representation of students. Grievances regarding university examination are handled satisfactorily.

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Curriculum offered in the college is prescribed by the University of Madras. In strict compliance with the guidelines given by the University, the objectives of Outcome Based Education (OBE), Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and the stakeholders. During the students induction program POs, PSOs, COs and Rubrics are discussed. These details are displayed in the Department notice board. After attainment of consensus, the same are widely publicized to different stake holders.

Program outcomes are mainly achieved through the curriculum delivery and assessment. IQAC has identified a set of assessment tools to monitor student progress in achieving the outcomes. The assessment instruments fall into four general categories: evaluation, surveys/feedback, student performance results and student progression.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

The institution provides an ecosystem that encourages innovation, entrepreneurship activities, knowledge generation, networking and partnership. It has an Institution's Innovation Council registered under Ministry of Educations' Institution Innovation Council, imparting skill development programmes.

The college has educational practices such as collaborative learning, events conducted on the digital platform, publications in online journals, participation in webinars which facilitate creation and transfer of knowledge to the student community.

There are two Research Centres (Public Administration and Commerce) recognised by the University of Madras and Full time M.Phil Programme for Department of Tourism and Travel Management. 40 scholars are pursuing Ph.D in the institution and 22 scholars have been awarded Ph.D degrees during the last five years. Students have also published in UGC Care list journals, in edited books and Peer Reviewed Journals.

Exchange programmes for 50 students on training youth in local governance and disaster preparedness have been conducted. The college has MOUs and Linkages with varied organisations including one with Kursk State University-Russia. Students have completed internships and joint research projects with such organisations.

There are three functional units of NSS and clubs such as Rotaract Club, Youth Red Cross, Enviro Club, Red

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Ribbon and Anti- Drug Club, etc providing extension activities. Students actively participate in the same.

Extension activities like Covid Vaccination Camps, distribution of food packets, masks, gloves, water bottles to doctors, nurses, police personnel and frontline workers to Government Hospitals have been conducted. Two villages have been adopted by the NSS units and work like conducting special camps, surveys and participation in Unnat Bharat Abhiyan Scheme of the Government is visible.

Holistic development of students has been facilitated by their involvement in various activities like Voting Awareness Drive, Poshan Abhiyan for holistic nourishment by Ministry of Women and Child Development, bridge courses for primary school students in surrounding areas, clean India campaigns, service rendered during the Covid pandemic and visits to orphanages/old age homes.

Awards like 'My Stamp' by India Post, Government of India, appreciation earned by the NSS unit, NSS Officer and a student from the NSS Regional Directorate, Ministry of Youth Affairs and Sports, Government of India, besides some awards given by local organisations and NGOs have been received.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The institution has adequate physical infrastructure to facilitates better learning and student outcomes. The college has 76 classrooms with an average seating capacity of 50-70 students occupying an area of 44580.807 sq.ft. There are 52 classrooms with LCD projectors, 2 smart classrooms, and all classrooms are provided with Wi-Fi /LAN facilities. The Science Departments are equipped with 21 laboratories for conducting practical classes. The college Library is housed in an area of 3714.15 sq.ft and is part of INFLIBNET to help learner needs. The library is fully automated with AUTOLIB Software. 50,000 physical books on different subjects, 367 rare books, 56 books for competitive examinations are available. The Institution has 1,50,000 e-books, 6000 e- journals in its repository. Institutional access provided to National Digital Library of MHRD which has more than 80 lakh e resources in its database. Membership access for faculty and students to the American Information Resource Centre, the Connemara Library, Madras University Library and the British Council is also available.

An Exclusive browsing centre with 25 computers inside the library premises for facilitating easy digital access of resources. The college has 350 computers with adequate IT facilities for Academic, Research, Administrative and Recreational requirements. There are five servers and system administrators are employed for IT related needs. Licensed software is used for library, language lab with anti-virus and 3 layered firewall protection. Fixed assets are managed by TALLY enterprise.

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The campus is fully equipped with 73 CCTV surveillance to maintain and monitor the daily activities of Students, staff, workers and visitors inside the campus regularly. The campus has enabled 24*7 internet service – WIFI facility with speed of 100 mpbs which is accessible in college camps. There is a maintenance policy to take care of infrastructure, library, Computers and other IT facilities. Maintenance of the garden and civil works is arranged by the management.

To help in organization of cultural and other programs, there is a centrally air conditioned auditorium with balcony and a seating capacity of 1500, equipped for AV presentations. The Conference Hall has a seating capacity of 300 members with LCD screen, overhead projectors, speakers, microphones and emergency exit doors.

The Gymnasium is equipped with many needful gadgets like treadmill, elliptical fitness cross-trainer, dumbbells, and stationary bike for cardio workouts etc. An open ground with playing courts for outdoor games, a multipurpose hall with equipment for indoor games is in the college campus. Divyaanjan friendly facilities like chair, rams etc are accessible to the disabled students.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

The Institution has taken initiatives to provide necessary assistance for support to students to for their holistic development with help of Student welfare schemes like Government scholarships, Freeships, Scholarship from Management and Private organizations. The College has conducted 153 training programmes Under the Capacity building and Skills enhancement initiatives, to improve the students' soft skills, language and communication skills, life skills like yoga, physical fitness, health and hygiene, and computing skills.

Career Counseling and guidance for competitive examinations is provided with the help of an Adarsh IAS Academy which is coaching students for UPSC Exams. Personality Development and Aptitude classes for 20 hours each are conducted and majority of students are trained. Training for Placement in different jobs is provided by conducting various activities like Orientation Programme, Mock Interviews, Pre Placement Training, Personality Development and Aptitude Test. There is a Grievance Redressal Cell, Anti Ragging Cell, Anti Sexual Harassment Cell and Internal Complaints committee for timely redressal of student grievances. Many students have been placed through off campus and on campus drives in companies, banks, consultancy enterprises etc. Students are talented and have participated in Sports and Cultural events and have won awards and medals in sports and cultural competitions at the university, state, national and international levels. They have actively involved in NSS programmes in adopted villages. Their participation in community services and awareness campaigns have ensured their holistic development.

Progressing to higher education and entrepreneurship is tracked by the institution and regular support is given even after completion of college. There is a registered Alumni Association which contributes effectively towards the growth and progress of the college. The Alumni have contributed significantly through cash, kind, and services Many alumni are working as faculty members and administrative staff in this college. Alumni are

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invited as Resource persons and guest speakers.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance
6.2	Strategy Development and Deployment
6.2.1 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	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)
6.5	Internal Quality Assurance System
6.5.1 QIM	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

Qualitative analysis of Criterion 6

The College is run by Punjab Association which is very popular and committed to the cause of education for women empowerment. It is the main decision making body as far growth and development of college is concerned. Decentralization is reflected in governance by effective participation of staff and students in the planning and decision making process. The Governing council approves strategic plans and policies. The Governing Council makes key decisions in accordance with the vision and mission of the institution which is headed by Principal of the college. These decisions taken are executed with help of the staff council, various committees, cells, and clubs. Decentralization practices are followed at the department level for curriculum delivery, internal assessment, and discipline-related issues. Most of teachers are part of various administrative and academic committees. To run the administration there is Principal, two Vice Principals and four Deans for Academics - Student affairs, Research and Development, Computational Studies.

The college has 25 Policies in place for smooth functioning of college. Staff empowerment strategies and welfare schemes like medical insurance, skill up gradation programmes, annual health check-up, health and hygiene awareness programmes, indoor and outdoor sports events, counselling centers, etc are in the college.

Majority of faculty members and non-teaching staff members have participated in FDP programmes with support of college administration. The College Student Council, a group of democratically-elected students, plays an important role in planning, organising, coordinating, and executing several Curricular, Co-curricular and extra-curricular events for students. An in-house developed application for student council voting and examination seating, developed by the Computer Science Department is implemented. The institution has various welfare measures for teaching and non-teaching faculty. E Governance is reflected through MIS

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which collects information, Faculty Development Programmes, Professional Development Programmes and Administrative Training Programmes for teaching and non-teaching faculty. The Management mobilizes and optimally utilizes funds for the enhancement of Infrastructure, IT facilities, laboratories, library and equipments. Eco friendly campus is provided through green utilization of resources.

IQAC prepares road map for growth and sustainable development of college which is percolates to each faculty member. IQAC ensures quality in education by administering learner-centric pedagogy like bridge course, remedial course for bloomers and walk the scholar program for advanced learners which are reflected in University ranks and pass percentage of students. Stakeholders' feedback is used for the growth and holistic development of students' potential. The college has taken post accreditation quality initiatives such as submission of AQAR, conducting Internal and External Academic Audit, participation in NIRF and AISHE.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

Promotion of gender equity is executed in the college by declaring a policy, creating a set of learning resources, arranging training programmes, awareness sessions and other multimedia materials.

CCTV cameras and security at the gate is arranged for safety and security. The Internal Complaints Committee takes measures to enhance safety and security and address grievances related to these issues. Professional counselling is done in house.

Resource persons from the police department are invited to counsel, create awareness on cybercrimes, harassment and other safety issues. Students are given orientation to download the Kavalan app, an initiative by The Chennai Police for the safety of women, to reach out in times of emergency.

Training and Skill development programmes are conducted. Self-defence training like Silambam, Karate, and wellness training like yoga is conducted by the physical education department. The Institution innovation council gives training in innovation and entrepreneurship. The Institution conducts skill development training programs on Bakery and Beautician course, Aari and Embroidery work in association with various organisations to promote empowerment. Special training programs like Personality development, aptitude training for competitive exams is given to students.

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Seminars, awareness campaigns on issues relating to gender- sensitization, challenging gender stereotypes, laws relating to women rights, women wellness, are conducted by the departments and clubs. The Institution celebrates national and international commemorative days, events, and festivals to inculcate inclusivity and communal harmony among the staff and students.

The college emphasises on an inclusive environment. It is free from all barriers of caste, community, colour, religion and language which is evident from the diversity of the students. Admission and scholarship is given to students from various socio economic backgrounds. A Friday prayer is conducted where verses from Holy books are recited. Cultural diversity is promoted by celebrating all major festivals. Linguistic diversity is also encouraged.

The college ensures the sensitization of stakeholders to the constitutional obligations: values, rights, duties and responsibilities. Students are encouraged to participate in Adarsh Seva Yojana, value education classes and important occasions. Seminars, Awareness programs, rallies, competitions and cultural activities are organized to sensitize the students on values, rights, duties, and responsibilities of citizens.

The college has mentioned two best practices. One is the Adarsh Seva Yojana which is a Community Service Programs to instill social responsibility and values in the students. Need-based community programs executed by various departments and clubs are included under this program

The second best practice is Helping & Empowering through Life-skills programs.(H.E.L.P.)

Under this programme, Life skills education is imparted so that the students can become competent and confident. The College provides life-skills training through yoga, self-defense, personality development and aptitude, skills-based training, value education, communication skills through TKT courses, and diploma courses for hands-on training.

The Adarsh Stree Shakti programme to promote women entrepreneurship is a distinctive feature of the college. The College works to create a conducive ecosystem for women to become entrepreneurs so as to uplift them into independent, capable, economically-empowered citizens. Training and exposure is given to help students develop entrepreneurial traits such as leadership, perseverance, creativity, passion, values, and ethics. The ecosystem for innovation and entrepreneurial traits is promoted through the Institution's Innovation Council which is registered under the Ministry of Educations' Institution Innovation council (IIC). Students were trained in preparing face masks and herbal products during the pandemic.

Skill Development Programs, guest lectures are conducted in association with various organisations, in Bakery, Beautician, and Aari embroidery work. The students were given entrepreneurial knowledge and skill-sets necessary to set up a small-scale or cottage industry.

Adarsh Angadi is a venture to tap the business competency of the students. It is an event of exhibition and sale of the indigenous products of the students with a motto of having an activity for the students, by the students and of the students.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

Overall Analysis

Strength:

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Sound and supportive management, dedicated staff and vibrant, talented students.

Good ranking secured in NIRF and in surveys conducted by leading magazines.

Adequate infrastructure, equipped laboratories and Wi-Fi enabled campus.

Students pursuing Ph,D in Research Centres in Commerce and Public Administration approved by the affiliating university.

Helpful community services and extension activities conducted in neighbouring areas and adopted villages.

Weaknesses:

Limited area hinders geographical expansion and development of greenery.

Absence of funded projects for research from UGC, ICSSR, DST, DBT etc

Few number of Government scholarships distributed.

Poor English communicative skills of first generation learners.

Lack of collaboration with national institutes of repute.

Opportunities:

Introducing more foreign languages.

Establishing full time research centres in more subjects.

Setting up an Incubation Centre to promote entrepreneurship.

Enhancing the MOUs with industry and national institutions of higher learning of repute.

Extension of vocational training and skill development courses to learners from informal environments.

Establishment of International linkages with foreign universities.

Challenges:

Implementation of N.E.P. 2020

Building a strong alumni network globally.

Obtaining an autonomous status.

Promotion of quality research

Geographical expansion in terms of area.

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Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Efforts to get recognition under 12 (b) of the UGC Act be made
- New U G programmes in Tourism, Foreign languages, Performing Arts, P G programmes and full time Research Centres may be introduced.
- Certificate and Value Added courses focusing on Indian Knowledge System, to facilitate a multi disciplinary approach, may be introduced.
- Opportunities for availing grants from Government Funding agencies may be seriously explored.
- Conferences on a National/International scale may be held more often.
- An Incubation Centre to promote Women Entrepreneurship with seed money may be set up.
- More internship opportunities with the corporate sector may be arranged for students
- Placements in core areas and coaching for Competitive examinations may be strengthened.
- Gearing up for effective implementation of the NEP 2020 is essential.

I have gone through the observations of the Peer Team as mentioned in this report

R. Shanthi
28/4/23

Signature of the Head of the Institution

PRINCIPAL
ANNA ADARSH COLLEGE FOR WOMEN
ANNA NAGAR, CHENNAI 600 040



Seal of the Institution

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Sl.No	Name		Signature with date
1	DR. MEENA RAJIV CHANDAWARKAR	Chairperson	<i>Meena Rajiv Chandawarkar</i> 28/4/23
2	DR. SANGITA SHARMA	Member Co-ordinator	<i>Sangita Sharma</i> 28.4.23
3	DR. JAGMEET MADAN MADAN	Member	<i>Jagmeet Madan</i> 28.4.2023
4	Dr. Jagannath Patil	NAAC Co - ordinator	

Place *Chennai*
Date *28th April, 23*