

# YEARLY STATUS REPORT - 2022-2023

# Part A

# Data of the Institution

1.Name of the Institution	SRI SARADA COLLEGE OF EDUCATION FOR WOMEN
• Name of the Head of the institution	DR.D. PACKIALAKSHMI
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	7598415215
• Mobile No:	9994271893
• Registered e-mail ID (Principal)	lakshmipackia09@gmail.com
• Alternate Email ID	saradaeducation@gmail.com
• Address	SARADA NAGAR, ARIYAKULAM, MAHARAJA NAGAR POST,
• City/Town	TIRUNELVELI
• State/UT	TAMILNADU
• Pin Code	627011
2.Institutional status	
• Teacher Education/ Special	

- Teacher Education/ Special Education/Physical Education:
- Type of Institution Women

• Location	Rural
• Financial Status	Self-financing
• Name of the Affiliating University	TAMILNADU TEACHERS EDUCATION UNIVERSITY,
• Name of the IQAC Co-ordinator/Director	MRS. R SARULATHA
• Phone No.	04622520042
• Alternate phone No.(IQAC)	7598415215
• Mobile (IQAC)	9944937428
• IQAC e-mail address	sarulatha5674@gmail.com
• Alternate e-mail address (IQAC)	saradaeducation@gmail.com
3.Website address	https://saradacollegeofeducation. com/
• Web-link of the AQAR: (Previous Academic Year)	https://saradacollegeofeducation. <a href="mailto:com/">https://saradacollegeofeducation.</a>
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://saradacollegeofeducation. com/

#### **5.**Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	В	2.37	2013	05/01/2013	04/01/2018

### 6.Date of Establishment of IQAC

#### 10/09/2013

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

Institution/ Depart ment/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	NIL	NIL	Nil	NIL

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
• Upload latest notification of formation of IQAC	<u>View File</u>
9.No. of IQAC meetings held during the year	5
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes
• (Please upload, minutes of meetings and action taken report)	<u>View File</u>
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

• If yes, mention the amount

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

1. ICSSR sponsored National Seminar on "Library as a Promoting tool of social, secular and technological values" 2. Cyber-crime awareness programme 3. Rotary club of Virudhunagar jointly organized Spoken English Programme "Project Punch" 4, Food mela - Millets Slogan and Logo competition (Year of millets) 5. Science popularization work shop

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

Plan of Action	Achievements/Outcomes
ICSSR sponsored seminar on "Library as a promoting toll of social, secular and technological values"	More than 300 students attended and presented the paper
Spoken English Programme - Project Punch 32.0	75 students attended and got medals and certificates
Submitted the AQAR for 2022 - 23	AQAR submitted to NAAC with in the stipulated timeline
To organize students developed programmes	Awareness programme related to cyber-crime and value based lectures were organized
Old age home visit	- It was unique opportunity for students, share their love, warmth and feelings with the elderly people

13.Whether the AQAR was placed before statutory body?

• Name of the statutory body

Name of the statutory body	Date of meeting(s)
TAMILNADU TEACHERS EDUCATION UNIVERSITY	03/11/2023

14.Whether institutional data submitted to AISHE

Part A				
Data of the Institution				
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• Pin Code	627011			
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<ul> <li>Teacher Education/ Special Education/Physical Education:</li> </ul>				
• Type of Institution	Women			
• Location	Rural			
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6.Date of Estal	olishment of I	<b>)</b> AC	10/09/2013			
Cycle 1	В	2.37	2013	05/01/201 3	04/01/201 8	
Cycle	Grade	CGPA	Year of Accreditation			
5.Accreditation	n Details					
•	whether it is uploonal website W		https://sa .com/	https://saradacollegeofeducati .com/		
4.Whether Aca during the year		emic Calendar prepared		Yes		
• Web-link of the AQAR: (Previous Academic Year)		https://sa .com/	https://saradacollegeofeducation .com/			
3.Website address		https://sa .com/	https://saradacollegeofeducation .com/			
• Alternat	e e-mail addres	s (IQAC)	saradaeduc	saradaeducation@gmail.com		
• IQAC e-mail address		sarulatha5	674@gmail.c	om		
• Mobile	(IQAC)		9944937428			
• Alternat	e phone No.(IQ	AC)	7598415215			
• Phone N	lo.		0462252004	2		
	f the IQAC Co- r/Director		MRS. R SAR	MRS. R SARULATHA		
• Name of the Affiliating University				TAMILNADU TEACHERS EDUCATION UNIVERSITY,		

IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Depar tment/Faculty	Scheme	Funding agency	Year of award with duration	Amount
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More than 300 students attended and presented the paper		
75 students attended and got medals and certificates		
AQAR submitted to NAAC with in the stipulated timeline		
Awareness programme related to cyber-crime and value based lectures were organized		
- It was unique opportunity for students, share their love, warmth and feelings with the elderly people		
Yes		
Date of meeting(s)		
03/11/2023		
4.Whether institutional data submitted to AISHE		
Date of Submission		
15/02/2023		

The B.Edprogrammes have been designed for all these approaches, the holistic development of teachers and teacher educators is our concentrated pathway to enrich all these programmes. Presently Arts, Science and Education arebdisciplines integrated for the purpose, So it is multidisciplinary, Whereas courses like, Language Across the Curriculum (Tamil, English), Art in Education (Music, Dance, Drama, Paintings, Model making). B.Edprogramme with specialization for teaching different subjects in the form of pedagogy courses. The B.Ed curriculum is structured around choice Based Credit System. The curriculum of the two year B.Edprogramme consists of compulsory theory courses out of six elective course and engaged with the field in the form of school internship, courses on ` Enhancing Professional Capacities' and one online course

#### 16.Academic bank of credits (ABC):

Initiative for Academic Bank of Credits the Institution is ready to fulfill the requirements of Academic Bank of Credits as proposed in NEP-2020. The institution has not received any direction from the state government or affiliating university in this regard. The institution is not registered under the academic bank of credits. In the academic bank of credits the students' academic data and academic awards will be stored as per the university direction.

#### **17.Skill development:**

Courses in all programmes are organized in such a way that student get opportunities for skill development through experiential learning, internships, field work, industrial visits, projects. At the college level general structure of synthesizing skill courses are as under (i) Life skills (ii) ICT skills (iii) Communication skills (iv) Teaching skills (v) Skills for Fine Arts (vi) Skills for Performing Arts. The institution is emphasizing in imparting the value based education in the college. The students are oriented to respect for all the religions and other faiths in the college.

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

This college is trying to sustain teaching-Learning practices in effective shape through the Indian cultural heritage is full of examples providing the significance of continual learning irrespective of any barriers of age or place for that matter. The teachers use both the languages during the classroom teaching. The class heterogeneous with both English and Tamil medium students. The teachers resort to bilingual instruction to ensure understanding by all the students. The students are free to choose any of these two languages for writing exams, writing assignments, completing internship records and suggested activities. The language of the students and the language of the teacher are not barriers for the successful completion of the Teaching - Learning process.

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

The Institution has clearly defined student learning outcomes for all the courses. The teachers plan the program outcome with the course outcomes. The teaching activities and the assessment of students are in arranged with learning outcomes. The institution has therefore taken efforts to transform its curriculum towards outcome based education. Outcome Based Education in Teaching and Learning. The teachers develop teaching plans for the courses they handle. They decide the collaborative tasks to be given, assignments to be given, constructivist methods to be employed and enrichment content to be given in terms of the unit wise student learning outcomes. The internal exams are constructed for students although they are not mandated by the university. The questions asked in the examinations aim at prompting higher order thinking skills.

#### **20.Distance education/online education:**

The teachers of the institution are trained in the use of technology for teaching and learning. The teachers use Google groups, Google sites, Whatsapp and Google classrooms to communicate and share resources with students. The teachers use a wide range of technological tools and apps to make the classes stimulating and engaging. The students are also trained ICT through Information and Communication Technology record.

# **Extended Profile**

#### 1.Student

2.1

81

100

Number of students on roll during the year

File Description	Documents
Data Template	<u>View File</u>
	·

2.2

#### Number of seats sanctioned during the year

File Description	Documents
Data Template	<u>View File</u>

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

File Description	Documents
Data Template	<u>View File</u>

2.4

43

43

15

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<u>View File</u>

2.5Number of graduating students during the year

File Description	Documents
Data Template	<u>View File</u>
2.6	35

2.6

Number of students enrolled during the year

File Description	Documents
Data Template	<u>View File</u>
2.Institution	
4.1	24,37,177.00
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	15
Total number of computers on campus for acaden <b>3.Teacher</b>	nic purposes

5.1

Number of full-time teachers during the year:

Extended Profile		
1.Student		
2.1	81	
Number of students on roll during the year		
File Description	Documents	
Data Template	<u>View File</u>	
2.2	100	
Number of seats sanctioned during the year		
File Description	Documents	
Data Template	<u>View File</u>	
2.3	12	
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description	Documents	
Data Template	<u>View File</u>	
2.4	43	
Number of outgoing / final year students during the year:		
	the year:	
File Description	the year: Documents	
File Description Data Template		
	Documents           View File	
Data Template	Documents           View File	
Data Template 2.5Number of graduating students during the ye	Documents       View File       var     43	
Data Template         2.5Number of graduating students during the year         File Description	Documents       View File       ear     43	
Data Template         2.5Number of graduating students during the year         File Description         Data Template	Documents       View File       ear       43       Documents       View File	
Data Template         2.5Number of graduating students during the yet         File Description         Data Template         2.6	Documents       View File       ear       43       Documents       View File	

2.Institution		
4.1		24,37,177.00
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2		15
Total number of computers on campus for acad	emic purposes	
3.Teacher		
5.1		15
Number of full-time teachers during the year:		
File Description	Documents	
Data Template	<u>View File</u>	
Data Template	No File Uploaded	
5.2		15
Number of sanctioned posts for the year:		
Par	t B	
CURRICULAR ASPECTS		
1.1 - Curriculum Planning		
1.1.1 - Institution has a regular in house practice curriculum and adapting it to local context /situa planning and/or reviewing, revising curriculum a than 100 - 200 words	tion. Describe th	e institutional process of
The college remains affiliated to University, Chennai. The syllabus Board of Studies and revised from calendar in provided by the Unive Programmes. The curriculum strict curriculum for B.Ed. is transacted seminars, group learning activit: events and competitions in co-cur activities are conducted and price	s is framed n time to ti ersity outli tly follows ed through n ies and assi rricular and	by theuniversity ime. The academic ining the important NCTE guidelines. The regular classes, ignments. Cultural d extra-curricular

students. They are also encouraged to participate in competitions conducted by other institutions. The college brings out a magazine every year the creative talent of the students.

# They are also encouraged to participate in sports, seminars and symposia are conducted for the students.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	No File Uploaded
Plan developed for the academic year	<u>View File</u>
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded
collaborative effort; Indicate t nvolved in the curriculum pla	-
nvolved in the curriculum pla during the year Faculty of the Head/Principal of the institution including practice teaching sch Employers Experts Students A	nning process institution on Schools nools Alumni
nvolved in the curriculum pla during the year Faculty of the Head/Principal of the institution including practice teaching sch Employers Experts Students A File Description	nning process institution on Schools nools Jumni Documents
nvolved in the curriculum pla during the year Faculty of the Head/Principal of the institution including practice teaching sch Employers Experts Students A	nning process institution on Schools nools Alumni
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involved in the curriculum plan during the year Faculty of the Head/Principal of the institution including practice teaching sch Employers Experts Students A File Description Data as per Data Template List of persons who participated in the process of in- house curriculum planning Meeting notice and minutes of the meeting for in-house	nning process institution on Schools hools humni Documents No File Uploaded View File

## 1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course

A. All of the Above

Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	<u>View File</u>
Report and photographs with caption and date of student induction programmes	<u>View File</u>
Report and photographs with caption and date of teacher orientation programmes	<u>View File</u>
Any other relevant information	No File Uploaded

### **1.2 - Academic Flexibility**

**1.2.1** - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

**1.2.1.1** - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

7

File Description	Documents	
Data as per Data Template	No File Uploaded	
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded	
Academic calendar showing time allotted for optional / electives / pedagogy courses	<u>View File</u>	
Any other relevant information	Nil	
1.2.2 - Number of value-added courses offered during the year		
2		
1.2.2.1 - Number of value-add	ed courses offered during the year	
2		
File Description	Documents	
Data as per Data Template	No File Uploaded	
Brochure and Course content along with CLOs of value- added courses	<u>View File</u>	

# Any other relevant information

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

No File Uploaded

79

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

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<u>View File</u>
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
facilitated to undergo self-stuc online/offline in several ways t	
Provision in the Time Table F Library Computer lab facilitie Advice/Guidance	
Provision in the Time Table F Library Computer lab facilitie	
Provision in the Time Table F Library Computer lab facilitie Advice/Guidance	es Academic
Provision in the Time Table F Library Computer lab facilitie Advice/Guidance File Description	Documents

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

No File Uploaded

79

Any other relevant information

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

79

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

#### **1.3 - Curriculum Enrichment**

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

The B.Ed.curriculum provided by TNTEU. This curriculum is useful for coherent understanding of the field of teacher education. Student learn and aware about aspects of teacher education from the core courses like Educational Psychology, Contemporary Indian Education, Learning and Teaching, Assessment and Evaluation of learning, Advanced Pedagogy, Quality and Management of School Education, School and inclusive Education, Knowledge and curriculum, Language across the Curriculum. Eighty days Internship for second year is respectively is included in curriculum. Student assist school teachers in their routine academic work as well as in activities organized in the school. Students keep record and write report and learn the procedural knowledge about what she learns.Micro teaching and Macro teaching is included in the curriculum where as practice teaching in the both years. Skills necessary for teaching are to be developed. Self and peer group and teachers feedback is important part for that. Skill developed opportunity given to students for applying in the various practice like field visits, Internship programmes are useful in developing competencies such as emotional intelligence, critical thinking and communications.

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

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

Indian society is surrounded by different problems in various fields, such as economic, educational and political fields, due to British colonial rule. Education should be one of the most important tools we use to make social, economic, and political change. Development of school system and assessment systems are the part of curriculum. In the papers contemporary Indian Education engages the student-teachers with studies on Indian society.They understand the knowledge the concept of globalization and modernization. The curriculum acquires conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<u>View File</u>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

The Institution follows the student-centered approach to provide the curriculum.This approach is focusing the needs of the students. The curriculum provides various experiences to the students. The Institution main aim is all students get curricular and co-curricular achievements and professional trainings in all level. The teacher educators provide the healthy environment in the teaching learning process, and also to add value education related activities through prayer, speech, and group discussions.Students are participated in cultural, and sports events. Based on these experiences, they are organisingcurricular and co-curricular activities for the school students during Internship. The Practical examination is the part of syllabus helps in understanding project based learning.

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

#### 1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
Any other relevant information	No File Uploaded
1.4.2 - Feedback collected from is processed and action is take process adopted by the institut the following	n; feedback

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
79	

### 2.1.1.1 - Number of students enrolled during the year

79

File Description	Documents
Data as per Data Template	No File Uploaded
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	<u>View File</u>
Approved admission list year- wise/ program-wise	No File Uploaded
Any other relevant information	No File Uploaded

# 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

### 23

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

23

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

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

0

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

0

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

# 2.2 - Honoring Student Diversity

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

The institution employs a well-structured program to assess students' learning levels from the time of their admission.

While admissions are based on merit, the college conducts a separate assessment to gain a comprehensive understanding of students' learning capabilities. This process is an integral part of post-admission procedures. The institution has implemented various measures to cater to the diverse learning needs of students, organizing specialized programs for both advanced and slow learners. To achieve this, several strategies are in place. These include face-to-face interviews with the Principal, Parent-Teacher Association (PTA) meetings, interactions with parents, and the administration of questionnaires to students to identify their specific requirements for successful course completion. Recognizing the importance of addressing varied learning needs, students are actively encouraged to engage in a range of activities. These activities involve presenting papers at seminars, webinars, and conferences. Workshops are organized to enhance problem-solving abilities and critical thinking skills, and students are acknowledged with certificates and prizes for exceptional performance. In addition, the institution places a strong emphasis on language competency. Language proficiency sessions are conducted for students at different levels, utilizing the language lab for sessions on accent neutralization. Listening and speaking skills are honed to standardize language proficiency, aligning it with Received Pronunciation. Students also actively participate in offline programs such as, Spoken English programs, and cyber awareness programme and food mela.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	<u>View File</u>
Any other relevant information	No File Uploaded
2.2.2 - Mechanisms are in plac student diversities in terms of needs: Student diversities are	learning

student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently

#### abled) Multilingual interactions and inputs **File Description** Documents Data as per Data Template No File Uploaded Relevant documents View File highlighting the activities to address the student diversities Reports with seal and signature No File Uploaded of Principal Photographs with caption and No File Uploaded date, if any Any other relevant information No File Uploaded Two of the above 2.2.3 - There are institutional provisions for catering to differential student needs; **Appropriate learning exposures are** provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity **File Description** Documents Relevant documents No File Uploaded highlighting the activities to address the differential student needs Reports with seal and signature View File of the Principal Photographs with caption and No File Uploaded date Any other relevant information No File Uploaded

#### 2.2.4 - Student-Mentor ratio for the academic year

#### 10:1

#### 2.2.4.1 - Number of mentors in the Institution

13

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

### 2.3 - Teaching- Learning Process

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

Our college incorporates experiential learning into the curriculum through various avenues, including Mathematics workshop, English communication workshops, inter-collegiate competition. Participatory learning is emphasized to cultivate active engagement, providing students with the skills and knowledge crucial for personal and professional success. Group discussions, peer instruction, seminars, and skill-based courses further enhance students' methodological and administrative competencies. The integration of case studies during internships promotes increased engagement, improved information retention, and the development of critical thinking and problem-solving abilities. Recognizing the importance of problem-solving skills for college students, the students participated workshops, seminars, webinars, food mela and logo design competitions, and cultural competitions. These programs aim to nurture critical thinking and decision-making abilities, essential for addressing complex issues that students may encounter in their academic and professional journeys.

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

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

2	
File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	Nil
Any other relevant information	<u>View File</u>

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

7	0
	ч.

File Description	Documents		
Data as per Data Template	No File Uploaded		
Programme wise list of students using ICT support	No File Uploaded		
Documentary evidence in support of the claim	<u>View File</u>		
Landing page of the Gateway to the LMS used	No File Uploaded		
Any other relevant information	No File Uploaded		
2.3.4 - ICT support is used by various learning situations suc Understanding theory courses teaching Internship Out of cla activities Biomechanical and H activities Field sports	ch as Practice ss room		

File Description	Documents
Data as per Data Template	No File Uploaded
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<u>View File</u>
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

The college provides extensive support to enhance the effectiveness of the faculty in both teaching and mentoring students. The operational environment fosters a conducive atmosphere for the comprehensive development of both students and teachers. Mentor teachers are carefully selected for their ability to exemplify high-quality teaching practices that embrace diversity and cultivate classroom environments conducive to the personal, social, and academic success of all students. To further strengthen teacher-student relationships, teachers are allocated supplementary spaces within the college to establish direct connections with students in need. The principal conducts face-to-face personalized interactions every semester, focusing on academic progress and personal well-being, ensuring confidentiality. During regular assemblies, sessions cover briefings on emerging issues, news updates, and discussions on educational innovations, indirectly motivating student teachers to pursue continuous learning. The monitoring of activities spans four semesters, overseen by dedicated mentors and in-charge lecturers with valuable learning experiences reflected in their portfolio projects for professional growth. Mentors engage in regular interactions to identify students' strengths and weaknesses, providing the necessary motivation and encouragement for mentees to opt for Certificate Courses, thereby contributing to their professional grooming. The overall approach underscores the commitment to

#### creating a nurturing and supportive educational environment.

File Description	Documents			
Documentary evidence in support of the claim	No File Uploaded			
Any other relevant information	<u>View File</u>			
2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global		Five/Six of the above		
various aspects of education D showcasing the linkages of var	iscussions ious contexts			
various aspects of education D showcasing the linkages of var of education- from local to reg	iscussions ious contexts			
various aspects of education D showcasing the linkages of var of education- from local to reg national to global	iscussions ious contexts ional to	No File Uploaded		
various aspects of education D showcasing the linkages of var of education- from local to reg national to global File Description	iscussions ious contexts ional to	No File Uploaded View File		
various aspects of education D showcasing the linkages of var of education- from local to reg national to global File Description Data as per Data Template Documentary evidence in support of the selected	iscussions ious contexts ional to			

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

Innovative teaching practice is an important aspect of the teaching programme. Student teachers practice different innovative models and approaches beginning from Semester I to IV with emphasis on primary, elementary and secondary levels of teaching processes. In Pedagogy of languages, students prepare lesson plans based on Concept Attainment Model (CAM), Value based and Team teaching. In pedagogy of subject methodologies students prepare lesson plan based on CAM, ICT Based lessons, Value based lessons, lesson plans based on Constructivism-5 E-Model, Multiple intelligence, Script writing in the form of dialogue for role-play or story on various topics, and skill

oriented lesson on drawing, graphs and their interpretation, which nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills. These practice leads to promotion of life skills such as reflective thinking, selfawareness and confidence in designing instructional plans. During teaching, students are encouraged to work in team, which enables them to work with cooperation and coordination. Simulated demonstration sessions of the faculty permeates the foundation for the organisation of the teaching learning process, inculcating values, in building the developmental phase into specific domains such as classroom management, selfadapting capacity to changing scenario culminating to reflection and disposition of the teacher behaviour component.

File Description	Documents	
Documentary evidence in support of the claim	No File Uploaded	
Any other relevant information	<u>View File</u>	
2.4 - Competency and Skill Development		

#### impetency and Skin Development

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

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

File Description	Documents	
Data as per Data Template	No File Uploaded	
Reports and photographs / videos of the activities	<u>View File</u>	
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded	
Documentary evidence in support of each selected activity	No File Uploaded	
Any other relevant information	No File Uploaded	
2.4.3 - Competency of effective communication is developed in through several activities such sessions for effective communi Simulated sessions for practici communication in different sit Participating in institutional ac 'anchor', 'discussant' or 'rapp Classroom teaching learning si along with teacher and peer fe	a students a s Workshop cation ing tuations ctivities as porteur' ituations	

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

File Description	Documents		
Data as per Data Template	No File Uploaded		
Documentary evidence in support of each response selected	No File Uploaded		
Sample evidence showing the tasks carried out for each of the selected response	<u>View File</u>		
Any other relevant information	No File Uploaded		
organize academic, cultural, sp community related events thro and scheduling academic, cult sports events in school Plannir execution of community related Building teams and helping the participate Involvement in pre arrangements Executing/condi- event	bugh Planning ural and ng and d events em to eparatory		
File Description	Documents		
Data as per Data Template	No File Uploaded		
Documentary evidence showing the activities carried out for each of the selected response	<u>View File</u>		
Report of the events organized	No File Uploaded		
Photographs with caption and date, wherever possible	No File Uploaded		
Any other relevant information	No File Uploaded		
2.4.7 - A variety of assignment assessed for theory courses thr work Field exploration Hands	ough Library		

Preparation of term paper Identifying and

using the different sources for study

File Description	Documents
Data as per Data Template	No File Uploaded
Samples of assessed assignments for theory courses of different programmes	<u>View File</u>
Any other relevant information	No File Uploaded

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

A school internship program of eighty days is organized for our second-year trainees, during which they are expected to observe classes conducted by senior teachers and actively engage in teaching. Several preparatory steps are undertaken in anticipation of this internship. Initially, schools within a 4-kilometer radius are identified, and immediate contact is made with these schools to secure accommodation for our trainees. After obtaining consent from the school administration, a formal request is submitted to the Chief Educational Officer for permission. Following the approval process, the trainees are assigned to their designated schools, where they meet senior teachers to discuss the teaching units for the internship. This interaction allows trainees to prepare lesson plans and teachinglearning materials under the guidance of teacher educators. Before the trainees commence their internship, the Principal and senior faculty conduct sessions to familiarize them with the objectives and expectations of both the college and the schools. They are also briefed on the do's and don'ts within the school campus and are provided insights into facing potential challenges. To further prepare the trainees academically, orientation sessions are conducted through activities such as micro-teaching, peer teaching, and preliminary teaching. These measures collectively ensure that the trainees are well-equipped and they embark on their eighty-day school internship.

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

	2.4.9 - Number of students attached to each school for internship during the academic year		
<b>2.4.9.1 - Number of final year students during the academic year</b> 31			
			File Description
Data as per Data Template	No File Uploaded		
Plan of teacher engagement in school internship	<u>View File</u>		
Any other relevant information	No File Uploaded		
Student counseling PTA meeti			
Assessment of student learning assignments & tests Organizin and cultural events Maintainin Administrative responsibilities experience/exposure Preparation progress reports	g academic ng documents S-		
assignments & tests Organizin and cultural events Maintainin Administrative responsibilities experience/exposure Preparati	g academic ng documents S-		
assignments & tests Organizin and cultural events Maintainin Administrative responsibilities experience/exposure Preparation progress reports	g academic ng documents s- ion of	No File Uploaded	
assignments & tests Organizin and cultural events Maintainin Administrative responsibilities experience/exposure Preparat progress reports File Description	g academic ng documents s- ion of	No File Uploaded No File Uploaded	
Assignments & tests Organizin and cultural events Maintainin Administrative responsibilities experience/exposure Preparation orogress reports File Description Data as per Data Template Sample copies for each of	g academic ng documents s- ion of		
Assignments & tests Organizin and cultural events Maintainin Administrative responsibilities experience/exposure Preparate progress reports File Description Data as per Data Template Sample copies for each of selected activities claimed School-wise internship reports showing student engagement in	g academic ng documents s- ion of	No File Uploaded	

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

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Practice teaching sessions are conducted in various local schools, with each student-teacher delivering two lessons per day. To ensure the quality of instruction, teacher educators,
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preferably subject experts from the college, meticulously review and approve the lesson plans in advance. The approved plans are then executed by the student-teachers. Faculty members observe 80 to 90 percent of the lessons in schools, providing valuable feedback. Additionally, teachers from the host schools actively participate in observing these lessons, offering constructive suggestions for improvement.

To facilitate immediate feedback, both teacher educators and school teachers make remarks in the lesson plan book during the on-site observations. On-the-spot discussions with observers follow the lessons, providing additional feedback. Subsequent to the sessions, detailed feedback sessions are conducted collectively in the college over the next few days. The feedback loop incorporates remarks from the notebook, insights gathered during discussions, and observations based on self-reflection. This comprehensive and continuous process of observation and feedback is instrumental in driving ongoing improvement in the teaching practices of student-teachers.

File Description	Documents		
Documentary evidence in support of the response	<u>View File</u>		
Any other relevant information		No File Uploaded	
2.4.12 - Performance of studer internship is assessed by the ir terms of observations of differ such as Self Peers (fellow inter School* Teachers Principal / S Principal B. Ed Students / Sch (* 'Schools' to be read as "TE programmes)	nstitution in rent persons rns) Teachers / School* nool* Students	Four of the above	
File Description	Documents		

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

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

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

## 2.5 - Teacher Profile and Quality

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

13

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

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

0

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

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

3

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

#### 39

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

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

Engaging in conferences, workshops, webinars, seminars, and symposiums serves as a means to enlighten teachers on the latest developments in the field of education, facilitating their continuous professional development by keeping them updated on essential concepts. Additionally, actively participating in the production of articles, books, and research papers contributes significantly to this form of professional advancement. To ensure optimal learning experiences for students, teachers must adapt to changes over time, recognizing the distinction between the learning environment of learners and that of teachers. Bridging this gap requires teachers to connect with the mental and experiential levels of their students. The education system has undergone significant transformations, demanding that teachers demonstrate special characteristics to effectively navigate the evolving landscape. To provide staff with a wellrounded perspective across various projects, projects and competitions are allocated on a rotational basis. This approach ensures that teachers gain exposure to different areas, fostering a cross-sectional understanding of various projects throughout all four semesters.

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

### **2.6 - Evaluation Process**

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

Assessment of teaching of students is assigned topics from school curriculum to teach for 5-6 minutes as micro teaching. In this process their level of teaching competencies are assessed primarily and later pedagogical training is attuned accordingly for 80 days teaching practice, which helps the student teacher in designing the methods of teaching. For the B.Ed. programme, CIE has two components namely, internal tests and other modes ofpracticals, having fifteen marks each. . The internal assessment is held as per the academic calendar of every year. The internal exams were conducted for 70 marks for full courses as per the university norms. The internal tests are conducted twice and one model exam in a semester for 30 marks each by the Controller of Examinations with the help of course teachereducators. The duration of test is 90 minutes. The other modes of practicals are carried out effectively by the respective teachereducator. The internals totalling for a maximum of 30 marks, comprise of assignments (compulsory), and any other two items of the following: seminar, group discussions, quizzes, snap test, individual & group projects and other practicum given in the syllabus.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<u>View File</u>
Any other relevant information	No File Uploaded
2.6.2 - Mechanism of internal of transparent and robust and the Institution adopts the followin evaluation Display of internal marks before the term end exa	me bound; g in internal assessment

### Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

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

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

The internal assessment process in our college operates with complete transparency, following the norms mandated by the Tamilnadu Teacher Education University. To maintain fairness, the Controller of Examinations invites the respective teacher educators to both set question papers and evaluate answer scripts for internal tests. Similarly, practical activities are assessed by the respective teacher educators. This approach ensures a meticulous and unbiased evaluation, leaving no room for student grievances. In the event of any grievances, the Examination Committee serves as the grievance redressal cell, handling concerns raised by students with the Controller of Examinations or the Principal. The internal assessment test programs are aligned with university guidelines, and students receive prior notification. Formative tests are conducted with allocated observers in each hall to ensure proper administration. The evaluation of exam papers is completed within a week of the exam date by faculty members. To maintain the integrity of the evaluation process, the Principal randomly confirms correct answer scripts, providing an additional layer of quality control. Students have the opportunity to verify their correct answer sheets, and any grievances are promptly addressed. Teachers are available to provide explanations for any doubts raised by students.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	<u>View File</u>

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

The institution formulates an 'academic calendar' encompassing essential details related to the teaching-learning agenda, event organization, internal assessments, semester-end examinations, and other pertinent information. Attendance is obligatory, and internship programs and practical sessions adhere to the designated schedule. The academic calendar aligns with NCTE norms and Tamil Nadu Teachers Education University regulations, specifying eighty working days per semester, inclusive of examinations. At the commencement of the academic year, the examination committee devises a tentative annual plan for internal evaluations. The schedule includes orientation, fieldwork, practical sessions, and seminar presentations meticulously outlined. The Examination Committee oversees the entire internal assessment process and implements moderation if necessary. The Controller of Examination ensures the transparency and accountability of internal evaluation proceedings. Teaching practice is slated for semester III to consistently gauge student teachers' progress and enhance their teaching skills. Periodic adjustments are made to the schedule based on requests from cooperating schools, and occasional modifications align with announcements from the University regarding curricular activities and examinations.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	<u>View File</u>

### 2.7 - Student Performance and Learning Outcomes

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

The secondary objective of the B.Ed. program is to instill sociophilosophical and psychological foundations of education in students' minds across three semesters through core courses. The psychological impact of these courses is evident in the program outcomes, reflecting prospective teachers' development of creative, critical, and compassionate behaviors. The program, with its comprehensive outcomes, particularly fosters the cultivation of an integrated personality. Core courses play a crucial role in exposing prospective teachers to diverse schools of thought, ideologies, stages of human growth and development, and contemporary trends in educational administration. Consequently, the outcomes guarantee the development of a wellrounded teacher personality, shaped in terms of cognition, attitudes, and psychomotor skills. The institution's teachinglearning process is student-centric, emphasizing experiential, participatory learning, problem-solving, and other evolving pedagogical approaches. The crux of effective teaching lies in the art of engaging learners through interactive methods. Anticipated behavioral changes, as outlined in course outcomes, are aligned with program outcomes, allowing for the identification of differential improvements and sustainable final attainments.

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

### 2.7.2 - Pass percentage of Students during the year

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

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

Students' performance is assessed across the cognitive, affective, and psychomotor domains within the institution's wellstructured B.Ed. program, featuring clearly defined outcomes. The Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) are interrelated. The college employs a systematic process for collecting and evaluating data on program and course learning outcomes, utilizing them to address language barriers effectively. Cognitive assessment of students occurs through internal and model exams, with two internal exams and one model exam conducted for each semester of the B.Ed. program. The university-prescribed learning tasks monitor the progressive development of learners in both professional and personal attributes. Cognitive attainment is analyzed question-wise, and remedial support is strategically planned to ensure continuous improvement in students' learning outcomes. The assessment of students' outcomes is evident during seminars, debates, and symposiums, where students actively participate and showcase their written examinations, assignments, and practicum results. Various modes of internal assessment align with both CLOs and PLOs, emphasizing self-development and evaluating domains of cognitive, affective, and psychomotor skills.

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

#### 2.7.4 - Performance of outgoing students in internal assessment

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

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

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

From theoretical knowledge to practical application, student teachers require specific assessment strategies. Addressing the need to enhance spoken English communication skills, a three-day workshop is organized, focusing on overcoming inhibitions in English speaking. This activity-oriented workshop incorporates Listening, Speaking, Reading, and Writing (LSRW) training to effectively develop students' language skills. Both group and individual activities are conducted, fostering confidence and enhancing vocabulary proficiency.

The integration of Information and Communication Technology (ICT) is promoted through seminars and orientations, instilling confidence in digital technology and motivating students to leverage technology for their learning. Daily exposure to new vocabulary on the blackboard contributes to the improvement of teaching attitudes among students. Recognizing a lack of critical social outlook at the beginning of the academic year, various social exposure programs are implemented. Activities such as cleaning temples, visiting old age homes, and exploring museums fill this void. These experiences enlighten students and manifest in their participation in critical programs, showcasing their growth and understanding.

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

### 2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://docs.google.com/forms/d/14x\_DEzpD0UtlWTsYMhjkx7N9\_F05MBI Oj3dtoWwcsxA/edit

### **RESEARCH AND OUTREACH ACTIVITIES**

### 3.1 - Resource Mobilization for Research

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

1

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

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

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	<u>View File</u>
Any other relevant information	No File Uploaded
3.1.3 - In-house support is pro institution to teachers for rese during the year in the form of for doctoral studies / research	arch purposes Seed money

Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents	
Data as per Data Template		No File Uploaded
Institutional Policy document detailing scheme of incentives		<u>View File</u>
Sanction letters of award of incentives		No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal		No File Uploaded
Documentary evidence for each of the claims		No File Uploaded
Any other relevant information		No File Uploaded
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try- outs Material and procedural supports		Two of the above

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

### **3.2 - Research Publications**

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

0

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

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

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

### **3.3 - Outreach Activities**

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

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

5

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

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

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

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

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

79

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

79

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

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

Outreach activities were organized in neighbouring communities with the intent of sensitizing students on social issues.

Outreach activities undertaken during the year 2022-2023

Good health and wellbeing

• Food mela-millets

Quality Education

- Education for all
- School linkage
- Education Tools and Books for the Needy
- Special School visit
- District Science Centre Visit
- Art Gallery Visit
- Book Fair visit
- Digital Literacy Awareness

Gender Equality and Women Empowerment

- Independence Day
- International Womens's Day
- World Reading Day
- Youth Day
- Voter's Day
- Teacher's Day
- Republic Day

#### Workshop

- Science popularization lecture workshop
- Spoken English workshop

Creativity thinking

- Wall magazine cum poster making competition
- Blog creation

Program conducted

- Cyber-crime awareness program
- Yathumanaval program
- PorunaiElakkiaThiruvizha

#### Sustainability

- Go Green
- Nurture the Nature

The students served as volunteers in all activities an these sensitized them to many social issues.

• Reflection on social problems and searching solutions to solve them

- Demonstration to readiness to serve the under privileged
- Skill development in the areas of leadership , communication, relationship building and problem solving
- Building relationships with organizations that serve all the society.

The outreach activities have not only developed strong morals but also helped students to get connected with the marginalized sections of the society.

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

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

0

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

### 3.4 - Collaboration and Linkages

**3.4.1** - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

12

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

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	<u>View File</u>
Any other relevant information	No File Uploaded

**3.4.2 -** Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded
3.4.3 - Institution has linkages and other educational agencies academic and outreach activit organizes Local community ba Practice teaching /internship i Organizes events of mutual int literary, cultural and open dise	s for both ies and jointly ased activities n schools terest-

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

### INFRASTRUCTURE AND LEARNING RESOURCES

### **4.1 - Physical Facilities**

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

The Institution has created to the requirements mentioned by the statutory body National Council for Teacher Education (NCTE) for the conducting of the Teacher

Educational Programme. The built up area of college building and the college hostel

is greater than the requirements for B.Ed . programme specified by the NCTE. The campus of the institution spreads over 3360 Sq.m of built up area. The green atmosphere of the institution with plants and trees attracts everyone.

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

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Geo-tagged photographs	<u>View File</u>
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

### 11,63,325

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

### 4.2 - Library as a Learning Resource

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

We have a well-equipped library with a collection of documents. Subject dictionaries, Gazetteers, Lexicons, Encyclopedia, Yearbooks, back volumes and competitive examination books, Books, Journals, Magazines, Book bank, Specimen copy books etc.,new arrivals are displayed in a separate rack. Flyers, photocopies of newspapers cuttings and periodicals containing information related to higher studies, competitions. Competitive examinations and job opportunities are displayed on notice boards. Students can take photocopies.

Students are motivated to utilize the learning resources available in the library. Extended library services are given to students to complete assignments, paper presentation, projects and to prepare them for cultural events. Reprography and reference services are provided. Guidance and assistance are given to students for publishing articles in magazine/ journal

Page 53/84

### of reputed including an inter disciplinary journal published by the sister institution.

File Description	Documents
Bill for augmentation of library signed by the Principal	<u>View File</u>
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

The College Management had created a separate infrastructure for the college of Education with all necessary provisions and facilities. The college premise is used only for the academic and other activities meant for B.Ed . students. Generally the management of the college has a policy of Non - interference in the functioning and

utilization of infrastructure facilities. However the facilities of physical science lab,

Bio- science lab, computer lab Language lab,Smart class room ,Library facilities Library Source Integrated Library System ILS). Barcode System has been initiated in the Library for easy access. Following Library Improvement Suggestion

Register & Book purchase Suggestion Register to get Student's, Opinion for betterment.

Reference service, Referral service, News paper clipping service, Current Awareness Service, Reprographic Service are the services provided to the user community. . Students prepared a communication module for a topic for their discipline. Students prepared a multimedia package. Computer is installed in the Library for cataloguing system and also to facilitate the activities in the library. Teaching faculty and students can

directly select books, internet facility also provided in the library. Several games and Programmes were arranged for faculties & Students strengthen the co-ordination.

No File Uploaded

File Description	Documents		
Landing page of the remote access webpage		No File Uploaded	
Details of users and details of visits/downloads		<u>View File</u>	
Any other relevant information		No File Uploaded	
4.2.3 - Institution has subscrip			
resources and has membershij registration for the following e Shodh Sindhu Shodhganga e-b Databases	-journals e-		
registration for the following e Shodh Sindhu Shodhganga e-l	-journals e-		
registration for the following e Shodh Sindhu Shodhganga e-b Databases	e-journals e- books	No File Uploaded	
registration for the following e Shodh Sindhu Shodhganga e-b Databases File Description	e-journals e- books	No File Uploaded <u>View File</u>	

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

11,63,325

Any other relevant information

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

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

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

### 244

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<u>View File</u>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded
Any other relevant information 4.2.6 - Efforts are made to mal National Policies and other do education in the library suitab streams of teacher education – teacher education, special educ physical education by the follo Relevant educational documer obtained on a regular basis Do made available from other libr Documents are obtained as an teachers recommend Documer obtained as gifts to College	ke available       Two of the above         cuments on       Two of the above         ble to the three       -general         -general       -general         cation and       -general         owing ways       -general         nts are       -general         ocuments are       -general         ocuments are       -general         ocuments are       -general         ocuments are       -general         owhen       -general
4.2.6 - Efforts are made to mal National Policies and other do education in the library suitab streams of teacher education – teacher education, special educ physical education by the follo Relevant educational documer obtained on a regular basis Do made available from other libr Documents are obtained as an teachers recommend Documer	ke available       Two of the above         cuments on       Two of the above         ble to the three       -general         -general       -general         cation and       -general         owing ways       -general         nts are       -general         ocuments are       -general         ocuments are       -general         ocuments are       -general         ocuments are       -general         owhen       -general

### **4.3 - ICT Infrastructure**

Any other relevant information

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

View File

Our college is success in the field of prospective teacher making with technology, techno-pedagogy, techno assignment and digital practical exam solidity

its spot as one of the most technologically advanced teacher

training institution in the city. Therefore to satisfy the present demands of the new generation teacher trainees. Three class rooms is affixed with LCD projects and a computer. Our college has 15 computers and two laptops for teaching learning purposes. All the desktops in the ICT

classroom have access to internet and the entire college networking system is controlled by Local Area Network. Document reader is used during instructional process to show

images, hand written materials and drawings. Individual user-id is created for all the students in the ICT lab.

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

### 4.3.2 - Student - Computer ratio during the academic year

1:4

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

B. 500 MBPS - 1GBPS

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

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	<u>View File</u>
Any other relevant Information	No File Uploaded

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	<u>View File</u>
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

### 4.4 - Maintenance of Campus and Infrastructure

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

11,	63,	325
/		

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

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

The maintenance of all the learning resource centers and laboratories depends upon a complete responsibility of the stake holders. The classroom contain LCD projectors, computers, audio/video system, public addressing system, LCD screen, desks, benches,

steel / wooden almirah are safely maintained by its users. The faculty and trainees of respective subject will preserve the teaching learning resources prepared by the trainees

in the learning resource centers. The English Language Lab is managed by the faculty of

English and provides software to develop LSRW skills. Library aspires to be welcoming, engaging and accessible besides meeting the evolving needs of a changing teaching and students community and it empowers them to become lifelong learners. Other facilities like mini canteen, solar panel, fire extinguisher, pleasant and wonderful garden, two wheelers parking shelters, ramp for physically challenged persons, and also sufficient and separate toilets for both students and staff are well and hygienically maintained .

File Description	Documents
Appropriate link(s) on the institutional website	https://saradacollegeofeducation.com/
Any other relevant information	No File Uploaded

### STUDENT SUPPORT AND PROGRESSION

#### **5.1 - Student Support**

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

	Documents		
Data as per Data Template	No File Uploaded		
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded		
Sample feedback sheets from the students participating in each of the initiative	<u>View File</u>		
Photographs with date and caption for each initiative	<u>View File</u>		
Any other relevant information	No File Uploaded		
<b>Recreational facility First aid</b>			
aid Transport Book bank Safe water Hostel Canteen Toilets f Indicate the one/s applicable	e drinking for girls		
aid Transport Book bank Safe water Hostel Canteen Toilets f Indicate the one/s applicable File Description	e drinking for girls Documents		
aid Transport Book bank Safe water Hostel Canteen Toilets f Indicate the one/s applicable	e drinking for girls		

File Description	Documents		
Data as per Data Template for the applicable options	No File Uploaded		
Institutional guidelines for students' grievance redressal	<u>View File</u>		
Composition of the student grievance redressal committee including sexual harassment and ragging	<u>View File</u>		
Samples of grievance submitted offline	No File Uploaded		
Any other relevant information	No File Uploaded		
such as Monetary help from ex- sources such as banks Outside accommodation on reasonable shared or individual basis Dea welfare is appointed and takes student welfare Placement Off appointed and takes care of th Cell Concession in tuition fees Group insurance (Health/Acci	e rent on in student care of icer is e Placement /hostel fees		
File Description	Documents		
Data as per Data template	No File Uploaded		
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<u>View File</u>		
Report of the Placement Cell	No File Uploaded		
Any other relevant information	No File Uploaded		
5.2 - Student Progression			

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

Number of students placed as teachers/teacher educators		Total number of graduating students	
13		13	
File Description	Documents		
Data as per Data Template		No File Uploaded	
Reports of Placement Cell for during the year		No File Uploaded	
Appointment letters of 10 percent graduates for each year		<u>View File</u>	
Any other relevant information	No File Uploaded		

### 5.2.2 - Number of student progression to higher education during the academic year

### 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

7

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

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

0	
File Description	Documents
Data as per Data Template	No File Uploaded
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded
Any other relevant information	

### **5.3 - Student Participation and Activities**

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

Thestudentscouncilcomprisesofachairwomenasthehead ofthecouncil, avice -chair women secretary and joint secretary. The chair women and vice chair women designations are generallygiven to II year students one each from science and nonscience steams, one each from day - scholar and hostel, while the secretary and joint secretary are chosen from II year students and same composition is followed. Heads of all the departments nominate the Able, Brilliant, Confident and Disciplined cream students for this responsibility. The secretary, Director, Principal, Vice - Principal, Students, Vice - president and staff council unanimously select the executives.Students with academic competencies are nominated as class representatives, Grievance Redressal cell, Anti - Ragging committee, cultural, various functions etc.Student volunteers disseminate information from college administration and other committees to all students they assist the teachers in planning, organizing and executing various student oriented activities programmes. They serve as mediators between students and teachers to share, discuss and solve their requirements issues if any and have free access to the principal.All the students are the members of Each committee and forum has a secretary and a joint secretary.

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

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

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

### 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

#### The institution does not have registered Alumni Association.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded
5.4.2 - Alumni has an active ro regular institutional functionin Motivating the freshly enrolled Involvement in the in-house cu development Organization of activities other than class room Support to curriculum deliver mentoring Financial contribut Placement advice and support	ng such as d students urriculum various n activities y Student tion

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

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

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

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

### The institution does not have registered Alumni Association.

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

### GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the

institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

#### Vision:

Our College aims at the integral formation of competent, committed and value based prospective teachers with discipline and dedication to evolve them as NiraiNangaiyar (The Perfect Women).

#### Mission:

- To motivate Faculties and Students for higher education and research.
- To develop and produce the teachers befittingly with physically fit, emotionally balanced, spiritually and culturally serene mentors.
- To propagate moral and spiritual values.
- To accomplish the all-round development of the will, emotion and cognition of the students through circular, cocurricular and extra-curricular activities.
- To incorporate value-added, Vocational and technical courses in its Curriculum.
- To reach the un-reached in intellectual, traditional and cultural facets.
- To instill love of the motherland and an eager intent to invigorate her through active service.
- To inculcate a sense of unity and respect for all religions coupled with firm adherence to one's own religion.
- To continue to enhance its extension activities and outreach Programmes.
- To develop the self-concept of student-teachers through cultural competitions and extension lectures.
- To prepare the student-teachers for community service and national development.

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

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

For effective management of college participation of students, various decentralized sub-units have been created by the college authorities. Among them, two best practice of decentralized governance are 1. Admission committee 2. Examination committee. To manage the examination related activities such as conducting internal examination, invigilation duty, valuation of answer scripts and entry of marks etc., andthis unit is managed by a group of teachers. This examination unit had undertaken the work for printing of question paper, procurement of answer sheets. This unit also manages form fill up work and distribution of admit cards to the students. The examination unit is well equipped with desktop computers, printers and internet facilities. The college is also having a separate admission cell. This unit is headed by principal and supported by 2 senior assistant professors. This unit manages all the admission related activities of the B.Ed., students.

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

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

The college maintains complete transparency in its financial,

academics, administrative and other functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels. All financial information and reports are prepared with complete transparency. Institution conducts internal and external audits on a regular basis. The management committee adopts a systematic policy control of expenses and usage of funds. All financial transactions are checked by the financial consultants and internal auditors appointed by the management. External audit is done by a Chartered Accountant appointed by the management, once in a year. Our college management believes in setting up perspective plan for excellence in academic and infrastructural development. One of the perspective plans is the adoption of learner centric, constructivist teaching and learning pedagogical approaches. The college administrative functions are carried out by maintaining a good level of transparency. The management committee scrutinizes all the administrativeprocesses and development of the institution. The academic performance, attendance and discipline of the students are well maintained and communicated to their parents.

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

### **6.2 - Strategy Development and Deployment**

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

```
Our College Management believes in setting up perspective plan
for excellence in academic and infrastructural development. One
of the perspective plans is the adoption of learner centric,
constructivist teaching and learning pedagogical approaches.
This is drawn in the form of long term and short term goals in
different aspects of college functioning. Although the college
has been realize most of its perspective plans, noteworthy is
the augmentation and renovation of infrastructure and increase
in laboratory equipment and library resources. Our college has
10 classrooms, 1 seminar hall, 4 laboratories, 1 library, 1
technology hall, auditorium, playground and a computer lab with
15 computers with internet facilities.
```

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	<u>View File</u>
Any other relevant information	No File Uploaded

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

The organizational structure of the college facilitates its smooth functioning. Our College Administrative Body and Governance is comprised of our College management, Secretary, Principal and Academic Director. After discussion it decides the academic policy keeping in view the national policies in higher education, existing priorities and local needs. Regular feedback is also obtained from the alumni, students, parents and faculty members. The Principal, committee / cell in-charges and office staff, monitor and work together for the effective implementation of these policies.

File Description	Documents
Link to organogram on the institutional website	https://saradacollegeofeducation.com/
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
6.2.3 - Implementation of e-go in the following areas of opera and Development Administrat and Accounts Student Admiss Support Examination System digital attendance for staff Bio digital attendance for students	tion Planning ion Finance ion and Biometric / ometric /

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

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

The teachers organized webinars, meetings, celebrations and other programmes through Google meet to keep the students engaged and active. They developed e-content, power-point presentation to support the online learning of the students. The teaching faculties also participated in various international, national webinars, workshops conducted by various universities and got e-certificates. The teachers also send the learning materials, the relevant information to the students through Whatsup groups. The teachers became acquainted with the usage of online-teaching and learning.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	<u>View File</u>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

Our college has well-defined welfare measures for the staff.

Teaching and Non-teaching staff:

• Our management sanctions Medical leave of 7 days per year

with salary for teaching and non-teaching staff.

- Provident Fund, ESI, Maternity leave are in practice.
- Practice of encashment of un-availed CL by the faculty member is a welcoming feature of the management.
- Personal loans are given to staff at times of emergency.
- Staff club is run by the teaching staff, wherein teaching and non-teaching staff are gifted with a respectable amount in cash to mark the occasion of one's marriage / house warming ceremony etc., as a token of love and respect.
- The management recognizes the services rendered by the teaching staff for producing university ranks/ centum result in a special way by complimenting cash awards.
- Duty leaves are given for faculty members for attending orientation, refresher courses, seminars and workshops.
- Maternity leaves are given for faculty members.

Non-teaching staff:

- Financial aid to the children of the supporting staff for education at our sister institutions.
- The supporting staff members are encouraged to upgrade their Educational qualification.
- Practice of encashment of un-availed CL by the staff member is a welcoming feature of the Management.

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

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

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

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

1

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

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

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

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

As per the direction of UGC and NCTE, our college has a performance appraisal system. Annual Appraisal Performa is submitted by the Teachers/Librarian/Office/Cell-in-charge to the IQAC which help in collation and cross checking of the information. Every teaching and non-teaching staff has to submit confidential reports to the Principal. Performance of Teachers is also assessed through student feedback, taken at the end of every academic session. Daily Notes Diary is also maintained by the individual staff and submitted to the Principal at the end of every month.

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

## 6.4 - Financial Management and Resource Mobilization

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

Internal Audit: The management committee is the apex body to monitor the effective financial resources. The funds are optimally used and standardized auditing procedures are adopted to scrutinize the utilization of the same. The audited statements of expenditure and utilization certificates are checked by concerned agencies on time. Management adopts a systematic policy control of expenses and usage of funds. The college accounts are subjected to internal and external audit. Audit is done annually. All financial transactions are checked by the financial consultants and internal auditors appointed by the management. No major irregularities were found in the audit. Daily expenditure is prepared by the office staff and verified by the Principal. Office superintendent checks monthly cash ledgers.

External Audit: It is done by a Chartered Accountant appointed by the management, once in a year. External audit is done by the scheduled chartered accountants of Sri Ramakrishna Tapovanam, Tirupparaithurai. Our college conducts external audits regularly.Ramanujam& Co., Chartered Accountant conducts the external financial audit yearly. The accounts are clean and transparent and the intricacies never occur. The co-ordinated efforts of all the people concerned namely the Principal, college office and management pave for the best performance of accounts services.

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

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

0

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

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

# The main source of funds of our college is from our college management and from the collection of student's fees only.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<u>View File</u>
Any other relevant information	No File Uploaded

### 6.5 - Internal Quality Assurance System

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

YathumanavalProgramme, PorunaiElakkiyaThiruvizha, Special School visit, Tirunelveli District Science Centre visit, Art gallery & Book-fair visit, Old age home visit, AnnaiyarJeyanthi Celebrations, Cyber-crime Awareness Programme, Spoken English Workshop, Lighting Ceremony,Pathapooja,SakthiVazhipadu, Road safety Programme, Cultural Competition, Food mela were conducted in our college campus and special speeches were delivered by our teaching staffs.

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

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

Our college has undergone the 1st cycle of accreditation in 2013. IQAC, through discussions and recommendations, identifies the need of improvement towards teaching-learning and prepares a plan of action for upcoming session. 13 of our students got placements in various schools during this academic year.

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

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

4

File Description	Documents
Data as per Data Template	No File Uploaded
Report of the work done by IQAC or other quality mechanisms	<u>View File</u>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded
6.5.4 - Institution engages in se initiatives such as Regular met of Internal Quality Assurance or other mechanisms; Feedba analysed and used for improve submission of AQARs (only af Academic Administrative Aud initiation of follow up action O quality initiatives with other in Participation in NIRF	eting Cell (IQAC) ack collected, ements Timely fter 1st cycle) dit (AAA) and Collaborative

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	<u>View File</u>
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

Many quality initiatives have been taken up since the last accreditation in 2013 considering the recommendations of NAAC. IQAC functions are strengthened and it plays a central role in assuring quality in all aspects of institutional functioning. The teachers are motivated to develop individual action plans. The teaching-learning process of the institution is made more systematic and accountable by IQAC. Planning the instructional delivery is through teaching plans. The teachers are encouraged and motivated to take up research projects to create a culture of research in the institution.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Sri Sarada College of Education for Women currently uses powerful generators as an alternative source to meet its power requirements. The classrooms have proper ventilation and the natural illumination which reduces the use of electrical lighting usage of solar energy inside the campus reduces the dependence on educational energy and conservation of electricity too. Usage of solar heater for provision of hot water for students and staff whenever needed. Regular checks are carried out by faculty members to minimize wastage of water and electricity.

Solar power is perceived as one of the solutions for the solar lamps to save electrical consumption has been installed in the campus. Planning and decision making solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive sunshine throughout the year. We are utilizing a large portion of the sun's energy by having solar panels, the energy from it is used to illuminate the common area lights and for the water heaters.

File Description	Documents
Institution's energy policy document	<u>View File</u>
Any other relevant information	No File Uploaded

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

Awareness about waste pollution and difficulties in disposal is spread students through talks on environment conservation and they are encouraged to create least waste, and properly dispose it.

The common solid waste is leaf litter, which is allowed to decompose in place to enrich the soil quality other regular anthropogenic solid waste is collected in dustbins placed at strategic locations, brought together and taken away periodically by the waste collection agency of the municipal body.

Other solid waste is collected at the vocation and sold to scrap vendor, adding to revenue. Washroom waste are directed to a specific tank while effluents from laboratories are directed into separate underground tanks and prevented from escaping into the environment. Sanitary napkins are disposed safely. And no other biomedical waste generated.

E-waste is sold periodically if not usable or reparable and depending on its quantity, to scrap dealers who deal especially in e-waste for safe recycling.

File Description	Documents
Documentary evidence in support of the claim	<u>View File</u>
Any other relevant information	<u>View File</u>
7.1.3 - Institution waste manag practices include Segregation o	

waste management Vermi-compost Bio gas

plants Sewage Treatment Plant

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

7.1.4 - Institution has water management	Three	of	the	above
and conservation initiatives in the form of 1.				
Rain water harvesting 2. Waste water				
recycling 3. Reservoirs/tanks/ bore wells 4.				
Economical usage/ reduced wastage				

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

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

The institution is committed to the maintenance of cleanliness in the classroom, campus and surrounding areas, for this cleanliness drives in the classroom as well as in the campus is done in a regular basis. The institution efforts towards maintenance of the green cover with frequent plantation drives in the college campus. Moreover the students are encouraged to prepare pots for plants and also the dustbins from the waste material, especially environmental friendly encouraging a pollution free healthy environment. Student are encouraged to the preservation of birds, for which nests and food/water corners are prepared with eco-friendly waste materials.

File Description	Documents		
Documents and/or photographs in support of the claim	<u>View File</u>		
Any other relevant information	No File Uploaded		
7.1.6 - Institution is committed green practices that include Ex use of bicycles / E-vehicles Cree pedestrian friendly roads in th Develop plastic-free campus N paperless office Green landsca trees and plants	ncouraging eate le campus Iove towards	Three of the above	

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

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

2,57,208.00

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

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

The college is willing to nurture a healthy environment for which different programs like plantation are organized. The college maintains inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students. Each and every students along with faculty member are fully involved in the national developmental activities, national festivals and awareness programme. The flex board of social harmony, unity and moral values are displayed on the college campus. College plays an affective role as a catalyst in the area to maintain peace and national integration.

File Description	Documents		
Documentary evidence in support of the claim	No File Uploaded		
Any other relevant information		<u>View File</u>	
7.1.9 - The institution has a profession of conduct for students, teacher administrators and other staff periodic sensitization program regard: The Code of Conduct on the website There is a commonitor adherence to the Cod Institution organizes profession programmes for students, teacher administrators and other staff awareness programmes on the Conduct are organized	ers, and conducts mes in this is displayed mittee to e of Conduct mal ethics chers, Annual	C. Any 2 of the above	
File Description	Documents		
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University		<u>View File</u>	
Web-Link to the Code of Conduct displayed on the institution's website		<u>View File</u>	
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct		<u>View File</u>	
Details of the Monitoring Committee, Professional ethics programmes, if any		<u>View File</u>	
Any other relevant information		<u>View File</u>	
7.2 - Best Practices			

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

Society based activities

### Goal:

- To inculcate social values among students
- To sensitize stud3nt teachers about their role and responsibility apart from their role as student in institution
- To inculcate the value of co-operation and participation indifferent social activities

#### The Practice:

- With the co-operation of staff members, the college organizes the different activities like seminars, extension lectures, workshops, social camps etc
- The student teachers with faculty members, visited the kailasanathar temple, Murappanadu and contribute their service for clean the vessels and surroundings
- College conducted a mega food carnival
- Management conducted a congregational workshop for staff and student teachers
- An Educational tour is arranged for student teachers with the blessings of the members of the management
- They are not aware about their needs and role in the society and also get awareness of their different social and civil rights and duties. The value of helping the humanity has also been inculcated and students are sensitized towards the conservation of natural resources

Problems encountered & Resource required:

• Lot of will power, funds and man power was required for the conduction of such activities

File Description	Documents	
Photos related to two best practices of the Institution	<u>View File</u>	
Any other relevant information	<u>View File</u>	
7.3 - Institutional Distinctiveness		

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

The main motto of all faculties working in this college is to guide the students for their all-round development and to nurture their innate talent and abilities. The college also tries to enrich the students' cultural activities. The college prepares the learners to be a self-confident citizen with preservance, patriotism and humanity. The main aim of college is team power.

Vision, Mission and objective of the instruction clearly points towards a quality and value based education based on the curriculum of the affiliating university. The college has a strong bonding with the local people. This includes a number of socially and economically weaker and marginalized section students. Strengthening rural education by providing various activities and outreach programmes. Vocational education and training is a key element of lifelong learning system that aims to equip people with the technical knowledge, expertise, skills and competences required. Students are trained in handicrafts and SUPW improve their standard of life.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<u>View File</u>
Any other relevant information	<u>View File</u>