



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution		Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous)
• Name of the Head of the institution	Dr. G. Subramonian	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	8012533915	
• Mobile No:	09487023668	
• Registered e-mail ID (Principal)	srkvcoen@yahoo.co.in	
• Alternate Email ID	gsubramoni@gmail.com	
• Address	Sri Ramakrishna Mission Vidyalaya Post	
• City/Town	Perianaicken Palayam, Coimbatore	
• State/UT	Tamil Nadu	
• Pin Code	641020	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Men	

• Location	Rural
• Financial Status	Grants-in aid
• Name of the Affiliating University	Tamil Nadu Teachers Education University, Chennai
• Name of the IQAC Co-ordinator/Director	Dr. M. Jagadesh
• Phone No.	9843931342
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	
• IQAC e-mail address	iqacsrkvcoe@gmail.com
• Alternate e-mail address (IQAC)	
3.Website address	http://www.srkvcoe.org/
• Web-link of the AQAR: (Previous Academic Year)	
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	
5.Accreditation Details	

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A+	91	2006	21/05/2006	20/05/2011
Cycle 2	A++	3.82	2017	12/09/2017	11/09/2022

6.Date of Establishment of IQAC	26/04/2014
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7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Sri Ramakrishna Mission Vidyalaya College of Education	UGC PARAMARSH	UGC	15/01/2020	1500000

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
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<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
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9.No. of IQAC meetings held during the year	3
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<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
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<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File
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10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
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<ul style="list-style-type: none"> If yes, mention the amount 	
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11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Activities under UGC-PARAMARSH Scheme (Mentor-Mentee Institutions) 2. Faculty Development Programme for School and College Teachers. 3. Best Practices Presentation through NAAC. 4. Promoting research culture among faculty members - Project presentations to ICSSR IMPRESS 5. Conduct of several webinars on varied areas for the benefit of the teachers, students and administrators.

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
Faculty Development Programmes through IQAC and Extension Services Department	Conducted FDPs on
Several preparatory meetings at mentee institutions to prepare them for NAAC Assessment & Accreditation Processes.	Several meetings were organized and Orientation & trainings were given.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body Meeting	21/11/2020

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	04/01/2022

Extended Profile

2. Student

2.1 Number of students on roll during the year	37
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File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	100
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	50
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	14
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	14
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	21
File Description	Documents
Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	0.89662

4.2	65
Total number of computers on campus for academic purposes	

5. Teacher

5.1	20
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	07
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

- As an autonomous college, the college follows the curriculum framework suggested by NCTE 2014. The revision and up gradation of the syllabus was done at the University level prior to the academic year 2020-2021.
- Following this the college initiated 10% changes in the curriculum. For this the Syllabus Committee in consultation with the Principal, identified experts from different colleges of education and invited them to suggest modifications in the existing curriculum.
- The various subject committees also eliminated topics which were redundant and added topics which are relevant. The committee also suggested changes to the Practicum.
- The updated curriculum also saw the introduction of value added and self learning courses for the benefit to students of earning extra credits. The modified syllabus was also passed through the Board of Studies on 11th November 2020 and the Academic Council on 18th November 2020.
- The college has a system in place for delivering effective, established curriculum. Every faculty member offers students

with personalised time schedules and reading lists for each subject at the start of each academic year, which are displayed in the syllabus copy distributed to the students..

- These time plans are adhered to, so that the student can gauge with a degree of clarity, what portion of the curriculum will be delivered within the stipulated time frame. These time plans are also preserved each year as documentation.
- Besides traditional lectures and seminars, infrastructure for the use of ICT in classrooms, like power point presentations, smart boards and audio-visual support are all available to make the delivery of the curriculum enabling and interesting for the students.
- In order to make the curriculum delivery more holistic and successful, a student induction programme in the form of subject enrichment and language enrichment is held. Mentoring and participatory learning are encouraged, as are tutorials and brainstorming sessions.
- Experiential learning in the form of school-based internship and field work is made an integral part of the program.
- Internal assessment is done transparently with examined scripts with constructive feedback written are shown to students. Inter-personal skills are enhanced through varied workshops by college faculty as well as experts from the field and community.
- SWAYAM courses are recommended for students who want to improve their skills and competences.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the

A. All of the above

curriculum planning process during the year
Faculty of the institution Head/Principal of the
institution Schools including practice teaching
schools Employers Experts Students Alumni

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.srkvcoe.org/course_proout.php
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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

16

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	https://www.srkvcoe.org/pdfs/ay_2020-2021.pdf
Any other relevant information	https://www.srkvcoe.org/course_syllabus.php

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

6

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

6

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

37

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

37

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

37

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

37

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

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.

1.3.1 Curriculum Enrichment

Every youngster has the right to an education." Curriculum enrichment is a dynamic process that must be implemented in every educational system if it is to be effective. As we all know, the teacher makes the difference and plays a vital role in bringing the curriculum to life in the classroom, regardless of how brilliant the curriculum content is on paper or whatever theory or logic led to its construction.

- It's also worth noting that curricular enrichment can't happen in a vacuum or without the participation of classroom instructors.
- Enrichment activities are those offered by college to expand students' education outside their primary course of study.
- Personal research, group projects, practical activity, creative expression, conversation, and brain-storming were all included in the best session.
- Students commonly use this strategy, and there is evidence that it enhances their motivation.
- Throughout the further education sector, there is a strong commitment to provide chances for students to enhance their educational experiences.
- Enrichment programmes that are successful improve students' motivation, achievement, and retention in college.
- Communication skills and technology aspects are developed through the inclusion of value and self-study courses as a part of curriculum enrichment.

File Description	Documents
A fundamental or coherent understanding of the field of teacher education	View File
Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization	View File
Capability to extrapolate from what one has learnt and apply acquired competencies	View File
Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.	View File

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

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective.

- Various school systems are followed in Indian system based on the following age levels

The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18). The lower primary school is divided into five "standards", upper primary school into two, high school into three and higher secondary into two. Students have to learn a common curriculum largely till the end of high school. There is some amount of specialization possible at the higher secondary level.

- The various school systems are explained in following papers in curriculum. These changing school structure has been incorporated in curriculum as when syllabus are revised by CDC, BOS and AC.

B1 CC 03 School Organization and Institutional Planning

Unit - 2: Various types of school administration and Instructional Strategies(9 hours) 2.1 Classroom management: rhythmic, class culture, students' self-supportive services. 2.2 Teaching strategies and methods: brain-storming, questioning, quiz, demonstration, projects, assignment, laboratory practical, using ICT in teaching, skill oriented Teaching; ABL, ALM, AALM. 2.3 Various types of schools and their administration: State Board, CBSE, ICSE, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samithi and Sainik School. 2.4 Curriculum: Equitable Standard of Education, CBSE, ICSE - academic calendar and time-table. 2.5 Resources: Infrastructure with basic amenities, laboratories, library, games and sports facilities.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The Sri Ramakrishna Mission Vidyalaya College of Education promotes a conducive physical environment for quality education by providing facilities. There are various classrooms with standard black, green, and white chalkboards. One seminar hall and one ICT enabled/smart class room are available at the college. Computer laboratories, scientific laboratories have the instruments and equipment needed to satisfy today's teaching and learning needs.

The college has a variety of labs, including a Fine Arts lab, a Psychology lab, and a Sports lab with a variety of game equipment. so that students can have a good time and develop their creativity. These physical structures have been improved by means of continuous monitoring Separate Administrative Blocks, Academic Sections, and other amenities are available at the college.

Establishment is the first section. The college library has been renovated and upgraded extensively. Automation Part of the library has been completed which support enormously to the value added course as mentioned in revised syllabus. Diploma Course in Library and Information System

- Students are encouraged to visit various special schools as a part of syllabus. Students have got experience in the FDMSE.
- Faculty of Disability Management and Special Education (FDMSE) The Faculty aims at preparing world class teachers in Special Education and train persons with disabilities to equip them with daily living, academic and vocational skills. To realize the aims the Faculty is provided with appropriate Facilities.

Activities experienced by the student teachers from FDMSE

- The Faculty prepares teachers in the field of Special Education (Visual Impairment, Hearing Impairment and Mental Retardation).
- Special Education courses impart practical and theoretical training for providing professional service to persons with disabilities and their rehabilitation.

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

21

2.1.1.1 - Number of students enrolled during the year

21

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

20

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

1

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	View File

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

The prime objective of any educational institute striving to achieve excellence is to identify respective learning levels of the students. Students from diverse socio-cultural, economical and educational background are admitted to the college. Therefore taking into account the varied needs of the students, it becomes necessary to identify slow learners and advanced learners at the entry level. At the commencement of every academic year, the college conducts induction programmes for newly admitted students. In these sessions, college Principal and the Senior faculty members make students aware with the goals and objectives, code of conduct, classroom attendance, examination and evaluation system and the amenities available in the college. Entry level assessment was done to know about their attitude and aptitude. Mentor mentee groups are formed to identify the students varied needs, identify and solve their problems. For slow learners, institute provides special guidance, remedial coaching, personal counseling, special guidance and extra lectures etc. As a result of this many students have successfully passed the Semester end examination with good grades. On the other hand, advanced learners are encouraged to participate in SWAYAM/NPTEL online courses and to study self study courses. All the students are provided guidance and encouraged to participate in TET / CTET / TRB Examination irrespective of their diversity in academic and socio economic diversity. After organizing special programs for

advanced learners these students have shown better performance in getting seats for pursuing higher education and some students got placements.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

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

Two of the above

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 highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

6 : 1

2.2.4.1 - Number of mentors in the Institution

6

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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.

The approaches used consistently and effectively are the experiential learning approach, participative learning approach and problem solving approach. The innovative methods followed by the faculty members are:

- Use of web-based learning materials relevant to the curriculum to promote independent and student-centered learning.**

- Use of team teaching strategy to provide students the combined expertise of faculty making use of a variety of teaching approaches to promote better understanding of concepts.
- Participatory learning using glossary' which ensures learning in an interactive manner through the use of glossaries developed in the college on all subjects.
- Use of Co-operative learning strategies to promote individual and group accountability and to foster positive attitude.
- Brain based learning to help the students insure optimum brain development and stimulation.
- Experiential learning engages students 'learn by doing' and by reflecting on the experience.
- Problem solving employs searching information and finding a solution.
- Focused group discussion involves gathering students from similar backgrounds or experiences together to discuss a specific topic of interest.
- Brainstorming helps teams generate a large number of ideas quickly, which can be refined and merged to create the ideal solution.
- During Pandemic Online classes were conducted through Google classroom and Google meet.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

11

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/u/1/c/MzI0MjQ5Njk2NTc0
Any other relevant information	View File

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

37

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://docs.google.com/spreadsheets/d/1JX1bSlKwnOueZS65eVabpq-v_vYcDZqv/edit?usp=sharing&ouid=100952822205201888518&rtpof=true&sd=true
Any other relevant information	View File

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

Mentoring is central to the process of academic and personal growth of student-teachers, also it is important for academic satisfaction and success. The college support and enhance the effectiveness of the faculty in teaching and mentoring of students. We have the continual mentoring system in which all the faculty members are actively involved to provide academic guidance to the allotted students regularly and develop professional attributes in students.

- The working environment of the college is conducive for the overall development of the faculty as well as the student-teachers.
- Mentor teachers are chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all student-teachers.
- Student-teachers are given opportunity to discuss with their mentors and participate in various group activities which helps to overcome the diversity of student-teachers irrespective of their socio-economic background and develop equality among the student-teachers.
- The college has arranged special lecture programmes and value inculcation programmes on various themes of multi-culturalism,

inclusiveness, equity and equality etc. to eradicate the student diversity and cope with home and college environment.

- The student-teachers are given opportunities to share their ideas and feel free to suggest their necessities, requirements and reformative steps which the college translate into material success.

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

Creativity and innovation are fundamental to all disciplines and an essential part of the teaching and learning process. Our College provides opportunities to nurture creativity through conducting various programmes and events such as poster presentation, drawing, painting, elocution etc. We have good number of psychological tests and experiments to identify and develop creativity among students.

The college has modern ICT integrated lab which helps to train and

develop the students ICT skills and competencies. The students are encouraged to prepare digital lesson plans, modules, e-content materials etc. by utilizing technology lab. Smart class facility which contains an exhaustive repository of world class digital modules and digital lessons on various school subjects. We have modern Language laboratory with advanced language learning applications that assist students to acquire language skills in an easy and interactive way. Our college organised virtual reality and augmented reality sessions for enhancing innovations in teaching learning process.

We provide an opportunity to develop reasoning, analytic, problem solving and comprehensive skills through clubs and association programmes. Simulative sessions were arranged for developing sympathy and empathy among the students. Our college provides life skill education through small group discussion, brainstorming sessions, role play, games and debates, also students are engaged participating in various community based services and outreach programmes. Moreover, the unique virtues of discipline, punctuality, cleanliness, brotherhood, co-operative attitude and spiritual motivation developed and inculcated in student teachers by monks and teaching faculty help towards creating an overall development among the student-teachers.

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

2.4 - Competency and Skill Development

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	View File

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Ten/All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different</p>	<p>All of the above</p>
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<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
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File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

<p>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</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

<p>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</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

<p>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</p>	<p align="center">All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

<p>2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study</p>	<p align="center">All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

The internship programme is the crux of the teacher education programme and is carried out on two phases. Phase I consists of 4 weeks allotted for observation during the first year. Phase II consists of 16 weeks of teaching practice allotted for classroom teaching during the second year. The Principal and the faculty-in-charge prepared the list of practice teaching schools with the consultation of school headmasters and get permission letter from CEO and inform the student-teachers of internship programme. On allotment of practice teaching schools, the student-teachers are sent to the respective schools and the mentor teachers allotted the units of the syllabus to be dealt with by the student-teachers within the stipulated period of internship. The faculty-in-charge of the practice teaching programme, orient the student-teachers on the significance of the practice teaching programme and detail the responsibilities expected of them.

- Student-teachers are expected to sign the attendance register kept in the Headmaster's office twice a day.
- Take 40 lessons in each pedagogical subjects opted.
- Observe 10 lessons of school teachers on their subjects and 10 lessons of peer student-teachers.
- Prepare and administer an achievement test.
- Conduct a case study and maintain a reflective journal.

After the practice teaching sessions, a feedback on the performance of the student-teachers is given by the concerned mentor teachers by filling up an evaluation proforma provided by the institution. The Head of the school monitors the overall behaviour and conduct of the student-teachers during the entire practice teaching programme and provides feedback.

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

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

2.4.9.1 - Number of final year students during the academic year

14

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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.

Role of Teacher Educators: At least fifteen lessons of each student-teacher are officially supervised by the teacher educators. However, the teacher educators try their level best to be present for maximum number of classes of the student-teacher. They evaluate the student-teacher's competencies in teaching during their visits to the practice teaching schools and they give immediate individual constructive criticism. The teacher educators interact with mentor teachers regarding the performance of the student-teachers and their feedback is noted.

Role of School Principal: The Head of the school monitors the overall behaviour and conduct of the student-teachers during the entire practice teaching programme and provides feedback.

Role of School Teachers: The mentor teachers of particular student-teacher officially supervise all their lessons and assess their performance. They observe the classes of student-teachers, point out drawbacks if any, and give appropriate feedback. They give feedback to student-teachers after they complete teaching each lesson and monitor their progress at every stage.

Role of Peers: The student-teachers are required to observe at least ten lessons of peer student-teachers and ten lessons of school teachers/mentor teachers in the concerned subjects. Student-teachers also receive personal feedback from the peers who observe their classes.

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

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

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

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

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

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	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

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

8

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

13

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

140

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

In the wake of the New Education Policy (2020), we have arranged in house discussion with our faculty members related to the pros and cons of the New Education Policy and provide feedback to the Government. Later we have arranged a National Level Faculty Development Programme on 'New Education Policy' from 14th October 2020 to 16th October 2020. The overview of the National Education Policy 2020 along with its implementation and effect on Higher Education was discussed. The Physical Education and Sports for Holistic Development from Foundation Stage to Secondary Stage was discussed elaborately. In this programme the faculty members from various institutions throughout the nation participated and shared their views.

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

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

The College of Education follows 50% Internal and 50% External for all the four Semesters for B.Ed., and M.Ed., programmes. However, 75% External and 25% Internal marks are followed for M.Phil., Programme. The Continuous Internal Evaluation is carried out with five different activities with the weightage of Ten marks each for B.Ed., and M.Ed., and Five Marks each for M.Phil., Programme respectively. CIA-I, CIA-II, Model Examination, Assignment and Subject Related Practicals are the five different evaluation activities conducted at regular interval. The members of faculty are encouraged to set questions for ONE HOUR test (CIA-I & CIA-II) for their choice of weightage of marks and a THREE HOUR Examination for Model Examination for a weightage of 100 Marks for all the Courses. The trainees are informed to submit an Assignment on Topic from the Courses either in the form of soft or hard copies or both to the faculty concerned. Activities like participation in college activities, Seminar, Classroom deliberations, Assignment, contribution to College (i.e. Write-ups to College magazine, Information to notice board, participation in Prayer, Library and Culture activities) etc., are considered for Subject Related Practical. The marks are converted to Ten each and the total of these five activities are carried out besides regular informal Evaluation during transaction of classroom.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment

Five of the above

marks before the term end examination
Timely feedback on individual/group
performance Provision of improvement
opportunities Access to tutorial/remedial
support Provision of answering bilingually

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

Grievance related to Examination are presented to the Controller of Examination and the Principal through Pedagogy Educators or directly.

Considering the nature of question papers, the Result Passing Board meets and recommends necessary moderation based on the grievances appeal. There were no recommendations of moderations for any programme (B.Ed., /M.Ed.,) with past three years.

The photocopy of the valued answer script is supplied to trainees on demand. If they are not satisfied with the Evaluation processes, they are permitted to apply for Re-totaling or Revaluation of the same paper, depending upon the need.

Double valuation is adopted for M.Ed., and M.Phil., Examination. if the difference between I and II Examiners exceeds by 10 and 15 respectively the third Examiner is requested for Valuation and marks are awarded considering the better of the two valuation and the average/ on the basis of third valuation.

For CIA -I and CIA-II and Model Examination, valued answer scripts are given to Trainees as feedback. Necessary corrections and modification in marks are considered, If trainees appeal for

reconsideration.

Question from out of syllabus and relevance of question papers are taken into account. Appropriate measures are carried out to eliminate irrelevant and unnecessary question item. Answer scripts of internal Examination and handed over to students for feedback students are encouraged to write answers bilingually except pedagogy papers. (Pedagogy of English, Pedagogy of Special English, Principles of Commerce & Accountancy Education and Pedagogy of Commerce & Accountancy at B.Ed., level). Improvement chances are given to students in Internal Examination. Flexibility in awarding marks are considered for absentees and slow learners keeping the examination spirit in mind and an humanitarian basis.

The answer scripts of external examination are not issued to them. However the photocopies of corrected papers are issued to them on demand. The retotaling and revaluation are also followed in this institution. The College also offers, Supplementary Examination on need basis. Improvement examinations is permitted to M.Ed., with a view to score better. But there was no demand from students during this period 2017 to 2022.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Having completed all the Four semesters of a programme (B.Ed., or M.Ed.,) the feed back obtained from students and the staff are considered. The feed back thus obtained at various occasions are summarized and presented to the Planning and Evaluation Committee. The deliberations are observed carefully and the academic calendar is prepared meticulously considering the revisions in general from National perspectives and from students' point of view in particular. The same deliberations are considered for curriculum revision through CDC, Staff Council, Board of Study, Academic Council and College Committee of the College systematically and scientifically.

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 teaching learning process of the institution is aligned with the stated PLOs and CLOs.

- A sound formation in all dimensions such as academic, social, physical, emotional and spiritual.
- Thorough theoretical input and provide practical training.
- Acquire and imbibe the values of leadership quality through various activities.
- Imparting the values of brotherhood, social justice and dignity of labour and make them the agents of social change.
- Motivated towards attainment of excellence in their field.
- Training in Information and Communication Technology based methodology.
- Enable the students to be innovative, competent and compassionate teachers.
- Enable the students to have positive attitude towards teaching profession.
- Develop teaching skills and problem solving abilities.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

The continuous internal assessment and class tests are conducted on a regular basis and the performance of students of different levels is evaluated. The faculty members give personal feedback, suggestions and clarified their doubts for their improvement. The Programme Learning Outcomes and the Course Learning Outcomes are evaluated through formative and summative evaluations and feedbacks of the students received at the end of each semester.

The Programme Learning Outcomes and Course Learning Outcomes are mentioned in the syllabus and displayed in the College website. The Programme Learning Outcomes are helpful in developing the framework of teaching and learning. The Course Learning Outcomes facilitate in clear understanding about the course expectations and also support the process of learning. The Course Learning Outcomes also present a clear picture of skill development, human values, professional ethics, employability and entrepreneurship prospects of the course.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

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

14

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

words.

Initially identified learning needs of students are fulfilled and it reflects in their final assessment that is mostly satisfied and good performance. Slow learners have improved in their academic performance by remedial teaching and the overall performance of the students are found to be good. The performance of the student-teachers are assessed based on attitude towards teaching profession, ICT awareness, communication skill, leadership quality, aptitude, reasoning, problem solving and pedagogical knowledge. Based on these aspects the student-teachers were assessed and it reflects changes in their behaviour, attitude and sound in pedagogical knowledge. The student-teachers have a greater confidence in their teaching profession and have a clear understanding of the programme.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

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

2

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

2

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

<p>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</p>	<p>Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

<p>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</p>	<p>Three of the above</p>
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

53

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

3

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

3.3 - Outreach Activities

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

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

7

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

37

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

37

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

37

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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 PROGRAMMES AND ACTIVITIES

Sri Ramakrishna Mission Vidyalaya College of Education has been conducting various outreach programmes in association with Ramakrishna Mission Vidyalaya, Coimbatore to sensitise students towards their duties and responsibilities within the society and community. It also serves the man making and character building goal of education through the development of various skills and values. Through the following outreach programmes, we sensitize the students to develop social values, widespread their responsibilities and knowledge in societal issues and problems by making them to involve

with the community people.

- Gurupuja celebration, a socio-cultural function, is organised every year in which all the students involve in extending voluntary social service to the public with the guidance of teachers. During this celebration, spiritual, educational and cultural programmes are conducted exclusively for the benefit of the local public. The educational exhibition organized by our as part of the Gurupuja celebrations is beneficial to teachers, student and community as well.
- In the wake of COVID-19 pandemic, the Ramakrishna Mission Vidyalaya, Coimbatore have initiated relief services to meet the pressing need of the afflicted, especially the poor and needy, as a part of ongoing relief work in connection with the global outbreak of Corona-Virus, Ramakrishna Mission Vidyalaya, Coimbatore, distributed cooked food items, dry food items and medicines for the needy people. Faculty members and non teaching faculty members of Sri Ramakrishna Mission Vidyalaya College of Education engaged in Covid 19 relief work and rendered their service to the society.
- Educational, medical, and basic needs of the people of the adopted village - Bharati Nagar - are attended to by the students of the college. Student teachers of our college have engaged in taking free tuition in the weekends to the students in the village to fulfill their basic educational needs.
- The teaching-learning aids prepared by the student-teachers are shared with the needy schools in and around Coimbatore district.
- Student teachers of our college have engaged in cleaning college campus and other institutions in the campus to promote Swachh Bharat Abhiyaan.
- Training on Yoga and health hygiene, sports and games are conducted to school students.
- Educational and career guidance is provided by the faculty to higher secondary students in the neighbourhood schools on request to enable them to choose appropriate courses in higher education.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

5

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

5

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

<p>3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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

PHYSICAL FACILITIES

The college campus has a calm, quiet and eco-friendly atmosphere with a perfect ambience which is conducive to teaching and learning. The campus is very spacious with shady trees around, far away from the noise of the crowded city and polluting atmosphere. The physical infrastructure of the institution is provided as per NCTE norms. The College of Education has spacious rooms with

adequate ventilation and lighting. Adequate number of well-equipped classrooms and halls for general classes, methodology classes and laboratories with LCD, Smart class and audio-visual aids and Well-equipped Principal's room, office and staff rooms. Wi-fi enabled campus with uninterrupted internet access to the students and faculty members. Separate office for Controller of Examinations with strong room and inbuilt security arrangements.

A Multi-purpose common spacious auditorium for organizing conferences, seminars, workshops, cultural functions and co-curricular activities. Well-furnished air-conditioned Seminar Hall and Conference Hall for conducting meetings of Board of Studies, Academic Council and Governing Body and for other lectures by invited experts and Well-equipped laboratories (i.e.) Psychology Laboratory, Educational Technology Laboratory, Smart Class cum EDUSAT Laboratory, Language Laboratory, Physical Science Laboratory, Mathematics Laboratory, Biological Science Laboratory, Commerce & History Resource Rooms, and Computer Laboratory.

Extension Service Department which conducts in-service programmes, Consultancy services, Refresher courses, etc., for students, teachers and management. Self-start generator, Solar Power Unit and Uninterrupted Power supply is available. Medical services are available at free of cost to the students, employees and their families through 'Charitable Dispensary' run by the management. Fire extinguishers have been installed for safety measures and water harvesting facility has been created on campus.

The games and sports facilities in the college include:

- Playground for conducting football, cricket and athletic events is available.
- A well-equipped Indoor Stadium is made available with adequate provision for organizing multi-sports (tennis, badminton) activities which is utilized by the students of all the institutions of the Vidyalaya.
- Common infrastructural facilities such as fitness centre, gymnasium and yoga centre are utilized in a shared basis.
- Yoga Centre with Facilities for 'yogasana' for 50 students at a time. This centre contains flexes describing the various asanas.
- Adapted Physical Education Centre is equipped with models,

games and sports materials for all the students and differently-abled students as well.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

10

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.srkvcoe.org/gallery/index.php?sfpg=TGFib3JhdG9yaWVzLyqZDE3MmFkY2RhOTIxNWJhZDJlMmVhMmMwNDA3MWRmOWQ1M2QxMjc3YjFjNmIzMjkwZWIwNTJiMjQ4Y2MyOTcyOQ
Any other relevant information	View File

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

89662

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

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.

Library as a Learning Resource

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

- Name of the ILMS software: OPEN BIBLIO Library Management Software (Multi-User)
- Nature of Automation: Library is a Fully Automated

At present, the library has a collection 16,500 + print documents in the form of Books, Reference Books, Back Volumes, Theses etc and other digital resources. The library is automated by implementing Open source software OpenBiblio . This Integrated Library Management System Software to enhance the quality of Library Services. The OPAC facilities in the ILMS is used to find out the availability the documents in the library such as location, circulation status and reservation facilities.

The library has also e-gate entry, which enables the users can login their attendance by using barcode embedded ID Card

The OpenBiblio software has various administrative facilities which helps to generate varies types of reports which is useful for various committees and inspections from time to time.

The library renders its service to users very effectively and quickly with the help of OpenBiblio. All document transitions such as issue, return, renewal have been automated with RFID technology. The OpenBiblio ILMS has integrated with RFID technology/Bar code technology. Each book in the library has embedded with RF Tag. RFID technology makes library as user friendly.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.srkvcoe.org/library.php
Any other relevant information	View File

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 Library has an exclusive link for various digital education and research resources (<https://srkvmcpe.org/facilities/library/>) to facilitates our faculty members, research scholars and students to access it remotely . This user friendly interface helps our users to access popular various digital resources in the form of e-books, e-journals, e-theses etc through N-List, e-PGPathshala, Shodhganga, ShodhGangotri DOAJ (Directory of Open Access Journals), DOAB (Directory Open Access Books), e-PG Pathshala etc.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

23066

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

127

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/13Csc_8bp0FtdBrvxT91ym3hIlmeZyj6M/view?usp=sharing
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

ICT Infrastructure

The following are the ICT facilities available in the institution:

- Network Resource Centre (Computer Lab) is well-equipped with computers which are highly configured (Intel core i3 Processor with 4GB RAM - 30 Computers) with DVD Writers and Head-Phones, connected through centralized IBM Server. The laboratory has internet facility with 10 mbps line which ensures speed. All the computers are enabled with EDUCOMP - Smart class facility along with audio-video support. For an uninterrupted power supply, centralized UPS units are installed to provide backup power supply for all the computers and server.
- Interactive Smart Class rooms were set up in all laboratories.
- Additional educational CDs on school subjects and Teacher Education subjects have been procured.
- Internet facility with Wi-Fi for all computers is available.
- As per the new NCTE regulations, a paper on ICT is compulsory and in each methodology course one of the units contains ICT related content.
- The faculty members make use of power point presentations in classroom transactions. They make use of ICT in the preparation and execution of lessons, seminars, team teaching and any other related work.
- The whole campus is Wi-Fi Connected.
- All the classrooms and laboratories are equipped with LCD projectors and computers with latest configuration. Through the local area network, the resources available in the Smart class facility are accessed in the classrooms.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

D. 50 MBPS - 250MBPS

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://srkv.org/live/
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://drive.google.com/open?id=1iSz8D7ZKHHFh3fPECxgVl-7UD_cOtsV5
Any other relevant information	View File

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)

89662

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

Systems and procedures for maintaining and utilizing physical, academic and support facilities.

The following are the general laboratories available with the institution:

- Adapted Physical Education Centre
- Network Resource Centre
- EDUSAT Laboratory
- Educational Technology Laboratory
- Language Laboratory
- Psychology Laboratory

The following are the Method Labs:

- Mathematics Laboratory
- Physical Science Laboratory
- Biological Science Laboratory
- History Resource Centre
- Commerce Resource Centre
- Language Laboratory

The facilities of the laboratories have been enhanced based on the recommendations of the faculty concerned and availability of funds.

Stock registers of all the infrastructure facilities of the college

are maintained and are scrutinized by the Principal. Inventory checking is done once in a year especially at the end of each academic year.

A common maintenance department established by Ramakrishna Mission Vidyalaya undertakes periodical maintenance work and has technicians, skilled labourers and menial workers in order to cater to the needs of the college for maintaining infrastructure facilities and equipment. Electricity internet and other networking connections to the laboratories are regularly monitored and repair works are carried out by the Maintenance department.

Library and Research Resource centre

Utilising the huge collection of Reference Books, Educational and Research Journals, Theses and Dissertations, Research Reports, Encyclopaedias, Audio Visual Equipments, Educational CDs, magazines and journals.

Accessing e-resources through INFLIBNET, PEARSON and British Council, Open-Source Journals and Magazines through our Digital library.

Sports complex

Used for all the physical and health education activities and for organizing the sports day activities of the college

Classrooms

The B.Ed. and M.Ed. classrooms are well equipped with a fixed LCD Projector, Interactive Board and a computer and an overhead projector to conduct technology based lessons. Mike and sound box facility is made available to make the lecture classes effective. There is sufficient seating capacity for more than hundred students.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.srkvcoe.org/gallery/index.php?sfpg=TGFib3JhdG9yaWVzLyogZDE3MmFkY2RhOTIxNWJhZDJlMmVhMmMwNDA3MWRmOWQ1M2QxMjc3YjFjNmIzMjkwZWlwNTJiMjQ4Y2MyOTcyOQ
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the

Nine or more of the above

one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Four of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

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
7	16

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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).

1

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

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

Major Activities of Student Council:

- Coordinating the activities of various clubs, cells and associations.
- Coordinating with the faculty in organizing various activities during Gurupuja celebrations and other days of International and National importance.
- Taking initiative in publishing the Annual Magazine
- Coordinating the activities of library week celebration.
- Coordinating the activities of Swachh Vidyalaya Programme
- Taking up cleaning activities in the adopted village
- Conducting various cultural activities and competitions
- Co-operating and coordinating with the students and faculty in

organizing workshops, seminars and other curricular and co-curricular activities in the college.

The financial support for the activities of the Student Association is rovided by the institution.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

7

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

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 alumni have provided the required educational feedback from time to time to ensure the growth and development of the institution.

The contributions of the alumni association to the institution are as follows:

- The alumni contribute to the overall academic growth of the institution by playing a major role as members of various committees, resource persons, job providers..
- The alumni have given valuable suggestions for the improvement of various activities in the institution.
- They also suggested to conduct various activities and programmes for the schools in various other districts of Tamil Nadu.
- The alumni help the college in conducting various add-on programmes of the college.
- The alumni help the college in organizing various activities for the practice teaching schools.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Yes. Informal feedback and data are collected by the institution from the student-teachers at the end of the academic year for future curricular planning and the same is shared with the faculty.

Suggestions and feedback are also sought from the alumni of the college and the various employers/school personnel who come for campus recruitment.

On the basis of the feedback obtained from the students and the suggestions of the faculty, alumni and employers, necessary changes are made in the teacher preparation programme.

The management supports the faculty as well as the non teaching staff regarding administrative issues and gives feedback from time to time for the growth and development of the institution.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership 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.

Purpose

As portrayed by the Ramakrishna Mission's emblem, the objective of all education and training is to rely on a harmonious blend of knowledge, devotion, work, and concentration. Identifying and developing one's intrinsic perfection in doing any act will be a harmonic blend of these aspects. The institution's vision and mission reflect these values and lay the groundwork for preparing individuals to become inspired teachers who are committed to serving society with compassion.

Vision

Striving for Excellence in teacher education by training confident, competent, committed and solicitous teachers and teacher educators through value-based education comparable to Global standards.

The following are examples of how the institution's vision is represented in the curriculum:

- In order to provide quality teacher education and employment, the school refreshes its curriculum on a regular basis depending on latest advancements. All innovative teaching-learning approaches are represented in the curricula, which provide sufficient practical/field experiences to prepare skilled and committed teachers and teacher educators.
- Adding value education and research components to the curriculum ensures that teachers and teacher educators are imbued with moral, ethical, and social values while dealing with real-life problems and issues.

Mission

Empowering student-teacher with quality knowledge, specialized pedagogic skills and ability to use creative and innovative methods through proper training to become effective teachers and teacher educators by inculcating right attitude and holistic values blended with tradition and modernity.

The following are examples of how the institution's mission is represented in the curriculum:

- Curriculum transactions are carried out using appropriate, practicable, and relevant teaching methods and strategies, as well as the required mechanisms to ensure that student-teachers' academic growth is consistent.
- Including students and teachers in daily assembly meetings, weekly common prayer meetings with special talks, spiritual retreats, and youth conventions helps pupils learn moral, ethical, and traditional values.
- All student-teachers are given opportunity to organise and engage in cultural programmes, as well as volunteer to help with common activities, allowing them to become self-sufficient and meaningful.
- They are disciplined and focused due to a common dress code, the development of non-scholastic abilities through student associations, participation in community service and social awareness events, as well as sports and games.
- Curriculum provides opportunities for students to improve their skills.
 - Providing opportunities for teaching, non-teaching staff, and students to participate in all academic committees and express their thoughts.

Stakeholders are informed of the above stated purpose, vision, mission, and values by:

- Calendar of activities, College diary, and Newsletter are distributed, and information is posted on the website.
- Bulletin boards.
- Orientation sessions
- Commemorating significant collegiate events.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The Principal uses interactive consultation with the faculty to carry out the institution's activities in a democratic manner. The institution decentralises power to the teachers, giving them complete autonomy in carrying out the work. All subject instructors, coordinators, and committees have power, which is decentralised in a hierarchical manner. Faculty members carry out their responsibilities by organising several committees and cells.

The following committees have been formed, albeit all decisions are made by the governing body.

- Governing Body – Management, UGC Representative, University Representative, Education Experts, Local Community Leaders, Principal, and two senior faculty members make up the governing body. The committee meets twice a year to discuss and approve various institutional operations.

- Education Experts, Subject Experts, University nominations, Alumni, Principals, and Staff Members make up the Board of Studies and Academic Council. The committee meets at least twice a year to plan institutional activities and to implement necessary curricular adjustments based on committee members' ideas.

Expert Educationist, Principal, Senior Staff, and a Staff Representative make up the Planning and Evaluation Committee. The group meets twice a year to discuss and prepare institutional events.

- IQAC - Because IQAC is made up of senior faculty members, academic

specialists, administrators, and industrialists, the meeting's discussion and debates result in helpful proposals for improving both academic and non-academic activities. Taking steps to put such constructive suggestions into action benefits the university in the long run by insulating excellent inputs in all academic endeavours.

Aside from these statutory committees, the institution has other committees for the administration of various institutional operations, such as

- Admissions committee
- Sports committee
- Library committee
- Examination and Evaluation Committee

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

In the following areas, our organisation maintains transparency.

Accounts:

Only the Public Financial Management System (PFMS) is used to submit invoices.

We prepare salary bills for the entire staff utilising the Integrated Financial and Human Resource Management System (IFHRMS) software.

Every year, we receive Utility Certificates from an Authorized Auditor for all of our accounts, such as (Autonomy Grand, UGC Grand, Projects fund etc.)

Academic: Every year, we perform thorough internal and external academic audits.

Administrative: In every way, we adhere to the NCTE and UGC Norms.

We are holding all committee meetings in a proper and timely manner (Board of Studies, Academic Council, Finance Committee, IQAC,

Planning and Evaluation Committee etc).

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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

The Ramakrishna Mission Vidyalaya, Coimbatore, is a branch of the Ramakrishna Mission, Belur, Kolkata. The Ramakrishna Mission is a global organisation with branches all over the world that is registered under the Societies Registration Act of 1860. The Management Committee, which nominates the Secretary of the institution, is in charge of the college's overall management. The nominated secretary serves as the Secretary/Correspondent of the College Committee/Governing Body with the agreement of the Government. The Chairman of the College Committee/Governing Body is the Secretary of the Management Committee. The Tamil Nadu Private College Regulation Act 1976 governs the formation and operation of the college committee. The Governing Body is formed and functions as follows:

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.srkvcoe.org/aqar.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 recruitment is carried out in accordance with UGC/TNTEU/State Government regulations. The college hires faculty members based on the college's needs and requirements, while also adhering to NCTE, UGC, and university guidelines. For grant-in-aid positions, these legislative and regulatory organisations' recruiting policies, wage

structures, and service conditions are observed. Management appoints the rest of the academics and personnel. The Management selects applicants based on their qualifications, capabilities, and experience, as well as their merit.

Faculty members are hired based on the availability of qualified candidates, either through advertisements or word of mouth. They are chosen through a formal selection process that follows the institution's rules and regulations.

The following committees have been formed and are meeting on a regular basis. Academic Council, College Committee, Board of Studies, Examination, Finance Committee, Planning and Evaluation Committee, Admission Committee, Students Welfare Committee, Grievance and Appeal Committee, Ragging Curb Committee, IQAC.

File Description	Documents
Link to organogram on the institutional website	https://www.srkvcoe.org/pdfs/GovernanceStructure.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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 following committees have been formed, albeit all decisions are made by the governing body.

- Governing Body – Management, UGC Representative, University Representative, Education Experts, Local Community Leaders, Principal, and two senior faculty members make up the governing body. The committee meets twice a year to discuss and approve various institutional operations.
- Education Experts, Subject Experts, University nominations, Alumni, Principals, and Staff Members make up the Board of Studies and Academic Council. The committee meets at least twice a year to plan institutional activities and to implement necessary curricular adjustments based on committee members' ideas.
- Expert Educationist, Principal, Senior Staff, and a Staff Representative make up the Planning and Evaluation Committee. The group meets twice a year to discuss and prepare institutional events.
- IQAC - Because IQAC is made up of senior faculty members, academic specialists, administrators, and industrialists, the meeting's discussion and debates result in helpful proposals for improving both academic and non-academic activities. Taking steps to put such constructive suggestions into action benefits the university in the long run by insulating excellent inputs in all academic endeavours.
- Aside from these statutory committees, the institution has other committees for the administration of various institutional operations, such as Admissions committee • Sports committee • Library committee • Examination and Evaluation Committee

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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

- A loan can be obtained through our Vidyalaya Cooperative Society, and the campus's health care system is an additional aspect in the staff's well-being. All faculty members are covered by an accident insurance policy.
- Faculty members are supplied with residential quarters at a low cost.
- As part of the UGC development grant, the college additionally marks and sets aside a significant amount of money in the college Autonomous budget for faculty training and retraining, as well as participating in and hosting workshops, seminars, and conferences for faculty and students.
- Faculty salaries are increased and revised on a regular basis.
- Needy people are given interest-free loans.
- The professor has access to EPF, ESI, and gratuity funds.
- Employees' children

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

2

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

12

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

3

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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.

The institution keeps track of faculty and non-teaching staff performance through self-evaluation and student evaluations of faculty performance. The results of such assessments are analysed by the college and used to improve faculty teaching, research, and service.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

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

Accounts are audited on a regular basis. Internal and external auditing are both in place at the college. Management conducts the internal audit, while the Account General Office and the Joint Directorate of Collegiate Education conduct the external audit. So yet, no serious audit concerns have been raised.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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.

- To allocate financial resources, the institution has internal and external financial audit mechanism. During the annual financial planning, budget is allocated after discussion with the financial committee members. For sustaining the changes resulting from action plans, financial resources are allocated by the management.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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

IQAC is consisted of senior faculty members, academic experts, administrators and industrialists, the discussion and debates held during the meeting lead to evolve constructive suggestions for the quality enhancement of both academic and non-academic activities. Undertaking initiatives to implement such constructive suggestions benefit the institution consistently to insulate quality inputs in all academic endeavours.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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.

Teaching Learning Process is periodically evalutaed through several mecahnisms in the institution.

- 1. Effective usage of teaching methods and techniques**
- 2. Integration of ICT in Teaching Learning Methods**
- 3. Regular Feedback obtained from stakeholders**
- 4. Curricular aspects are properly taken care using a systematic structure consisting Curriculum Development Cell - Board of Studies - Academic Council.**

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

10

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.srkvcoe.org/pdfs/AQAR_ATR_2020_2021.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.srkvcoe.org/aqar.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

The college uses the services of the following committees for monitoring, evaluating and revising its vision, mission and implementation plans. The Heads of different committees monitor the progress of work. Institution keeps track of the various activities, both academic and administrative for effective functioning. IQAC monitors the activities of the college and the activities gets refined every day. Orientation on research activities has gained momentum. Technology integration in classrooms have defined a new method of teaching and learning. Various Committees and Cells ensure the quality of the academic and administrative activities.

- Governing Body, which meets twice a year.
- IQAC, which meets quarterly.
- Vidyalaya Institutional Heads meeting, conducted every week.
- Staff meetings.

Based on the policy revision norms of regulatory bodies, accreditation agency and change of rules and regulations of the local Government, the vision, mission and implementation plans monitored, evaluated and revised.

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

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 Ramakrishna Mission Vidyalaya College of Education (Autonomous) has facilities for alternate sources of energy and energy conservation measures. The institution has Solar panels and Biogas plants to generate energy resource.

1. Solar Panels: Since solar power is pollution-free and causes no greenhouse gases to be emitted, solar panels are installed on the roof of our college building that used to generate energy and saves electricity conception in college and college hostel. It reduced dependence on electricity and fuels/oils. The college and college hostels on campus are provided hot water through solar water heaters, thus saving a huge amount of electricity.

2. Biogas Plant: Since Biogas is Environment-friendly source, two biogas plants (started as a waste management project to treat waste from the canteens and college mess) are installed that used to convert kitchen waste into a daily supply of cooking gas.

In every 25 days, the waste remaining after gas generation is converted into manure used at campus gardens.

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

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

WASTE MANAGEMENT

Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous) has a well-planned waste management policy and has an effective mechanism for waste management.

Solid Waste Management:

- Solid Waste Management in our college refers to the collecting, treating, and disposing of solid material that is discarded or is no longer useful. Solid waste management is an important aspect of our institution.
- The left over waste from the hostels and canteen is segregated into bio-degradable and non-bio degradable waste. The bio-degradable waste is put into a pit and left to ferment which will be used later as fertilizer to plants in the campus. The non-bio degradable waste is placed into dustbins which are further collected by the municipal authorities.
- Two biogas plants (started as a waste management project to treat waste from the canteens and college mess) are installed that used to convert kitchen waste into a daily supply of cooking gas. In every 25 days, the waste remaining after gas generation is converted into manure used at campus gardens.
- One of the easiest way to reuse paper is to use the backside of a used piece of paper for a new document or picture. In our institution the written assignments submitted by the students in paper are reused after keeping them for a specified duration in store room. The unwritten/ unprinted pages of used papers are reused to send circulars and other documentation purpose.
- The old books, old newspapers, assignments and test papers that are used for internal tests are given away for recycling after keeping them for a specified duration in store room. This ensures effective paper recycling which further aids in fewer trees being cut down.

b) Liquid Waste Management:

An effective Sewage Treatment Plant (STP) functions inside the Vidyalaya campus.

c) E-waste management:

The e-waste generated in all the institutions in Vidyalaya campus are collected together from all the departments and handed over to an external e-waste recycling agency.

d) Waste Recycling System:

The bio-degradable solid waste is put into a pit and left to ferment which will be used later as organic fertilizer to plants in the campus.

All these ensures that the College has an effective mechanism for waste management and takes care of the waste generated regularly by reducing the waste and make an effort for its re-use and re-cycle.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

All of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain

All of the above

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	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Maintenance of Cleanliness, Sanitation, Green Cover and providing a Pollution Free Healthy Environment in College

Sri Ramakrishna Mission Vidyalaya College of Education is always committed to maintaining a clean college environment sets a good example to students, teachers, other staff and common public. Our college is committed to maintain cleanliness, sanitation, green cover and providing a pollution free healthy environment. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanliness in Campus:

1. Provide door mats in each class.
2. Keep trash bins in each working station and class.
3. Start recycling practices in the college.
4. Encourage students and teachers to keep things away immediately

after use.

5. Organise campus cleaning events like Swachh Bharat and Swachh Vidyalaya.

6. Clean the campus facilities frequently.

7. Employed professional cleaning team.

Sanitation:

1. Personal hygiene - Use of sanitiser / face mask

2. Safe drinking water

3. Toilet/ human excreta disposal

4. Disposal of waste water

5. Solid waste management

6. Environmental sanitation

Green Cover

The college is endorsing and enforcing measures to make the college a carbon negative campus using the following:

1. Solar Plant

2. Rainwater Harvesting

3. Utilizing Natural Light and Air

4. Green landscaping with trees and plants

Pollution Free Healthy Environment

1. Using Bicycles

2. Recycle and Compost.

3. Waste control and e-waste management

4. Dustbins on the Premises
5. Waste control in entire campus
6. No use of plastic in campus
7. Use of dust proof chalks in classrooms
8. Minimum use of Photocopy/Printing

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

Sri Ramakrishna Mission Vidyalaya College of education is always sensitive and emphatic towards social, environmental and community problem. Time to time the college has organized the various programmes, awareness programmes, seminars, and webinars touching the issue of environment, society and community. In association with Ramakrishna Mission Vidyalaya, the college has been rendering service to the local society to nurture a healthy environment.

Students and faculty members are encouraged to engage in various community related programmes and render their services to the local community. Each and every student along with faculty members are fully involved in the social developmental activities, national festivals, awareness rallies and government and non-government campaigns.

College plays an effective role as a catalysts in the area to maintain peace and national integration. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. These activities have a very positive impact on society's cultural and communal thought directly. The college thereby celebrates Guru Puja, Independence Day, Republic Day, Gandhi Jayanthi etc every year with great honour and respect. These programmes organized by the college promote greater value of life, love, integrity, fraternity and patriotism in the minds of the students. The students have engaged in taking free tuition to the vulnerable students in adopted village Bharati Nagar, and engaged in community services to the local community people.

Guru Puja : The Public Celebration of the Birthday of Bhagavan Sri Ramakrishna.

Gurupuja celebration, a socio-cultural function, is organised every year in which all the students involve in extending voluntary social service to the public with the guidance of teachers. During this celebration, spiritual, educational and cultural programmes are conducted exclusively for the benefit of the local public. The educational exhibition organized as part of the Gurupuja celebrations is beneficial to teachers, student and community as well. More than 50000 people were provided free noon meal on the day of guru puja.

Village adoption

Educational, medical, and basic needs of the people of the adopted village - Bharati Nagar - are attended to by the students of the college. Social service camps are being organized and activities such a tree plantation, overall cleaning of the village, counselling on hygiene and sanitation, etc. are carried out. Student teachers of our college have engaged in taking free tuition in the weekends to the students in the village to fulfill their basic educational needs.

COVID 19 Relief Work

In the wake of COVID-19 pandemic, the Ramakrishna Mission Vidyalaya, Coimbatore have initiated relief services to meet the pressing need of the afflicted, especially the poor and needy, as a part of ongoing relief work in connection with the global outbreak of Corona-Virus, Ramakrishna Mission Vidyalaya, Coimbatore, distributed cooked food items, dry food items and medicines for the needy people. Faculty members and non teaching faculty members of Sri Ramakrishna Mission Vidyalaya College of Education engaged in COVID 19 relief work and rendered their service to the society.

Thus a sense of commitment towards society and responsibility towards community and humanity at large is instilled in the mind of the students and teachers.

<https://srkv.org/guru-puja-2022-photo-gallery/>

<https://srkv.org/guru-puja-2020-invitation/>

<https://srkv.org/category/extension-activities/>

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

<p>7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized</p>	<p>A. All of the above</p>
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

<p>7.2 - Best Practices</p>
<p>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</p>
<p>Best Practice: 1- Providing inter-disciplinary curricular experience to cater to an inclusive society 1.1 Objectives Special education teachers are linked with the institution to enable student-teachers understand the needs of an inclusive classroom. The heterogeneity of the students raises an environment to enable students to have an</p>

interdisciplinary curricular experience by collaborating with special education units. Such practice prepares the student-teachers to deal with the diverse needs of learners in the classroom. 1.2 The Context Inclusion is a concept that has gained a lot of importance especially during the last decade and there is a need to prepare student-teachers to cater to an inclusive society. They should be able to attend to the diverse needs of learners in the classroom. This provides the teacher experience to work with Knowledge drawn from multi-disciplines which shapes the learning experience. Such practice attempts to prepare the student-teachers to handle the heterogeneous class that includes students with special needs. Interdisciplinary curricular experience is a model that students with special needs spend their time with normal students. The goal of inclusive education is to provide the students with most appropriate learning environment and opportunity to achieve the best of their potential. 1.3 The Practice Realizing this need, theory papers in Special Education are conducted both at the B.Ed and the M.Ed levels. In B.Ed, Special Education is being offered that uncovers topics like types of disabilities, service delivery models, rehabilitation methods etc. and Education of the Differently abled is offered for M.Ed where the same topics in greater depths along with reach in special education is also being taught. The services of faculty members who are members of RCI are utilized for the conduct of these courses. Opportunities are provided for M.Ed students to have a three week field internship programme at the Faculty of Disability Management and Special Education (FDMSE). 1.4. Evidences of Success: Student-teachers get to know about the curriculum and each of the special education units functioning in detail and get a hands-on-experience on using some of the facilities in the institution. The students also will have a hands-on experience in handling the equipment and corrective methods for specific disability. The alumni of the college who are working as teachers in various schools have also vouched that the exposure given on topics related to inclusive education have helped them a lot in their teaching career. 1.5 Problems Encountered and Resources Required: Adjusting the time of the internship programme to the convenience of both the institutions is the major problem encountered. Dedicated and experienced college faculty who are capable of handling papers in special education and keep themselves updated on the new developments in the field. Best Practice:2- Organizing Personality Development And Educational Programmes For The Children Of The Adopted Village 2.1 Objectives: As a mark of commitment to serve the society, a village called Bharathi Nagar is adopted by the institution. All student-teachers involve in the service of the inmates of Bharathi Nagar. Focused camps are organized to ensure education and primary medical care for the

children of the adopted village. The student-teachers also help in the development of social skills among children of the adopted village. This instills a sense of responsibility in serving the needy among the student-teachers

2.2 The context A village called Bharathi Nagar is adopted by the institution to provide basic literacy and improving social skills among the children. Faculty and student-teachers actively participate in organizing regular interactions, camps, awareness programs. Focus was given to the educational, medical and basic needs of the village people.

2.3 The practice Free education is offered to the children from their locality in the Vidyalaya Schools. There are four Vidyalaya schools in the vicinity where the students from Bharathi Nagar are admitted for schooling. Students from the College of Education engage school students with free coaching classes after the school hours. Students will be picked up from their homes and they are brought to the Vidyalaya and are provided with meals at free of costs. All round care is taken of logistics, food, education and well-being. Free medical camps and awareness programmes are also organized for the children to address the health care needs of the adopted village.

2.4 Evidences of Success: The village people have positive feedback about the initiatives taken by the institution for the betterment and overall development of the children of Bharathi Nagar. Regularity of the children of the adopted village in the Vidyalaya schools has improved. Illiteracy problems have been taken care of to a great extent by providing schooling to the younger generation. The general health condition of the people in the adopted village has improved.

2.5 Problems Encountered and Resources Required: Inadequate support of illiterate elderly people in the village is a serious threat. The elderly who are illiterate refuse to see the benefits of literacy for the younger population and thus demotivate. The resources required are additional learning materials to cater diverse needs of the children are the resource to be ensured for the continuity of the program.

Practice: 3- Periodical Publication of the Abstracts of the College Journal.

3.1 Objectives Sri Ramakrishna Mission Vidyalaya College of Education have approved research supervisors and this is the only research centre in the vicinity. Hence, the institution provides all resources for conducting research in the field of education. The objectives of this practice is to disseminate research practices carried out in the various areas of education and to help researchers gain understanding of the work done in their areas of interest and identify topics which are worth exploring. This helps researchers to know about various research methodologies and analyze the importance of the findings of a particular study.

3.2 The Context The institution already publishes the Journal of Education Research and Extraction, and being the 58 th year of the publication of the journal, Research Abstracts on

Education has been compiled to present widely scattered research in a compact form, and assist in making encapsulated information and recommendations of research available to planners, programme implementers and young researchers. The abstract is not a simple abstract that the author has sent. But these abstract are very systematically prepared to give a holistic understating of the published research that are abstracted.

3.3 The practice The college has a long legacy of nurturing research and has been publishing the 'Journal of Educational Research and Extension', a peer reviewed quarterly journal since 1964. Fifty Seven volumes have been published till date and the abstracts combined from articles are a great source of knowledge to researchers. Only few reputed institutions publish research abstracts regularly and our institution is one among them.

3.4 Evidences of Success: The college alumni and students have reported that the publication of abstracts has helped them a lot in pursuing research in the educational field. Positive feedback has also been obtained from the colleges subscribing the journal.

3.5 Problems Encountered and Resources Required

- Want of adequate prior training for those involved in preparing the abstracts
- No major difficulties encountered in publishing the abstracts

Best practice: 4 - Accessibility of Open Online Instructional Resources in Laboratories

4.1 Objectives

- To equip the student-teachers with ways of dealing with diverse learners in the classroom.
- To provide student-teachers with ways to explain concepts in clear and concrete ways.
- To equip student-teachers with skills to provide better opportunities to visualize concepts

4.2 Context Lot of open online instructional resources is available these days on all school subjects. Most of the schools may not be able to afford certain lab equipment due to cost factor or their unavailability. Online open access instructional resources are the best option in such situations. Experiments in visualized forms can be watched and understood.

4.3 The practice The college has made an attempt to train student-teachers in the use of such online resources so that in future, they will be able to provide better multisensory learning experiences to students. Some of the open access resources used are like TED, Periodic videos, biology corner, and other open educational resources. Videos by native speakers provide good understanding of the subject with understandable communication that helps the students to prepare for competitive exams like IELTS etc. The subject laboratories in the college have been equipped with the required online instructional resources. Smart class facility installed in the EDUSAT lab is also equipped with a lot of learning resources on school subjects and accessed Local Area Network (LAN).

4.4 Outcomes of the practice Student-teachers have found the use of these online instructional resources as great means not only to teach students in schools, but also to

better their own understanding of the concepts. The animations and simulations through these resources proved to be a lot helpful for slow learners during the remedial sessions. 4.5 Problems Encountered and Resources Required There needs to be good Wi-fi connectivity in the labs and needs prompt technical help in labs. Initial reluctance on the part of student-teachers to get acquainted with its access is something that needs to be fought by oneself. Support of the technical staff to install the required software and Infrastructural facilities needs support resources.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

Institution Distinctiveness Sri Ramakrishna Mission Vidyalaya College of Education: Sri Ramakrishna Mission Vidyalaya College of Education, started in the year 1950, and the autonomous status was conferred in the year 1981- 82, being the First Autonomous College of Education in India. The College was initially affiliated to Madras University, later to Bharathiar University and presently affiliated to the Tamil Nadu Teachers Education University. The College of Education is a unit of Ramakrishna Mission Vidyalaya and has completed 70 years of purposeful service to the student community and society. The College offers B.Ed., M.Ed.,(in the year 1964) M.Phil., Ph.D., (Full time and Part time) Programmes (1977 and 1966 respectively). The courses offered by the college are recognized by the National Council for Teacher Education (NCTE) and Tamil Nadu Teachers Education University, Chennai. The College aims at man-making and character building education as advocated by Bhagavan Sri Ramakrishna, Swami Vivekananda and Mahatma Gandhi. The College is equipped with full - fledged infrastructural and instructional facilities for Teaching, Research and Extension activities in Teacher Education. The B.Ed., and M.Ed., (Two Year Programmes) as per NCTE norms comprising four semesters as Core Courses, Pedagogy Course and papers on EPC (Enhancing Professional Capacities) and Practicals are offered at B.Ed., Level.(A Compulsory paper on Moral and Social Values is also offered among the Core Courses). The M.Ed., Programme has twelve theory papers and practical activities. Besides the above, the research work and

submission of a thesis is compulsory for all M.Ed., students. The College offers M.Phil., and Ph.D., Programmes on full-time and part-time basis. The Ph.D., and M.Phil., Programmes of the college were introduced in the years 1966 and 1977 respectively and thus the College has

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

NAAC