



## YEARLY STATUS REPORT - 2021-2022

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	Sri Ramakrishna Mission Vidyalaya College of Education
• 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:	9487023668
• Registered e-mail ID (Principal)	gsubramoni@gmail.com
• Alternate Email ID	coe@srkv.org
• Address	Perianaicken Palayam, SRKV Post
• City/Town	Coimbatore
• State/UT	Tamil Nadu
• Pin Code	641020
<b>2.Institutional status</b>	
• 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				
• Name of the IQAC Co-ordinator/Director	Dr. M. Jagadesh				
• Phone No.	9843931342				
• Alternate phone No.(IQAC)	9994623937				
• Mobile (IQAC)	9843931342				
• IQAC e-mail address	iqacsrkvcoe@gmail.com				
• Alternate e-mail address (IQAC)	coe@srkv.org				
<b>3.Website address</b>	<a href="https://srkvcoe.org/">https://srkvcoe.org/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.srkvcoe.org/pdfs/AQAR_2020-2021.pdf">https://www.srkvcoe.org/pdfs/AQAR_2020-2021.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.srkvcoe.org/pdfs/ay_2021-2022.pdf">https://www.srkvcoe.org/pdfs/ay_2021-2022.pdf</a>				
<b>5.Accreditation Details</b>					
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
<b>6.Date of Establishment of IQAC</b>			26/04/2014		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Dr. M. Jagadesh	Major Research Project	ICSSR	12/03/2022	500000	

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9. No. of IQAC meetings held during the year</b>	<b>4</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>1. A Faculty Development Programme (FDP) on "Quality Mandate for Higher Education Institutions in India" 2. A Faculty Development Programme for Non-teaching staff on "History of Ramakrishna Math and Mission" 3. A Faculty Development Programme for College Teachers on ICT 4. Activities at Government Observation Home through Extension Services Department</p>		
<b>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).</b>		
Plan of Action	Achievements/Outcomes	
Quality Mandate for Higher Education Institutions in India	FDP conducted among Vidyalaya HEIs	
Number of Extension Services Activities to be increased	Number of activities conducted through Extension Services Department	
<b>13. Whether the AQAR was placed before</b>	<b>Yes</b>	

<b>statutory body?</b>	
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
IQAC	09/11/2021
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2021-2022	26/12/2022
<b>15. Multidisciplinary / interdisciplinary</b>	
NA	
<b>16. Academic bank of credits (ABC):</b>	
NA	
<b>17. Skill development:</b>	
Various Skill Development Programmes conducted for Children at Government Observation Home, Coimbatore through Extension Services Department.	
<b>18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>	
A Faculty Development Programme for Non-teaching staff on "History of Ramakrishna Math and Mission" was organized	
<b>19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):</b>	
Efforts have been taken to incorporate Outcome Based Education in the forthcoming Academic Year 2022-23.	
<b>20. Distance education/online education:</b>	
Our College is an approved Study Centre for IGNOU Education related Programmes (B.Ed., MA (Edu), PGDET, PGDEMA, PGDSLM, CIG, PGPPED). The Study centre caters the need for students of Tamil Nadu, Kerala, Pondicherry and Andaman & Nicobar Islands.	
<b>Extended Profile</b>	
<b>2. Student</b>	

2.1	45
Number of students on roll during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	50
Number of seats sanctioned during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	35
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	21
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.5	21
Number of graduating students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	24
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	

4.1	1
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	40
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	<a href="#">View File</a>
Data Template	<a href="#">View File</a>

5.2	20
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

The college adheres to the NCTE 2014 curriculum structure because it is an independent institution. After that, the college started making 10% adjustments to the curriculum. In order to do this, institution identifies specialists from other Colleges of Education and invites them to propose changes to the current curriculum.

Value-added and self-paced courses were also included in the modified curriculum for the purpose of giving students the opportunity to earn more credits. The updated curriculum was also approved by the Curriculum Development Committee, Board of Studies and Academic Council. A structure for delivering a successful, well-established curriculum is in place at the college. At the beginning of each academic year, each faculty member provides students with personalised time schedules and reading lists for each

topic, which are displayed in the syllabus copy given to the students.

The curriculum incorporates experiential learning in the form of fieldwork and internships conducted at schools. Transparent Internal evaluation is done and feedback is provided. Through a variety of workshops led by college teachers as well as professionals from the industry and the community, interpersonal skills are improved. Students take SWAYAM/online courses.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

**A. All of the above**

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

**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	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://srkvcoe.org/course_proout.php">https://srkvcoe.org/course_proout.php</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **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**

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://srkvcoe.org/course_syllabus.php">https://srkvcoe.org/course_syllabus.php</a>

**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	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

43

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

43

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

43

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

43

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

### 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.

"Every child has the right to an education." Curriculum enrichment is a dynamic process that, in order to be effective, must be adopted in every educational system. As we all know, regardless matter how amazing the curriculum content is on paper or whatever theory or logic led to its design, the teacher makes the difference and plays a critical role in bringing it to life in the classroom.

It is also important to note that curricular enrichment cannot occur in a vacuum or without the engagement of classroom teachers.

Enrichment activities are those provided by colleges to students in order to broaden their education outside their core course of study.

The finest session comprised personal research, group projects, practical exercise, artistic expression, conversation, and brainstorming.

This method is often used by students, and there is evidence that it increases their motivation.

There is a strong commitment throughout the further education industry to provide opportunities for students to enrich their educational experiences.

Successful enrichment programmes increase students' motivation, achievement, and retention in college.

Communication skills and technological features are developed as part of curriculum enrichment by including value and self-study courses.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

Students are introduced to the various aspects of the Indian school system, as well as worldwide and comparative perspectives. In India, many educational systems are implemented based on the age levels listed below. In India, there are four stages of education: lower elementary (ages 6 to 10), upper primary (ages 11 and 12), high (13 to 15), and higher secondary (17 and 18). Lower primary school has five "standards," upper primary school has two, high school has three, and higher secondary school has two. Students must learn a common curriculum until they graduate from high school. At the higher secondary level, some specialisation is feasible. The various educational systems are discussed in the following curriculum documents.

When the CDC, BOS, and AC rewrote the syllabus, they also included the shifting school organisation into the new curriculum.

B1 CC 03 School Organization and Institutional Planning

Unit - 2: Various types of school administration and Instructional Strategies(9 hours)

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.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

By providing facilities, the Sri Ramakrishna Mission Vidyalaya College of Education promotes a conducive physical environment for quality education. There are several classrooms with traditional black, green, and white chalkboards.

The college has one seminar hall and one ICT enabled/smart class room. Computer and scientific laboratories have the instruments and equipment required to meet today's teaching and learning requirements.

There are several labs at the college, including a Fine Arts lab, a Psychology lab, and a Sports lab with a variety of game equipment. so that students can have fun while also developing their creativity

These physical structures have been enhanced through continuous monitoring.

The first section is called "Establishment." The college library has been extensively renovated and upgraded. Automation A portion of the

library has been completed, which will greatly benefit the valve added course mentioned in the revised syllabus. Certificate Program in Library and Information Systems

Faculty of Special Education and Disability Management (FDMSE) The faculty's mission is to prepare people with disabilities to become world-class teachers in special education and to provide them with the academic, vocational, and daily life skills they need. The Faculty is given the necessary facilities to accomplish the goals.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

45

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

45

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

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

31

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

24

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

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 students induction programme 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 counselling, 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 organising special programmes 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	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

**All of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**5:1**

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

**8**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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.
- Google classroom is a blended learning platform which help teachers streamline summative and formative assessments.
- Flipped learning which helps teachers to prioritise active

learning during class time by assigning students lecture materials and presentations to be viewed at home or outside of class.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Link to LMS	<a href="https://classroom.google.com/u/1/c/MzI0MjQ5Njk2NTc0">https://classroom.google.com/u/1/c/MzI0MjQ5Njk2NTc0</a>
Any other relevant information	<a href="#">View File</a>

### 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

44

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p>Five/Six of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.olabs.edu.in">https://www.olabs.edu.in,</a> <a href="https://www.khanacademy.org">https://www.khanacademy.org,</a> <a href="https://phet.colorado.edu">https://phet.colorado.edu,</a> <a href="https://srkvcoe.blogspot.com">https://srkvcoe.blogspot.com</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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**

All of the above

**Classroom Activities Community Engagement  
Facilitating Inclusive Education Preparing  
Individualized Educational Plan(IEP)**

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

**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**

Ten/All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.3 - Competency of effective communication is developed in students through several**

All of the above



**activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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/**

All of the above

**developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 carried out on two phases. Phase I consists of 4 weeks allotted for observation during the Iyear. Phase II consists of 16 weeks of teaching practice allotted for classroom teaching in the internship school during the IIyear. 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 explain the role and responsibilities of student-teachers during internship period. Student-teachers are expected to prepare 40 lesson plans for each pedagogical subjects.

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 performance of the student-teachers during the entire practice teaching programme.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

21

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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:** The lesson plans prepared by student-teachers are corrected and approved by the teacher educators. The teacher educators 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 and the headmasters

regarding the performance of the student-teachers and their feedback are noted.

**Role of School Principal:** The Head of the schools assign duties, monitors the overall behaviour and performance of the student-teachers during the entire practice teaching programme and provides constructive feedback.

**Role of School Teachers:** The mentor teachers officially guides and supervise all the academic duties and responsibilities of student-teachers. They approve the lesson plans, observe the classes of student-teachers, and train them to enrich their competencies. 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 classes of peer student-teachers and provide feedback in the concerned subjects. Student-teachers are engaged in group activities and assist each other to complete their academic activities.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.13 - Comprehensive appraisal of interns'**

Five of the above

**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**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

20

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

182

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The College of Education has arranged in house discussion with our faculty members related to the UGC's Quality Mandate Initiatives titled 'Quality Mandate for Higher Educations in India'. Later we have arranged a one-day Faculty Development Programme on 'Quality Mandate for Higher Education Institutions in India' on 5th February 2022. The focused areas of the book related to Quality improvement programmes in higher education, Values and ethics for quality higher education, Students' induction programme in higher education institutes, Role of ICT in higher education in India, University-society connect, Research and innovation in universities, Capacity building of faculty from higher education, Life skills, Evaluation reforms in higher education, Education system - student tracking and alumni network, Capacity building of teaching fraternity and quality in internationalisation, and System approach to skilling and vocation education in India were discussed. In this programme the faculty members from various institutions throughout the Vidyalaya participated and shared their views.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 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**

Five of the above



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

### 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 four 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 Retotaling or Revaluation of the same paper, depending upon the need.
- Double valuation is adopted for M.Ed. Programme. If the difference between I and II Examiners exceeds by 10 marks, the third Examiner is requested for Valuation and marks are awarded considering the better of the two valuations and the average of third valuation and the better score of the earlier valuations.
- For CIA-I, 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.
- 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 are 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 (Bachelor of Education or Master of Education) the feedback obtained from students and the staff are considered. The feedback 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 Curriculum Development Cell, Staff Council, Board of Study, Academic Council, College Committee and the Governing Council 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

16

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

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

[https://www.srkvcoe.org/pdfs/SSS\\_Analysis2022.pdf](https://www.srkvcoe.org/pdfs/SSS_Analysis2022.pdf)

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

5

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Three of the above

**functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above

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

**3.2 - Research Publications**

**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC**

**website during the year**

8

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

**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**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

45

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

### 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

45

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

45

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



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.

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 local community people.

"Adhyapana" - Free Tuition to Underprivileged Students in neighbourhood villages (Naickenpalayam & Vivekanandapuram).

Personality Development Programme and Vocational Training programmes for Children in Government Observation Home.

Swachh Bharath Activities at Palamalai Village.

Swachh Vidyalaya activities in the campus.

Students' engagement in National Achievement Survey in Association with Chief Educational Office of the district.

Students' engagement in Gurupuja Service Activities to the public and engagement in educational services by conducting educational exhibition.

The teaching-learning aids prepared by the student-teachers are shared with the internship schools.

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	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**NIL**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.4 - Collaboration and Linkages

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

**1**

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

**0**

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

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

**0**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>INFRASTRUCTURE AND LEARNING RESOURCES</b>
<b>4.1 - Physical Facilities</b>
4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words
The 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.

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.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.srkvcoe.org">https://www.srkvcoe.org</a>
Any other relevant information	<a href="#">View File</a>

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

0.72473

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

**Name of the ILMS software: OPEN BIBLIO Library Management Software (Multi-User)**

**Nature of Automation: Library is a Fully Automated**

The library has a collection 17,000 + 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	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://srkvcoe.org/library.php">https://srkvcoe.org/library.php</a>
Any other relevant information	<a href="#">View File</a>

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

Sri Ramakrishna Mission Vidyalaya College of Education has a gateway to access subscription based e-resources and curated open access resources. Through this users can access popular and highly reputed e-resources like N-List, Shodhganga, e-PGpatshala, NDL, Directory of Open Access Journals, Directory of Open Access Books, NPTEL, Swayam etc. Library and Learning Resource Centred used to provide awareness and hands-on-training programme periodically to our users to utilize these resources effectively.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Three of the above

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

**4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)****0.31442**

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

**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****178**

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://drive.google.com/file/d/liwplBNqUfNhKu-8AJahyW0GO5UvNRlmj/view?usp=share_link">https://drive.google.com/file/d/liwplBNqUfNhKu-8AJahyW0GO5UvNRlmj/view?usp=share_link</a>
Any other relevant information	<a href="#">View File</a>

**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**

**All of the above**

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**1:2**

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**E. < 50 MBPS**

**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**

**Five or more of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://srkvcoe.blogspot.com/">https://srkvcoe.blogspot.com/</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://youtube.com/playlist?list=PLSMIVrxJe07JArFdWSCF871yLkxfFzBPk">https://youtube.com/playlist?list=PLSMIVrxJe07JArFdWSCF871yLkxfFzBPk</a>
Any other relevant information	<a href="#">View File</a>

#### 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)****1.722672**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The 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

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.

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.

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	<a href="https://www.srkvcoe.org/index.php">https://www.srkvcoe.org/index.php</a>
Any other relevant information	<a href="#">View File</a>

## 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	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 one/s applicable**

Nine or more of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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)**

**Five or more of the above**

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

## **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
3	21

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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).

9

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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 provided by the institution.

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

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

2

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

#### 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	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

5.4.2 - Alumni has an active role in the regular

All of the above



**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**

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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. The following mechanism through alumni Association act as an effective support system.**

**The school collects informal comments and data from student-teachers at the end of the academic year for future curriculum planning and shares it with the faculty.**

Suggestions and criticism are also solicited from college alumni and various employers/school personnel that visit campus for campus recruitment.

On the basis of student comments and proposals from teachers, alumni, and employers, required improvements are made to the teacher training programme.

The administration assists the faculty and non-teaching staff with administrative difficulties and provides feedback on a regular basis for the institution's growth and development.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

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.

#### 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.

Institution's vision is represented in the curriculum:

- In order to provide quality teacher education and employment.
- Adding value education and research components to the curriculum.

#### 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.

Institution's mission is represented in the curriculum:

Curriculum transactions are carried out using appropriate, practicable, and relevant teaching methods and strategies.

- Including students and teachers in daily assembly meetings etc. 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.
- They are disciplined and focused due to a common dress code, the development of non-scholastic abilities.
- Curriculum provides opportunities for students to improve their skills.

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

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. 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.

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.
- Education Experts, Subject Experts, University nominations, Alumni, Principals, and Staff Members make up the Board of Studies and Academic Council. The committee meets twice a year to plan institutional activities.
- Expert Educationist, Principal, Senior Staff, and a Staff Representative make up the Planning & Evaluation Committee.
- 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. Aside from these statutory committees, the institution has other committees for the administration of various institutional operations, like
- Admissions committee • Sports committee • Library committee • Examination and Evaluation Committee.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.srkvcoe.org/pdfs/GovernanceStructure.pdf">https://www.srkvcoe.org/pdfs/GovernanceStructure.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="https://www.srkvcoe.org/pdfs/GovernanceStructure.pdf">https://www.srkvcoe.org/pdfs/GovernanceStructure.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	All of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 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.

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	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

- The free internet facility for teaching and non-teaching staff for their academic enrichment.
- The management encourages the teaching and non teaching staff to attend the various courses for professional development.
- Tamil Nadu state government is providing health insurance for all.
- For the self-financing teaching and non-teaching staff, our management is Medical camps are frequently organized by our institution in the campus.
- The management has a strong cherished desire and willingness to take care of the employees both
- Aided and un-aided, teaching and non-teaching. The staff members have been provided leave salary, festival advance, salary advance, provident fund/EPF, group insurance and health insurance by the management.
- The staff members are allowed to avail housing loans and personal



loans.

- On-Duty leave is provided for attending Workshops, Conferences Orientation courses, and refreshers courses.
- The management is providing financial support to the faculty members for attending Seminars etc.
- Research facilities are available for teachers pursuing their PhD.
- Management contributes an equal share of the Employee provident Fund for teaching and non-teaching staff.
- Residential Staff quarters are available within the campus for both the teaching and non-teaching staff at nominal rates.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

0

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

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

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC regulations.

The performance of each faculty member is assessed according to the Performance Based Appraisal System (PBAS).

Increments and Promotions are completely based upon their Performance.

#### Teaching staff

1.The performance of teaching staff is assessed on the following bases: their Professional Qualification, Academic activities, Research Guidance, Workshops / Certificate Courses / Online Certificate Courses attended/Completed, Papers presented in the Conferences / Seminars, Publications, Edited Books, Proceedings, Journals, Projects etc., Other than that, membership of professional bodies or societies are also recorded.

2.The institution also undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary.

#### Non-Teaching staff

1.All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal.

2.The various parameters for non-teaching staff members are assessed under different categories i.e. Knowledge of rules, , ability to organize work and carry out, ability and willingness to take up

additional load in times of exigencies, creativity and innovation, ability to and responsibility towards tasks.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

College regularly follows Internal & external financial audit system. Internal audit is conducted quarterly by the internal financial committee of the institution.

The committee thoroughly verifies the income and expenditure details and the compliance report of internal audit and they are submitted to the management. External audit is conducted once in a year by an external agency i.e. Joint Director of Collegiate Education, Coimbatore. Before the commencement of financial year, principal submits a proposal on budget, by considering the recommendations made by the Governing Body to the management. College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc. Further the accounts audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. The institution did not come across with any major audit objection during the preceding years. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

The institution and faculty take efforts for mobilization of funds. The IQAC explores funding schemes of various agencies like UGC, etc. The institution and faculty apply for various projects and developmental schemes. The college generates financial resources through its stake holders, government, UGC, local well-wishers and alumni. The Management helps to create a well- furnished and healthy campus for the students.

Optimal Utilization of Resources: College has policies for effective implementation and optimal utilisation of resources. The institution received funding from UGC and takes care of the received funds by paying through the Cheque, RTGS or NEFT and through online mode only. As per the priority and advice of committees, the funds are utilized for infrastructural development and beautification, ICT

devices up-gradation, student development and necessary equipment for the programmes. The grants received are spent with the consent of statutory committees.

1. **Institution Budget:** Every year annual budget is prepared well in advance as per the needs and requirements of the college through finance committee.

2. **Accounts and Audit:** All funds mobilized are properly accounted and documented. The audited utilisation statement of accounts is submitted to the funding agencies for specific grants.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

07

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

**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	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://srkvcoe.org/pdfs/AQAR_ATR_2021_2022.pdf">https://srkvcoe.org/pdfs/AQAR_ATR_2021_2022.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://srkvcoe.org/pdfs/AQAR_2020-2021.pdf">https://srkvcoe.org/pdfs/AQAR_2020-2021.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 has a well-

planned waste management policy. s

a) Solid Waste Management: Collecting, treating, and disposing of solid material that is discarded or is no longer useful.

The left over waste from the hostels and canteen is segregated into bio-degradable and non-bio degradable waste.

Two biogas plants 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.

b) Liquid Waste Management: An effective Sewage Treatment Plant (STP) functions inside the Vidyalaya campus.

c) E-waste management: 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.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Institution has water management and**

All of the above

**conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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.

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.

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

1. Using Bicycles 2. Recycle and Compost. 3. Waste control and e-waste management 4. Dustbins on the Premises 5.No use of plastic in campus .

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

0.55

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**WRITE UP**

Sri Ramakrishna Mission Vidyalaya College of education is always sensitive and emphatic towards social, environmental and community problem. From time to time the college organized various awareness programmes, personality development programme, vocational training and other services to society and community.

Students and faculty members are fully involved in the social developmental activities, national festivals, and government and non-government campaigns.

The college has been organizing different activities for students and local community to inculcate values of tolerance, harmony towards cultural diversities that made positive impact on society's cultural and communal thought directly. The college thereby celebrates Guru Puja, National important days every year with great honour and respect. The students have engaged in taking free tuition to the vulnerable students in neighbourhood villages and engaged in community services to the local community. Also personality development programme and Vocational training programme are being conducted for the welfare of children in Government observation home, Coimbatore.

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.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

A. All of the above

**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**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.2 - Best Practices

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

### Best Practice: 1

**Providing Inter-disciplinary Curricular Experience to cater to an Inclusive Society**

#### Objectives

Special education teachers are linked with institution to enable student-teachers understand the needs of inclusive classrooms.

#### 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.

Best Practice: 2

Organising Personality Development Programme and Vocational Training Programmes for the Children in Government Observation Home, Coimbatore

Objectives:

As a mark of commitment to serve the society, College of Education has been organizing Personality Development Programme and Vocational Training Programmes for the Children in Government Observation Home, Coimbatore through the Department of Extension Services of our college.

The Practice

The children in Government observation home have been provided with yoga and meditation training, special lectures for social and moral development, vocational training such as Domestic Appliances Repair and Services, two wheeler maintenance, Cell Phone Servicing, Plumbing, house wiring, drawing and painting.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

Sri Ramakrishna Mission Vidyalaya College of Education, started in the year 1950 obtained autonomous status in 1981-82, and became 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 TamilNadu Teachers Education University. The College has completed 70 years of purposeful service to the student community and society and it has

NAAC A++ grade. The College offers B.Ed., M.Ed., from 1964, M.Phil., (1977) Ph.D., (Full time and Part time from 1966) Programmes respectively that are recognized by the National Council for Teacher Education (NCTE) and TamilNadu Teachers Education University. The College is equipped with full-fledged infrastructural and instructional facilities for Teaching, Research and Extension activities.

The two year B.Ed., and M.Ed., Programmes comprising four semesters. B.Ed programme has Core Courses, Pedagogy and EPC Course (Enhancing Professional Capacities) and Practicals. A Compulsory paper on Moral and Social Values is also offered among Core Courses. The M.Ed., Programme has twelve theory papers and practical activities, and submission of thesis is compulsory for all M.Ed., students. Thus the College has distinctiveness related to its vision, priority and thrust.

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