



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION (AUTONOMOUS)

**SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION
(AUTONOMOUS), PERIANAICKENPALAYAM, SRKV POST, COIMBATORE -**

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www.srkvcoe.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ramakrishna Math and Ramakrishna Mission:

Ramakrishna Math and Ramakrishna Mission are twin organizations forming the core of a worldwide spiritual movement (known as Ramakrishna Movement or Vedanta Movement), which aims at harmony of religions, harmony of the East and the West, harmony of the ancient and the modern, spiritual fulfillment, all-round development of human faculties, social equality, and peace for all humanity, without any distinctions of creed, caste, race or nationality.

Ramakrishna Mission Vidyalaya

Sri. T.S. Avinashilingam, the Founder-Director and former Education Minister of Madras Presidency, nurtured the Vidyalaya with his visionary and devoted service. The Vidyalaya was affiliated to the Ramakrishna Mission, Belur Math, Howrah, West Bengal, in January 1935. Ramakrishna Mission Vidyalaya, Coimbatore, now a vast complex of 20 educational service wings, commenced its activities in the 1930 with the blessings of Bhagavan Sri Ramakrishna. The Father of the Nation, Mahatma Gandhi, laid the foundation stone of the first wing, a school. Swami Garishthanandaji Maharaj is now the Secretary of the Ramakrishna Mission Vidyalaya, Coimbatore.

Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous)

Sri Ramakrishna Mission Vidyalaya College of Education, started in 1950, is a premier institution of higher education located near the city of Coimbatore. It is a unit of Sri Ramakrishna Mission Vidyalaya, Coimbatore, which is spread over an area of 300 acres. This institution was the first Autonomous College of Education in India and is presently affiliated to Tamil Nadu Teachers Education University, Chennai and accredited with 'A++' Grade by National Assessment and Accreditation Council of India in the II Cycle. The courses offered by the college are recognised by the National Council for Teacher Education. The College aims at man-making and character-building education as advocated by Sri Ramakrishna, Swami Vivekananda, and Mahatma Gandhi.

Programmes offered:

1. Bachelor of Education (B.Ed) - 2 year Programme
2. Master of Education (M.Ed) - 2 year Programme
3. Doctor of Philosophy (Ph.D. – Part Time/Full Time)

Vision

Training confident, competent and responsible teachers and teacher educators with updated research and digital knowledge imbibing 21st Century Skills blended with emerging technologies through value-based teacher education towards pursuit of excellence on par with global standards.

Mission

Empowering student-teachers with quality domain knowledge, specialized techno-pedagogic skills and ability to use innovative methods in teaching by integrating appropriate ICT strategies.

Extending proper training to graduates and post-graduates to become efficient and effective teachers and teacher educators by inculcating right attitude and holistic values blended with tradition and modernity.

Encouraging research activities by prioritizing the thrust areas of research through re-visiting emerging trends in the field of Teacher Education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Long-standing Autonomy and consecutive higher grade of Accreditation status
- Availability of adequate Infrastructural and instructional facilities and its optimal utilization and periodical maintenance as per NCTE norms.
- Enriched curriculum with versatile components of skill enhancement.
- Periodical update of evaluation pattern to assess and monitor the incremental academic growth of students of all programmes.
- Establishment of STEM Lab and Educational Studio for leveraging advanced resources for better transaction of curriculum.
- Better linkage and continuous engagement with demonstration schools for skill enhancement and experimenting advanced instructional methods and strategies.
- Composite institutional campus accessible to offer various programmes of Higher Education, Teacher Education and Special Education Programmes.
- Collaborative Programmes through intra-institutional linkages.
- Participation in National Priority programmes such as VIDYANJALI, PARAMARSH, NMMS, UGC-Quality Mandate, Jeevan Kaushal, Unnat Bharat Abhiyan, Swachh Bharat, Energy conservation etc.,
- Decentralization of administration and intra-institutional collaboration.
- Invigorating Value-based education extensively in all programmes of Teacher Education.

Institutional Weakness

- Discontinuity of financial support from central and state level funding agencies for research.
- Lack of sabbatical leave for undertaking collaborative initiatives for research pursuits.
- Encountering procedural barriers in approving research proposals in spite of official protocols are strictly adhered to.
- Discontinuity of financial support to students of socially and economically backward category.
- Dearth of applicants due to belated single window admission process.

Institutional Opportunity

- Scope for expanding professional development programmes for schools, post-matric and higher

education institutions in the neighbourhood.

- Exploring additional opportunities for collaborative programs through institutional linkages in the future.
- Potential to implement Integrated Teacher Education Program (ITEP) as the institution is a multifaceted educational complex.
- Scope for implementing National Education Policy 2020 (NEP 2020).
- Opportunities to develop professional skills among aspirants who wish to appear for competitive examinations.
- Creating initiatives for adopting recent digital resources in transacting Teacher Education curriculum.

Institutional Challenge

- Encountering issues in implementing e-governance in both academic and administrative structure.
- Non-availability of career opportunities in the Government sector.
- Encountering issues in admissions due to mushrooming growth of Private Teacher Education Institutions.
- Technical bottlenecks in admitting students owing to unsuitable admission guidelines.
- Preparing students to excel in competitive examinations.
- Arranging campus placements by highly reputed quality institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Planning

Stages followed in planning, reviewing, and revising the curriculum are:

- IQAC ensures quality enhancement in transacting the curriculum by providing valuable inputs.
- Stakeholders feedback is used to identify areas where curriculum needs to be improved. After academic discussions, the revisions are presented in the Board of Studies for discussion.
- The recommendations of Board of Studies are consolidated and submitted to Academic Council for approval.
- The framed syllabi passed through Academic Council is implemented with the approval of Governing body.
- Periodic evaluation is done through Mid-Course Corrections, if needed.

Academic Flexibility

Each Semester in B.Ed Programme is offered with courses related to Perspectives in Education, Curriculum & Pedagogical Studies and Enhancing Professional Capacities. A range of Elective Courses are offered for the student teachers to choose from.

M.Ed Programme comprises Core Courses, Competence Enhancement Practical, Performance Enhancement Practical, Internship and Dissertation.

Outcome based value-added courses are offered for curriculum enrichment.

Curriculum Enrichment

- Curriculum is enriched with components of knowledge demonstration and skill enhancement.
- Knowledge Demonstration – Psychological, Philosophical and Sociological components.
- Skill Enhancement – Microteaching, Internship (Phases I & II)
- Development of Professional Competency – Communication Skills, NET/SET/TET/TRB/CTET Coaching, Preparation of Question Bank, Content Analysis etc.,
- Technology integration in mainstream curriculum is done. More emphasis on student-centric approach on teaching-learning is given.

Feedback Analysis

Stakeholders' feedback is analysed for curriculum enrichment. Constructive suggestions are incorporated in the curriculum.

Teaching-learning and Evaluation

Student Enrollment and Profile

Student teachers are enrolled based on eligible criteria and norms of NCTE and Tamil Nadu Teachers Education University through Single Window Counselling.

Honoring Student Diversity

An Entry-level Assessment is done. Remedial teaching is offered to the students in need. Multilingual interactions & inputs are practiced for the students from vernacular medium.

Teaching-Learning Process

Micro and Macro-teaching (Internship I & II) are effectively practiced. Multiple mode approach to teaching-learning is handled, Workshops on preparation of low-cost teaching aids are regularly conducted, Effective integration of ICT in teaching-learning, process is formulated..

Competency and Skill Development

Technology use and integration is a core component of Teacher Education Programme. Workshop on e-content development, workshop on tools & assessment, STEM lab orientation is given to student teachers.

Periodic field visits are integrated into the curriculum.

Skill development through outreach activities – workshop on effective communication and facilitating inclusive education.

Teacher Profile and Quality

Institution organizes in-house discussions on current developments and issues in education. Faculty members periodically attend Faculty Development Programmes like Orientation Programmes, Refresher Courses, SWAYAM Online courses, etc., to update their professional acumen. Members of faculty expand their research activities through quality publications, sponsored projects, seminars, national and international collaborations.

Evaluation Process

Continuous Internal Assessment (CIA) pattern is followed in the institution which is objective and transparent.

A mechanism is in vogue to address student grievances related to Evaluation process as and when necessary.

Student Performance and Learning Outcomes

Hundred percent results are achieved for all the Programmes of study in the last five years. Student performance is monitored regularly by applying appropriate strategies of assessment. Necessary steps are taken to ensure that Course Outcomes are in line with Programme Outcomes for all Programmes.

Student Satisfaction Survey

Feedback obtained regularly on curriculum from students. Student Satisfaction Survey is conducted at the end of the programme and the details are uploaded every year through submission of AQAR.

Infrastructure and Learning Resources

Physical Facilities

College has adequate infrastructural facilities equipped with modern and functional workspaces to create a vibrant ambiance and conducive atmosphere for transacting optimal teaching-learning experiences. The College has the following infrastructural and instructional facilities:

- Adequate number of classrooms
- Conference Hall
- Multipurpose Hall
- Seminar Hall
- Educational Psychology Lab
- ICT Resource Centre
- STEM Laboratory
- Educational Studio
- Language Laboratory
- Learning Resource Centre
- Individual resource centres for pedagogical subjects
- Placement Cell

Library as a Learning Resource

Library has a rich collection of latest text and reference books, educational encyclopedias, yearbooks, e-books, e-journals, e-theses, CD-ROM and print journals and magazines related to Teacher Education. Institutional

Repository is developed by using D-space open-source software. Library has versatile teaching & learning resources such as videos lessons, ppts, lecture outlines, question banks, competitive examination materials, etc., for the benefits of students.

The library is provided with e-resources, INFLIBNET, learning resources such as open source journals, magazines, collection of course materials, college journal etc., It has a collection of Important news clippings about the institution, college magazines etc.

ICT Infrastructure

Adequate number of well-equipped classrooms and multipurpose hall with inbuilt ICT and Wi-Fi facilities is available for conducting various learning activities.

STEM Lab and Educational Studio are established with an aim of optimally integrating ICT into the Curriculum and providing training for creating e-content learning resources.

Sports facilities

College has adequate facilities for conducting various sports activities such as Volley Ball, Ball badminton, Kabaddi, Athletics, Badminton, Football and Cricket in addition to indoor games.

Maintenance of Campus and Infrastructure

The Institution has a Centralized Maintenance Department dedicated for overseeing all the assets and facilities of the institution with skilled professionals who conduct regular inspections, identify maintenance needs, and carry out repairs and improvements as required. They take care of Regular Upgradation, Building Stability and Fire Safety Compliance with Inspection Committees, Efficient Resource Allocation, Timely Maintenance of infrastructural facilities.

Student Support and Progression

Capability building and Skill enhancement initiatives

- Career counselling is provided by the Placement Cell. and Personal Counselling is extended through Mentor-Mentee meetings.
- Special Skill enhancement initiatives are undertaken during pre and post-internship sessions for strengthening specific teaching skills.
- Leadership Skills are developed through organizing seminars, workshops and programmes of national importance.
- Orientation is given for students to deal / communicate with persons with disabilities.
- Students and faculty members are involved in preparing E-content development.

College has various student support facilities such as vehicle parking, common rooms separately for boys and girls, recreational facility, first aid and medical aid, transport, book bank, safe drinking water, hostel, canteen and toilets for girls.

Students are provided with welfare measures such as State and Central Government scholarships, disability

scholarships, educational Loans, group insurance, free noon-meal scheme etc.,

Functions of Student Council:

- Coordinating the activities of various cells and committees.
- Coordinating with the faculty in organizing various activities during Gurupuja celebrations
- Taking initiatives in publishing the Annual Magazine
- Coordinating the activities of Swachh Bharath and Swachh Vidyalaya
- Undertaking community activities in the neighbouring villages
- Conducting various cultural activities and competitions

Student Progression

An active Placement Cell helps the students to get placement in schools on various capacities. Several students from the institution have cleared TRB, TET, CTET, NET, SET and other competitive examinations. Considerable number of students pursue higher education after completing their degrees.

Student Participation in Activities

Student teachers are provided with opportunities to organize and participate in cultural programmes and sports activities. Student teachers do serve as volunteers in conducting various events at the college.

Alumni Engagement

The college has an Alumni Association and the meetings are periodically conducted. The alumni contribute to the overall academic growth of the institution by playing a major role as members of various committees, resource persons for events, demonstrate model classes for student teachers, act as job providers, aid with financial support, and contribute as professional partners.

Governance, Leadership and Management

Institutional Vision and Leadership

Vision:

Training confident, competent and responsible teachers and teacher educators with updated research and digital knowledge imbining 21st Century Skills blended with emerging technologies through value-based teacher education towards pursuit of excellence on par with global standards.

Leadership:

1. The College is one of the units of Ramakrishna Mission Vidyalaya, Coimbatore, which is a branch of Ramakrishna Mission, Belur, Kolkata. The Ramakrishna Mission is a Society that has branches all over the world and is registered under the Societies Registration Act, 1860.
2. The overall administration of the College is governed by the Management Committee which nominates the Secretary of the college. With the approval of the Government, the nominated secretary functions as the Secretary of the College.

Strategy Development and Deployment

Strategic Plan:

As an initiative after previous NAAC accreditation, the college planned to implement a strategic plan to enable the stakeholders to optimally utilize various resources and let the services be also utilized by the public. This initiative is placed for discussion of the members of IQAC and staff council. The modalities for optimally utilizing the resources of the college are worked out and discussed.

Faculty Empowerment Strategies

The management encourages faculty by permitting them for higher studies, granting leave for attending professional courses, FDPs, seminars, conferences etc., The management has a strong will to take care of the employees, teaching, and non-teaching. The staff members are entitled for leave salary, festival advance, salary advance, provident fund/EPF, group insurance and health insurance.

Financial Management and Resource Mobilization

Financial Transparency is ensured through:

- Periodic conduct of Finance Committee meetings
- Internal financial transaction through Institutional Accounts Management System
- Integrated Financial and Human Resources Management (IFHRMS) Module for Salary and Non - Salary Disbursement
- Public Financial Management System (PFMS) for receiving UGC Grant and disbursement
- Regular Internal and External Audits

Internal Quality Assurance System (IQAS)

The Internal Quality Assurance Cell (IQAC) was established on April 26, 2006 in accordance with NAAC regulations to institutionalize and implement quality assurance strategies at the college. Periodical meetings are conducted and suggestions are duly implemented as reflected in the Action Taken Report.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities:

Energy Conservation Cell (ECC) is established at the College that functions effectively in utilizing energy resources besides achieving energy security along with monetary, environmental and social benefits through cost-effective initiatives. Preserving carbon-free environment and sustaining environment-friendly campus are prime motto of the entire educational complex.

Waste Management

Proper initiatives are undertaken by the College to ensure appropriate execution of waste inside campus premises. As the College is one of the units of the educational complex, such initiatives are collectively implemented in collaboration with other sister-institutions of the campus.

Food waste

All hostels and canteen are provided with waste disposal mechanisms. The food waste is used for biogas production. The biogas produced is utilized for cooking at the hostel.

Leaf Litter

Leaf litter from the campus is used for mulching around tree bases to help retain water content and enhance nutrients. A small quantity is sent to the vermicompost unit. Generous quantity of leaf wastes is collected at Vidyalaya Campus every day to make it Organic Manure. It is used for fertilizing the plants on the campus.

Liquid waste management

Waste water from the bathrooms is collected through drainage pipelines and drained out by the drainage system thereby avoiding stagnation of water inside the campus. Sewage Treatment Plants (STP) treated water is pumped out for feeding the greenery of the campus.

E-Waste Management

The e-waste generated on campus, largely comprising defunct hardware from computers and other related electronic gadgets/ devices is annually collected and disposed. Tube lights, CFL, LED and computer parts are disposed through the maintenance department.

Best Practice: 1

Developing Problem-solving Skills in Mathematics through Stimulation of Analytical Thinking (AT)

Best Practice: 2

Empowering underprivileged Rural Students with Academic Skills and Vulnerable Youth with Employability Skills through Outreach Activities

Institutional Distinctiveness

Empowering Student-Teachers with 21st Century ICT Skills at par with attainable sustainable goals in teacher education

Research and Outreach Activities

Resource Mobilization for Research

College promotes research by incorporating research components in to the curriculum at masters and doctoral levels. The institution has been sanctioned with major and minor research projects. College encourages the faculty members to do research and publish research articles in reputed journals and organizing various national level

seminars and conferences. Institution has adequate facilities for conducting research such as Laboratory Facilities – STEM Lab, Educational Studio, Computer Lab, Language Lab, and other Subject Specific

Laboratories

Research Publications

College publishes a peer-reviewed quarterly journal titled 'Journal of Educational Research and Extension' since 1964. Faculty members publish Books/ Edited Chapters, Research Papers / Articles regularly.

Outreach Activities

Few outreach activities by the institution is listed below

- ADHYAPANA - Free Coaching Classes for School Going Children
- Stimulation of Analytical Thinking through Mathematics among School Students
- Vidyanjali - A School Volunteer Programme
- PARAMARSH - Mentoring NAAC aspirant institutions
- Personality and Vocational Development Programme for the Children in Government Observation Home
- Energy Conservation Awareness Programme in collaboration with PCRS
- Laboratory Orientation Programme for School Students
- Teachers Convention Programme
- Active Learning Programme
- Awareness Programme on Central and State Government Welfare Schemes for Non-Teaching Staff of Vidyalaya Institutions
- National Youth Day Rally
- COVID 19 Relief Services
- Kerala Flood Relief Services
- Swachh Activities

Collaboration and Linkages

College has academic MoUs with institutions and organizations promoting research. The following MoUs have been signed

- Active Learning Scale-up Programme – Ek Kadam Aur, USA
- Student Exchange – Government College of Education for Women, Coimbatore
- Active Learning Programme - SRMV Swami Shivananda Hr. Sec.School, Coimbatore
- Stimulation of Analytical Thinking through Mathematics among School Students - SRMV Swami Shivananda Hr. Sec.School, Coimbatore

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION (AUTONOMOUS)
Address	SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION (AUTONOMOUS), PERIANAICKENPALAYAM, SRKV POST, COIMBATORE - 641 020
City	Coimbatore
State	Tamil Nadu
Pin	641020
Website	www.srkvcoe.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	V. Srinivasan	091-8012533915	9487023668	-	srkvcoen@yahoo.co.in
IQAC / CIQA coordinator	M. Jagadesh	091-9843931342	9843931342	-	drmjagadesh@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Men
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Tamil Nadu Teacher Education University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	12-01-1983	View Document
12B of UGC	12-01-1983	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	21-02-2020	12	Permanent Recognition sought Performance Appraisal Report submitted periodically and acknowledgement received from NCTE

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION (AUTONOMOUS), PERIANAICKENPALAYAM , SRKV POST, COIMBATORE - 641 020	Rural	5	3551.31

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	Under Graduation	English	50	10
PG	MEd, Education	24	Bachelor of Education	English	50	3
Doctoral (Ph.D)	PhD or DPhil , Education	36	Master of Education	English	8	6
Pre Doctoral (M.Phil)	MPhil, Education	24	Master of Education	English	3	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				2				14			
Recruited	0	0	0	0	1	0	0	1	9	0	0	9
Yet to Recruit	2				1				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
Yet to Recruit	0				0				2			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	5	3	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	4	0	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	7	2	0	10
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2	3	0	5	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	10	0	0	0	10
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	3	6	2
	Female	1	0	0	0
	Others	0	0	0	0
ST	Male	0	2	1	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	11	15	15	13
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	1	2	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		16	21	24	16

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Interdisciplinary value-added Certificate Courses are offered.
2. Academic bank of credits (ABC):	The institution has registered in the Academic Bank of Credits Portal.
3. Skill development:	1. Attempts are made to integrate Digital Literary Curriculum to the existing Teacher Education Curriculum. 2. Resources are mobilized for extending Outreach Programmes to develop Life-oriented specific skills of youth in Govt. Observation Home. 3. Value-education Programmes are offered for the trainees and the students of other neighbouring institutions through Youth Conventions.

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>1. Expos and exhibitions are periodically conducted for the youth in order to propagate the significance of our ethos and cultural practices depicted in our epics. 2. Conducting cultural, literary and performing arts competitions on themes related to universal brotherhood, patriotic fervor, life history of freedom fighters</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>1. Attempts are being made to incorporate Outcome Based Education into various programmes of Teacher Education offered by the institution. 2. All the Programmes and Courses are outlined based on Programme Outcomes and Course Outcomes.</p>
<p>6. Distance education/online education:</p>	<p>Attending to SWAYAM/ MOOC Online courses is made as mandatory under practicum. Students are encouraged to participate in Online courses related to their coursework in Teacher Education and other allied areas of Higher Education.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yet to be formulated.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>It is in process. Proposed to be completed before the forthcoming election.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Students are encouraged to create awareness among their parents, relatives and close family associates about the importance of participating in electoral processes.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>	<p>All the teaching, non-teaching staff and students of College of Education observe National Voters Day on every 25th January and take pledge.</p>

electoral processes, etc.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	As all our freshers are basically graduates, such instance does not arise.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
38	44	37	45	53
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	62	62	62	62
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	16	29	24
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	16	29	24
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
16	24	21	16	30
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	13	14	15

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

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

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
16.21407	10.20676	4.28562	19.42492	21.17838

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 65

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The institution has a systematic process for planning, reviewing, revising, and adapting its curriculum aligned to the local context.

Feedback from various stakeholders, which includes students, faculty members, alumni, heads of practice teaching schools and employers is used to identify areas where the curriculum can be improved.

Once the changes are identified, the Board of Studies works on developing new course materials, modifying existing course materials, and incorporating new teaching methodologies. The committee ensures that the revised curriculum is aligned with the National Council for Teacher Education (NCTE) guidelines.

Board of Studies:

Board of Studies approves the syllabus, course materials, and assessment procedures for different programmes offered by the college. The board also ensures that the academic standards of the college are maintained and that the curriculum is updated regularly. The BoS consists of University Representatives, faculty members of respective courses, an alumni member, and employers. All the recommendations of Board of Studies are scrutinized and submitted to the Academic Council (AC) for approval.

Academic Council:

The Academic Council is responsible for the overall academic governance of the college. It reviews and approves the academic policies, rules, and regulations of the college. The council also monitors the quality of teaching, research, and other academic activities of the college.

A number of value-added and certificate courses are designed to supplement the regular teacher training programmes and enhance the overall professional development of student teachers.

Mid-course corrections:

The institution also conducts periodic evaluations through mid-course corrections when need arises to assess the effectiveness of the curriculum and to identify areas where further improvements are required.

Governing Body:

The framed syllabi passed through the Academic Council is implemented with the approval of Governing body (GB).

IQAC:

Internal Quality Assurance Cell ensures quality enhancement in transacting the curriculum by providing valuable inputs.

Few prominent curriculum revisions for the Academic Year 2022-2023 include

- Introduction of Outcome Based Education Curriculum (OBE) Framework for B.Ed., and M.Ed., Programmes from the Academic year 2022-2023
- Revision of Practical Components in B.Ed., Programme –
- Introduction of Techno Pedagogical Competency Record.
- Introduction of CCE and EMIS Record for B.Ed Programme.
 - Education Management Information System (EMIS) is a computer-based system used by the Tamil Nadu School Education Department to track and manage data on schools, students, teachers, and infrastructure.
- Mandatory inclusion of MOOC Courses is one of the components of B.Ed Practicals.

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

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 last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**

3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: A. Any 5 or more of the above

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

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

1. **Website of the Institution**
2. **Prospectus**
3. **Student induction programme**
4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

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

Response: 90

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	5	5	5

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 4**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 90.78**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2022-23	2021-22	2020-21	2019-20	2018-19
38	44	21	42	52

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

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

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 96.77

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the

curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
38	43	35	42	52

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

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

Response:

The curriculum at the College is designed to provide a comprehensive education to student-teachers, which includes opportunities to acquire and demonstrate knowledge, skills, values, and attitudes related to various learning areas. The curriculum emphasizes the development of knowledge demonstration, critical thinking skills, communication skills, life skills, value framing and teamwork abilities among student-teachers.

(i) A fundamental or coherent understanding of the field of teacher education

A fundamental understanding of teacher education encompasses the coherent knowledge and principles that guide the preparation and development of educators to foster effective teaching practices and student learning.

1. Gender Sensitization and Cybercrime awareness programmes
2. Programmes on Communicating with Persons of Different Disabilities
3. Orientation and Awareness Programmes on Inclusive Classroom
4. Sensitization programs on National Education Policy (NEP-2020)
5. Green Initiatives
6. Periodic Lecture Programme on Philosophical Context

(ii) Procedural knowledge that creates teachers for different levels of school education skills that

are specific to one's chosen specialization

Procedural knowledge equips student-teachers for various school levels, developing specialized skills in their chosen subjects, enabling effective instruction, and fostering a supportive learning environment.

1. Observation and Microteaching sessions
2. Student seminars and presentations
3. Workshop on Low-cost Teaching Aids, e-Content Development etc.,
4. Value-added and Self- study courses

(iii) Capability to extrapolate from what one has learnt and apply acquired competencies

Extrapolation enables applying learned competencies creatively and adaptively to diverse situations, fostering innovation and effective problem-solving for continuous growth. The college promotes several activities in learning and exhibiting competencies through programmes.

1. Internship Training (Phase – I & II)
2. Interview Guidance Programme
3. Leadership Training Programme - Scout Master Beginners Course
4. Teacher Preparatory Coaching Classes
5. Orientation on Educational Management Programme (EMIS and CCE)

(iv) Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Skills and competencies play a crucial role in student-teachers' personal and professional development. Here are some programmes and initiatives which enhance their key skills and competencies

1. Analytical Thinking Training Programme
2. Personality Development Programmes
3. Educational Exhibition - (Active Learning Methodology)
4. Swachh Bharat and Swachh Vidyalaya activities
5. Celebration of National Important Days

Overall, the curriculum of various Programmes of the College provides an experience for all-round development that prepares them for better career placement. It promotes students' knowledge, skills, values, and attitudes necessary to be proficient in their field of specialization.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

The college provides students with comprehensive exposure to the diverse school systems in India and enhances students' understanding of various educational models, cultural contexts, and pedagogical practices.

(i) Knowledge of development of school system

Student-teachers are empowered with the knowledge of historical and contemporary developments in the school system as envisaged in NEP 2020.

- The core course 'Curriculum Development and Instruction' imparted the relevant knowledge on NEP 2020 and different school education and higher education system.
- A Webinar was conducted by the College on 'A Story on the Making of New Education Policy 2020'.
- Student-teachers have attended a Conference on 'NEP 2020'.

(ii) Different Boards of Education in India

The institution familiarizes students with the various Boards of Education in India, including CBSE, ICSE, state boards, and others, to comprehend their unique structures and curricula.

- The course 'School Organisation and Institutional Planning' assist to familiarise with different types of Schools and Boards of Education in India. Various types of schools and their administration: State Board, CBSE, ICSE, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samithi and Sainik School.
- Introduction of Innovative School Visit Record in the curriculum assists students to visit and record the systems followed in different Boards of Education.

(iii) Functions of different types of schools

Institution acquaints student-teachers with the functions and characteristics of different types of schools, such as public, private, Montessori, and international schools, enriching their understanding of educational diversity.

- School internships empower student-teachers with practical teaching experience, improved classroom management and instructional skills, mentorship, networking opportunities, and increased confidence in becoming effective educators.
- Organised several awareness programmes on Communicating with Students with Different Disabilities and orienting inclusive classroom setup.

(iv) Knowledge of assessment and evaluation system in school education

- CCE and EMIS Workshop to enhance student-teachers' knowledge of assessment and evaluation system in school education.
- Evaluation, Elements of Statistics and Research paper includes different evaluation systems followed in schools that facilitate students' better comprehension.

(v) Norms and standard of various school system and its evaluation systems.

- The core course 'Assessment for Learning' infuses the various techniques of evaluation.
- The diagnostic and achievement tests prepared and administered during the internship period, and the statistical analysis recorded in the tests and measurement record makes students to follow the norms in assessment and evaluation.

(vi) Insight into the state wise variations

- Student-teachers are exposed to the state wise variations by having discussion session with alumnae.
- Orientation programme on state wise variations of school education system is conducted.

(vii) Insight on comparative education

- Discussion session are conducted for Post Graduate students on Comparative Education and they are encouraged to refer books on relevant topics.
- The Syllabus of various courses of B.Ed., and M.Ed., Programmes include course units related to different Education boards.

The present curriculum offers international and comparative perspective which involves studying educational practices, policies, and systems that broadens student-teachers' understanding of global education and cultural contexts.

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

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Appropriate avenues are in place for student-teachers in Teacher Education Programmes to derive relevant professional insights and consolidate them into their acumen through diverse curricular experiences. These experiences contribute to their growth as effective educators, equipped to meet the demands of the teaching profession.

Deeksharambh - Student Induction Programme

A student induction programme is a structured orientation process designed to familiarize new students with an educational institution's culture, policies, facilities, and academic expectations. It eases their transition, promote a sense of belonging, and provide essential information to help them adapt successfully to their new learning environment. The sessions conducted include special lectures on relevant topics, examination regulations, mentoring and entry level assessment, institutional values and code of conduct, literary and creative arts, orientation on inclusive education etc.,

Microteaching and Internship (Phase - I & Phase – II)

Micro teaching practice in schools benefits student-teachers by providing a supportive environment to refine teaching skills, gain confidence, and receive constructive feedback, preparing them for real classroom settings effectively. During two phases of internship, student-teachers gain hands-on experience and develop essential teaching skills, fostering confidence and classroom management abilities. Engaging with real students enables reflection on teaching practices, encouraging continuous improvement. Special orientation on low-cost teaching aids making is also emphasized for student-teachers. Applying theoretical knowledge in practical settings enhances pedagogical understanding and instructional strategies.

Career Guidance Programmes

Career Guidance Programme for student-teachers offers valuable preparation and confidence-building for teaching job interviews. It helps them craft impressive resumes, practice mock interviews, and receive personalized feedback to enhance their interview performance. This ultimately increases their

employability and prospects for securing rewarding teaching positions which is evident from our overall placement records.

Special Lectures and Workshops on Inclusive Classrooms

Working in diverse classrooms fosters cultural sensitivity and inclusivity. College promotes special lectures and workshops on inclusive classrooms which are necessary for student-teachers to develop a deep understanding of diverse learning needs. This equips them with the skills and mindset needed to create an inclusive classroom where all students can thrive and succeed academically and socially.

Teacher Preparatory Coaching Classes (TNTET/ TRB/ CTET etc.)

Teacher preparatory coaching classes for student-teachers are essential as they provide specialized guidance and support in mastering teaching techniques, pedagogy, classroom management, and assessment methods. These classes equip aspiring teachers with practical skills, boost their confidence, and prepare them to meet the challenges of real-world classrooms effectively. Several student teachers have cleared their competitive exams in consecutive years.

Value-added and Self-study Courses

Value-added and self-study courses in Teacher Education Programmes offer additional learning opportunities beyond the regular curriculum. MOOC and Value-added courses provide specialized knowledge and skills, enhancing students' employability. Courses like Information and Communication Technology, Mathematical Reasoning and Aptitude, Certificate Course in Cultural Heritage of India, to name a few encourage independent learning, allowing students to explore specific interests and gain expertise in areas relevant to their teaching careers.

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

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**

5.Practice teaching schools/TEI**Response:** B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following****Response:** A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 21.4

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

2.1.2

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

Response: 32.9

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
16	22	19	16	29

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

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 5.61**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	0	4

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

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..

Response:

Entry level assessment process is a crucial step in identifying the diverse learning needs of student-teachers and assessing their readiness to undergo a professional education program. The student-teachers are admitted with varied backgrounds and with different educational standards. To ensure relevant academic and professional support, the institution assesses the following skills at their entry level

- Teaching Aptitude
- Communication Skills
- ICT Acquaintance
- Leadership Skills
- Value Disposition
- Pedagogical Knowledge

Teaching Aptitude definition

This helps in evaluating aspiring teachers' potential to effectively convey knowledge, information, or skills. It also reflects their suitability and readiness for the teaching profession. This helps in better planning for Micro-teaching sessions and Internship orientation.

Communication Skills

Assess confidence and easiness in verbal and written communication, vital for effective teaching. To know about the readiness for effective communication in the classroom.

ICT Acquaintance

To study the level of acquaintance of freshers in using ICT Skills.

Leadership Skills

Gauge potential to guide and inspire students, fostering leadership qualities in them.

Value Disposition

Assess the alignment of personal values with ethical principles and educational goals.

Pedagogical Knowledge

Evaluate understanding of teaching methods, curriculum design, and classroom management strategies. They ensure that prospective educators possess the necessary pedagogical skills to excel in the teaching profession.

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

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 4.22**2.2.4.1 Number of mentors in the Institution**

Response: 9

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

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

Response:**Multiple mode approach adopted by the College includes****Experiential Learning**

Experiential learning enables student-teachers engage in real-world classroom scenarios, enabling them to gain a deeper understanding of pedagogical strategies and skill demonstration. Experiential learning approach is adopted in several subjects like

1. Pedagogy of Special English – Paper I - for efficient use of Dictionary and Textbooks

2. Pedagogy of History – Paper I - Active Learning Method – Its application to History.
3. Learner and Learning - I - Educational behaviour, introspection, observation, case study.

Lecture Method

Though traditional, the lecture still remains a common approach for imparting foundational knowledge and theoretical concepts. Lecture method provides a structured platform to convey critical pedagogical principles in subjects like

1. Principles of Commerce and Accountancy Education –Paper III - Barter system-economic activity-business activity -trade-commerce
2. Curriculum Development and Instruction - Role of national level bodies in curriculum development and evaluation

Flipped Learning

Flipped learning reverses the traditional classroom by student-teachers study course materials independently before class, allowing in-person sessions to focus on interactive discussions, problem-solving, and application. Flipped classrooms are effective for the topics such as

1. Physical Education Elective - Principles of Physical Education, Modern Olympics – Asian Games
2. School Organization and Institutional Planning - Role of Head masters in school administration

Hands-on Training

Student-teachers gain practical experiences translating theory into practice and build a strong foundation for their career. Some of the subjects where hands-on training is practiced are

1. Pedagogy of Mathematics – Paper II - Construction of Achievement test-design, blueprint, marking scheme-question wise analysis.
2. Pedagogy of History - Paper IV - Remote Sensing

Online Learning

A wide range of resources can be accessed and learnt with flexibility and accessibility. The College offers a number of avenues for online learning like

1. Educational Technology - Online tools – Screen cast, Podcast, E-lesson Plan, E-portfolio, Digital Concept Maps and animation tools.
2. E-Learning Technology (Elective) - Open Educational Resources.

Feedback

Feedbacks are a quick assessment tool to help gauge student-teachers' comprehension on their lessons. They help to identify areas where students may need further support and subsequent modification of teaching accordingly.

1. Learner and Learning - I - Emphasis on concerns of adolescence.

2. Learner and Learning – I - Problems of adolescence – psychological, emotional, and educational.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	13	14	15

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 38

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

2.3.4

ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Constant mentoring to foster students' professional attributes is provided by teachers. This personalized guidance nurtures skills, ethics, and values, ensuring their growth as competent and ethical professionals in their chosen fields.

Working in teams

Student-teachers are provided with mentoring while they work in teams that foster teamwork, inculcate collaborative learning, induce social responsibility, and lead to holistic development.

Student-teachers engage themselves in team-based activities like

- Conducting Morning Assembly Sessions,
- Celebrations of National Important Days,
- Swachh Bharat and Swachh Vidyalaya initiatives,
- Organizing Exhibitions, and
- Conducting free coaching classes for underprivileged school students.

In addition to the above, the student-teachers are also provided with the responsibility of working in teams while they involve in curricular activities such as Microteaching, Internship etc.,

Dealing with student diversity

Mentoring by faculty members nurtures personalized support, academic guidance, and inclusion strategies for effectively addressing student diversity across various disciplines. College employs strategies like

- Initiating Student Induction Programme,
- Conducting Entry Level Assessment,
- Promoting Effective communication with differently-abled individuals,
- Encouraging participation Unified Play Day participation for inclusivity,
- Raising Awareness Programme on Inclusive Classroom,
- Providing Remedial Coaching for personalized support, and
- Facilitating Mentor-Mentee Meetings

All these activities ensure holistic development and equitable learning opportunities for all students.

Conduct of self with colleagues and authorities

Conducting oneself professionally with colleagues and authorities is essential in any educational setting. Ramakrishna Mission promotes character building and man- making education. Mentoring promotes highest standard of discipline and dignified manner of behaviour inside as well as outside College campus.

Balancing home and work stress

Faculty mentoring complements well-being initiatives, providing personalized guidance to student-teachers, enhancing stress management, and promoting holistic well-being. Activities like

- Organizing a Seminar on 'Four Success Mantras'
- Offering an EPC Course on 'Health, Physical Education and Yoga'
- Offering an Elective Course titled 'Physical Education'

These initiatives promote both physical and mental health to empower student-teachers with tools to manage stress and maintain overall well-being effectively.

Keeping oneself abreast with recent developments in education and life

The college actively employs mentor-driven initiatives to involve student-teachers in a range of programs, ensuring their awareness of educational and life advancements. Some of them include

- Initiatives for Teacher Preparatory Coaching Classes (TNTET/TRB/CTET),
- Orientation on Educational Management (EMIS and CCE),
- Participating in National Conferences on National Education Policy (NEP-2020),
- Offering Career Guidance programs, and
- Conducting Workshops on e-Content Development

These initiatives ensure a holistic learning experience among student-teachers keeping them abreast with recent developments in education and life.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Intellectual and thinking skills

- The college has modern ICT infrastructural facilities like STEM Lab, Educational Studio which helps to train and develop the students' ICT skills and competencies. The STEM Lab empowers student-teachers to prepare digital lesson plans, modules, e-content materials etc.
- College conducts regular quiz competitions in various occasions for the cognitive development of the student-teachers. Quiz competitions for student-teachers were conducted during National Science Day and National Education Day.
- Every year College conducts an Educational Exhibition as a Community Linked Socio-Cultural function. This year, an exhibition titled 'Active Learning Methodology' was organized to bring awareness among the students, teachers, academicians, and common people about various active learning strategies followed in 21st Century. The techniques such as think-pair-share, question, and answer technique, flipped classroom, concept mapping, in-class demonstrations, short cases/scenarios, simulation-based learning, discussions, one-minute paper, were demonstrated by our student-teachers.

Developing Life Skills

- **Communication Skills**

English Language Classes help proficiency in conveying ideas effectively, fostering understanding, and promoting clear interpersonal exchanges.

- **Leadership Skills**

Leadership Programmes like Scout Masters Training Programme empowers students to guide, inspire, and motivate others, facilitating effective teamwork and decision-making.

- **Organizing Skills**

Student-teachers are mentored to plan, coordinate, and manage tasks and events at the institution efficiently.

- **Common Prayer**

Human Values and Understanding Self is promoted through spiritual discussions on life skills and the wisdom of great philosophers.

- **Cleanliness**

Swachh Bharat and Swachh Vidyalaya activities mandate cleanliness in and around the campus, promoting a hygienic and organized environment.

- **Hostel Responsibilities**

Student teachers are empowered with a sense of dignity in labour by assigning duties in hostels.

Nurturing Empathy among Students

College conducted an orientation and awareness programme on ‘Inclusive Classroom’. Insights on inclusive setup in the classroom were given. The session made the student-teachers empathise the challenges of visually challenged persons through simulated activity.

A two-day Parent Training Programme on ‘Mobile Apps to Teach Children with Visually Impairment’ was organised by Faculty of Disability Management and Special Education (FDMSE) in Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI). Sri. R. Rangasamy, I Year B.Ed. student-teacher participated with Sri. S. Selvakumar, I Year B.Ed. Student-teacher (Visually Challenged). The programme paved the way for assisting visually challenged student in teaching learning process. As well as it showed his nature of empathy and helping tendency on visually challenged student.

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

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

1. Organizing Learning (lesson plan)

- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

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

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**

11. Exposure to Braille /Indian languages /Community engagement**Response:** A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

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

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

- 1. Selection/identification of schools for internship: participative/on request**

- The institution adheres to NCTE and university guidelines in organizing a 4-week internship for B.Ed first-year student teachers and a 16-week internship for second-year student-teachers.
- After obtaining approval from the Chief Educational Officer (CEO) of the respective district(s), student-teachers are allocated to Government and Government Aided schools.
- The CEO's allocation order, shared with the school headmasters by faculty members, outlines student details and required activities/records.

2. Orientation to school principal/teachers

- The faculty members communicate the internship practice orientation to the school headmaster.
- Teacher-educators subsequently visit the internship schools to coordinate student-teacher allotment, guide teacher assignment, and collaboratively prepare intensive practice timetables.
- Discussions cover student-teacher responsibilities, record-keeping, and the mentor's observation visits.

3. Orientation to students going for internship

The College conducts an orientation session for student-teachers about School Internship.

- The Principal and faculty members elucidate the internship's teaching aspects.
- Student-teachers are familiarized with internship principles, designated schools, local context, school dynamics, and expectations.
- They are encouraged to uphold self-discipline, responsibility, dedication, sacrifice, and commitment to pupil welfare.
- Clear emphasis on these principles and Practice School Regulations is provided during the orientation.
- Subject-specific faculty members guide student-teachers on their subjects, detailing records and activities required throughout the internship.

4. Defining role of teachers of the institution

- Prior to their placement in internship schools, pedagogy teachers provide extensive training to student-teachers in micro teaching skills, lesson plan creation, and teaching aid preparation.
- They offer live demonstrations of diverse teaching techniques, guiding students on topic selection, objective setting, instructional methods, classroom management, and assessment strategies.
- Active participation in school-based activities is encouraged.
- Regular visits to internship schools enable continuous observation and analysis of teaching performance, with subsequent guidance for improvement.

5. Streamlining mode/s of assessment of student performance

Faculty members ensure that student-teachers comprehend a range of assessment techniques.

- Student-teachers' performance during internship is assessed through varied ways like Self-assessment, Peer Assessment, Fellow-intern assessment of other institutes, Mentor Feedback and Performance evaluation by Head of the institution.
- The Head of the school monitors the overall behaviour and conduct of the student-teachers during

the entire practice teaching programme and provides feedback. Their overall teaching performance is assessed objectively and due weightage is given for the assessment.

- Student-teachers prepare and administer achievement tests, collect, analyse data and draw inferences based on which their instructional strategies are mainstreamed.

6. Exposure to variety of school set ups

The College offers a diverse and enriching learning experience to student-teachers for every internship.

- The internship encompasses morning assemblies, observation, teaching practice, evaluation processes, and resource utilization. From fine arts and sports to utilizing smart classrooms and subject-specific laboratories, student-teachers engage extensively.
- They participate in EMIS data entry, library usage, and events organization. Peer observation, interaction with fellow interns, and record-keeping enhance their holistic development, ensuring a well-rounded teaching experience.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 3.67

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 6

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The College has laid out a comprehensive framework of effective monitoring mechanisms to ensure the success and growth of its internship program. These measures are strategically designed to provide a holistic assessment of student-teachers' progress and development throughout this crucial phase:

Proforma for Evaluation by Teacher Educator

At the core of the monitoring process is a structured evaluation proforma. This instrument serves as a robust assessment framework, delving into various dimensions of student-teachers' growth. It assesses their professional knowledge, instructional practices, effectiveness in instructional delivery, ability to foster a conducive learning climate, and their personal attributes. This thorough evaluation enables the tracking of their educational journey and provides valuable insights into their teaching potential.

Comprehensive Appraisal by Head of the Institution

The institution places great emphasis on a comprehensive appraisal conducted by the Head of the Institution. The Head of the school monitors the overall behaviour and conduct of the student-teachers during the entire practice teaching programme and provides feedback. Their overall teaching performance is assessed objectively and due weightage is given for the assessment. The outcome of this

assessment is quantitatively measured and added to the internal assessment scores of each student-teacher.

Mentor Feedback Proforma

Mentors play an instrumental role in shaping the development of student-teachers. To facilitate this process, the Mentor Feedback Proforma has been devised. The mentor teachers give feedback to student-teachers after they complete teaching each lesson and monitor their progress at every stage. Student-teachers are also expected to observe ten lessons of the mentor teachers, other school teachers and peers. The structured feedback from mentors ensures that the guidance provided is focused and tailored to everyone's growth needs.

Practice Teaching Assessment

The assessment process encompasses a spectrum of factors, including the quality of evaluations conducted, the thoroughness of lesson notes, the relevance of instructional content, the efficacy of planned classroom activities, the integration of previous knowledge, the skillful use of teaching aids, the projection of an effective teacher personality, a high degree of subject expertise, and the ability to manage a classroom effectively. This comprehensive evaluation focusses on assessing proficiency in teaching competency and improving further the efficiency of the same.

Evaluation of Performance through Peer Assessment

Peer assessment introduces a collaborative dimension to the monitoring process. Student-teachers evaluate interpersonal skills, teamwork capabilities, communication prowess, the effective utilization of teaching aids, and their overall personality. This peer-based approach fosters mutual learning and provides constructive feedback, enhancing the collective growth of all involved.

By implementing these intricate monitoring mechanisms, the institution ensures a thorough and in-depth evaluation of student-teachers' performance during their internship. This practical approach driven by feedback empowers the institution to continually refine its pedagogical strategies, thereby nurturing the development of future educators.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**

3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

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

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 84.44

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

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 98.68

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 15

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

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 9.55

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

Response: 162.4

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

In house discussions on current developments and issues in education

Fostering continuous growth and ensuring faculty remains the prime objective of educational practices of the College. To facilitate this, college organizes regular in-house discussions that delve into current developments and issues in education. These discussions serve as a platform for intellectual exchange, idea sharing, and collaborative problem-solving among our faculty members.

Here are a few key initiatives:

(i) Workshop on Outcome Based Education: Workshops that provide insights into designing and implementing Outcome Based Education (OBE) strategies are organized. These workshops equip the faculty with the tools to align curriculum design, teaching methods, and assessment practices with desired learning outcomes. This ensures that our students receive a holistic and skill-oriented education.

(ii) Seminar on Research Proposal for Funding: Research and innovation are integral to academic growth. To encourage faculty to undertake research, the College conducts seminars focused on writing research proposals and apply for availing funds. This enable them to significantly contribute to their area of specialization through research.

(iii) Workshop on Scholarly Communication: Effective communication of research findings is essential for the advancement of knowledge. Faculty and research scholars participate in workshops that enhance their skills in scholarly communication. These workshops cover aspects such as publishing in reputable journals, presenting at conferences, and engaging with peers through academic discourse.

Share information with colleagues and with other institutions on policies and regulations:

(i) FDP on Digital Education Tools for School Teachers:

College organizes Faculty Development Programs (FDPs) aimed at equipping school teachers with digital education tools and techniques.

(ii) FDP on Analytical, Critical, Lateral, and Design Thinking:

Facilitating FDP focused on analytical, critical, lateral, and design thinking skills. Empowering educators for innovative teaching strategies and fostering holistic student development.

(iii) Seminar on Best Practices for Quality Management in Vidyalaya Higher Educational Institutions:

Faculty members participate in the seminar conducted by the Management on Best Practices followed in various Higher Educational Institutions of the campus.

(iv) Teachers' Convention:

The State-level Teachers' Convention for school teachers is a significant event organized by the College every year to update knowledge and promote professional networking among teachers across educational institutions. It also enables them to deal with the crosscutting issues related to Professional Ethics, Contemporary Teaching Styles, and Human Values incorporated in the present school curriculum. Around two-hundred participants (200) from twenty-five (25) institutions participate in the Convention throughout the year.

(v) Active Learning Scale-up Programme:

An academic MoU is signed with Ek Kadam Aur, an NGO from USA, for preparing Master-trainers by emphasizing active learning strategies in various school subjects of State Curriculum having faculty members, school teachers and student-teachers as target groups. The master-trainers are also trained in preparing quality video lessons in various subjects of school education.

By providing these initiatives, the college creates an environment where our faculty can engage in continuous learning and development. This, in turn, positively impacts the quality of education our students receive.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process**2.6.1****Continuous Internal Evaluation(CIE) of student learning is in place in the institution****Response:**

The College follows 50% Internal and 50% External for all the four Semesters for B.Ed., and M.Ed., programmes. The Term End Examination is conducted for 100 marks and the marks are converted to 50. Two Continuous Internal Assessment (CIA) tests, an assignment, a Subject Related Practical and a Model Examination are conducted in each semester for both the programmes. The breakup of internal assessment marks is follows:

CIA – I	- 10 marks
CIA – II	- 10 marks
Model Examination	- 10 marks

Subject Related Practical - 10 marks

Assignment - 10 marks

Total 50 marks

The two CIA tests are conducted for twenty marks each and the marks are converted to ten. Model Examination is conducted for hundred marks and the marks obtained are converted to ten. Ten marks each are awarded for Subject Related Practical and Assignment.

Passing Minimum

The marking system is followed both for written and practical examinations.

- A candidate shall be declared to have passed a theory paper if he secures not less than 25 out of 50 in the external assessment and not less than 50 out of 100 in the aggregate adding internal and external assessment. All others shall be deemed to have failed in that paper.
- A candidate shall be declared to have passed each item of practical if he secures not less than 50% marks (i.e) not less than 75 out of 150 in each teaching competence and not less than 150 out of 300 in other aspects.
- All candidates who pass in the whole examination are classified as follows separately in theory and practical. Those who secure 60% or more in the total of all theory papers or practical are first class and those who secure 50% and above but less than 60 are second class.
- A candidate who fails in Teaching Competence (B.Ed.,) or other aspects of practical may present himself at subsequent examination in teaching competence or other aspects as the case may be.
- The practicals in Part –II (M.Ed.,) is evaluated internally for a total of 400 marks. A candidate is declared to have passed the practical if he obtains not less than 50% of the aggregate, that is, 200 out of 400.
- The Thesis work (M.Ed – Part- III) will be valued by two examiners, one may be the guide for a maximum of 75 marks per examiner. Vivo-voce will be conducted by an external examiner for 50 marks. The minimum for a pass is 50% in the external and 50% in the aggregate.
- A candidate shall be declared to have passed the B.Ed and M.Ed Degree examinations if he passes in all the theory papers and the practical.
- A candidate who fails in one or more of the written papers may present himself at subsequent examination in such papers only in which he has failed.

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

2.6.2

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

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has established a systematic process to address examination-related grievances. Student-teachers are advised to express their grievances in writing and submitting the same to the Principal. The grievances are resolved through the advice of Principal and the Controller of Examinations. This mechanism encompasses all aspects of exams, from internal evaluations to final examinations. The institution prioritizes transparency, timeliness, and efficiency in the grievance redressal process. This approach guarantees that examination-related concerns are handled with clarity, within designated timeframes, and through an effective system, ensuring fairness and addressing student needs.

At the commencement of each academic year, an orientation is given on examination related issues and procedures through a session in the Student Induction Programmes (DEEKSHARAMBH). This orientation enables students to understand the mechanisms in addressing any concerns regarding internal exams. It underlines the institution's commitment to providing a clear framework for resolving issues, fostering a conducive learning environment.

After the assessments (CIA I & II), students receive their corrected answer scripts. They are encouraged to seek clarification on any doubts they have regarding the corrections. Teachers are

available to provide explanations and address these doubts, ensuring that students understand their mistakes and the grading process. This practice promotes transparency, fosters a learning dialogue, and helps students grasp the concepts better.

In case of genuine reasons, for those who could not write examinations are given opportunities to appear for instant examinations conducted soon after the scheduled examinations are over.

Provision for revaluation, retotaling and receiving the photocopies of the answer scripts is in place.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The institution meticulously maintains adherence to the academic calendar for conducting Internal Evaluation. Each of these examinations is carefully planned in accordance with NCTE norms, ensuring that they align with the academic calendar. The institution follows a proactive approach in disseminating information to students.

The examination dates are incorporated into the academic calendar, which serves as a foundational reference point for all academic activities. The schedule of various activities such as theory, internal & external examinations, practical, internship etc., is incorporated in the academic calendar after a thorough discussion with the faculty members during staff council meeting and with members of the Planning & Evaluation Committee.

Every component of internal evaluation scheduled and incorporated in the academic calendar is executed in time.

The institution uses multiple communication channels to inform students like notices displayed on the notice board and detailed information made available on the institution's website. This systematic approach guarantees that students receive timely and consistent information about examination schedules.

No activity scheduled in the academic calendar is either cancelled or postponed unless institution receives any directive from the Government or meets with unforeseen circumstances.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The College has a systematic approach to achieving the Program Learning Outcomes (PLOs) through various components in the curriculum. The curriculum integrates theory courses, practicum components, value-added courses, self-study courses, co-curricular activities which are perfectly aligned with Course Learning Outcomes (CLOs). This ensures that students not only gain a strong theoretical foundation but also acquire practical teaching experience, specific skills, and the ability to play diverse roles in schools. This holistic approach to teacher education is instrumental in preparing all-round and effective educators who can meet the demands of the profession and contribute positively to the field of education.

The teaching learning process of the institution is aligned with the stated PLOs and CLOs. To name a few PLOs aligned with CLOs

- Emphasis on professional development activities which are perfectly aligned with PLOs and CLOs is given. Activities such as microteaching, rigorous internship I and II, and the integration of varied teaching methods in classrooms ensure aspiring educators are well-prepared to meet the high standards set, fostering their growth as effective and versatile teachers.
- Activities promoting technical skills are intertwined with institutions' PLOs and CLOs. Student-teachers are systematically exposed to a variety of ICT tools, seamlessly integrated into teaching, learning, and evaluation processes.
- The curriculum is committed to instilling societal values in our student-teachers through a range of outreach activities. These activities foster a strong institution-society connection. These activities are meticulously designed to align with PLOs and CLOs, ensuring that our future educators not only possess the essential skills and knowledge but also a deep understanding of their role in shaping a more compassionate and engaged society.

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

2.7.2

Average pass percentage of students during the last five years**Response:** 100**2.7.2.1 Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	16	29	24

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

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****Response:**

The assessment of student performance in the college encompasses cognitive, affective, and psychomotor domains, providing a comprehensive overview of their progress. This approach is integral to preparing future educators with essential attributes. Continuous internal assessments, model examinations, and other evaluation tasks assess their achievement across these domains. Moreover, the college designs learning tasks in collaboration with Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) to trace the development of professional attributes.

In addition to regular assessments, the College employs a distinctive strategy called Students' Performance Assessment. This methodology assesses students' comprehension, application of knowledge, skills, and abilities against the stipulated Learning Objectives (LOs). By engaging in diverse performance tasks, students enhance their learning experience while showcasing their competence. This approach is not only insightful but also instrumental in reinforcing the connection between theory and practice.

The Students' Performance Assessment is conducted biannually, once per semester (except in third semester), for both first-year and second-year student-teachers. This systematic evaluation examines their growth over time and the successful integration of theoretical knowledge into practical scenarios. It not

only reinforces students' learning but also cultivates critical skills required for effective teaching.

The assessment parameters include,

1. Academic activities
2. Library usage
3. Extension/ Community Services
4. Other Responsibilities/ Performance
5. Self-study Course
6. Participation and presentation on Seminars

The college's approach to student assessment encompasses multiple dimensions and unique methodologies. This holistic strategy not only monitors progress but also nurtures the attributes essential for effective teaching. By integrating theory and practice and focusing on cognitive, affective, and psychomotor domains, the institution strives to mould educators who are not only knowledgeable but also adept at translating their knowledge into meaningful classroom practices.

The overall continuous internal assessments and performance in the term-end examinations of all the semesters of each programme in theory & practicals are precisely graded and duly recorded in the students' transcript.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 77.27

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 17

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The evaluation of student performance through diverse assessment tasks offers insights into the responsiveness to their initial learning needs. For aspiring educators, a comprehensive approach entails both entry-level and exit-level assessments, facilitating a profound analysis of their progress.

The Entry and Exit Level assessment parameters encompass critical attributes:

Attitude Towards Teaching: This evaluates their enthusiasm, dedication, and willingness to engage in the teaching profession with a positive mindset.

Leadership Skills: Assessing their capacity to guide, inspire, and effectively manage a classroom environment, fostering a sense of leadership among students.

Interpersonal Skills: Gauging their ability to connect and build meaningful relationships with students, parents, and colleagues, creating a conducive learning atmosphere.

Communication Skills: Measuring their proficiency in conveying ideas, instructions, and concepts effectively, crucial for successful knowledge dissemination.

Comparing entry-level and exit-level assessments unveils the transformative journey of student-teachers. The exit-level evaluation showcases notable improvements in these attributes, indicating a substantial growth trajectory. Aspiring educators display enhanced attitudes towards teaching, greater adeptness in leadership, improved interpersonal connections, and refined communication skills.

Improvement of academic progress is monitored through Continuous Internal Assessment (CIA) tests, assignments and project reports.

This upward trajectory in performance reflects the efficacy of the educational approach. The curriculum, guided by Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), successfully nurtures and hones the vital qualities demanded in a competent educator. The data highlights not only the students' progress but also the institution's dedication to their holistic development.

The comparison between entry-level and exit-level assessments demonstrates the impactful transformation of student-teachers. Their progress in attitude, leadership, interpersonal skills, and communication aptitude emphasizes the institution's commitment to comprehensive education. As their transition into the teaching profession, these improvements not only benefit them but also contribute to creating a more capable, skilled, and empathetic cohort of educators.

Beyond conventional evaluations, the College of Education employs an innovative approach known as Students' Performance Assessment. This strategy assesses students' grasp and application of knowledge, skills, and abilities according to prescribed Learning Objectives (LOs). Through diverse performance tasks, students enhance their skills while showcasing their competency, bridging the gap between theory and practice.

Student-teachers undergo the Students' Performance Assessment in all semesters. This structured evaluation tracks their development and the seamless integration of theoretical insights into real-world contexts. This approach not only reinforces learning but also fosters vital skills essential for effective teaching.

The assessment involves

1. Academic Performance
2. Library Usage
3. Involvement in Extension/Community Services
4. Other Responsibilities/Performance
5. Self-study Course
6. Participation and Presentation in Seminars

This comprehensive assessment strategy is pivotal for nurturing well-rounded educators. It validates their competence across a spectrum of attributes and activities, propelling them towards holistic professional development. Ultimately, this approach contributes significantly to producing teachers who are not just knowledgeable but also adept practitioners prepared to excel in diverse educational settings.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.8

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.4

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	0

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 1.07

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	2.00	0	1.35364	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 2.11

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	10	6	9	3

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

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.72

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	4	1	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3 Outreach Activities**3.3.1**

Average number of outreach activities organized by the institution during the last five years..

Response: 5.4

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
14	7	2	2	2

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

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 99.54

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
38	43	37	45	53

File Description**Document**

Report of each outreach activity with seal and signature of the Principal

[View Document](#)

Event-wise newspaper clippings / videos / photographs with captions and dates

[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 99.54

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
38	43	37	45	53

File Description**Document**

Documentary evidence in support of the claim along with photographs with caption and date

[View Document](#)

Data as per Data Template

[View Document](#)

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The College has been in the forefront in sensitizing its students pertaining to social issues and contribute to community development through extension and outreach activities. The college has an Extension Services Department, which exclusively deals to undertake extension and outreach activities by engaging teachers and student teachers for the welfare of local community and society.

Unnat Bharat Abhiyan

The institution has been sanctioned with UBA scheme as one of the participating institutes (PI) to study, assess and to extend versatile services based on the needs of FIVE neighbouring villages. This initiative involves student-teachers in rural community development projects, allowing them to understand the challenges faced by rural communities and work towards sustainable solutions.

Adhyapana - Free Coaching Programme

Student-teachers are entrusted with responsibilities to handle free coaching classes for the school going children at two nearby villages Vivekanandapuram and Naickenpalayam. By providing free academic assistance to underprivileged students, this outreach activity aims to bridge educational disparities and empower them with knowledge and skills for better opportunities and brighter futures. It promotes inclusive education and fosters a sense of responsibility in privileged students to contribute positively to society.

Personality and Vocational Training Programme at Government Observation Home

This initiative is a Government of Tamil Nadu sponsored outreach activity which aims to empower vulnerable children at Government Observation Home, Coimbatore with essential life skills, personality development and vocational training. By providing them with the necessary tools to lead a productive life, it helps in their rehabilitation and eventual reintegration into society as responsible individuals.

Swachh Vidyalaya and Swachh Bharath Activities

Encouraging student-teachers to actively participate in Swachh Bharath and Swachh Vidyalaya activities through cleanliness drives and conservation activities within the institution and community, cultivates a sense of environmental responsibility. It sensitizes student teachers to the importance of cleanliness, hygiene, and preserving the environment for the well-being of the community and future generations.

Teachers Convention

The State-level Teachers' Convention for school teachers is a significant event organized by the College every year to update knowledge and promote professional networking among teachers across educational institutions. It is a two-day residential/non-residential programme for the teachers of outside institutions which enables them to deal with the crosscutting issues related to Professional Ethics, Contemporary

Teaching Styles, and Human Values incorporated in the present school curriculum.

Gurupuja - A socio-cultural function

Gurupuja celebration, a socio-cultural function, is organised every year in which all the student teachers and faculty involve in extending voluntary service to the public. The responsibilities entrusted with the student-teachers and their execution enable them to improve their academic, leadership, collaborative and organizational skills through the following activities/events - Educational expo, Science exhibition, Literary competition, Cultural programmes, Spiritual discourses, Managerial skill development programmes and Hospitality management.

These outreach activities play a vital role in influencing and sensitizing student teachers to social issues and contribute to community development

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 2.2

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	5	0	0

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 8

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 8

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

The College has a serene and eco-friendly atmosphere with a perfect ambience conducive to teaching and learning. The college has adequate and well-structured infrastructure facilities and resources adhering to the requirements of National Council for Teacher Education (NCTE).

The following physical infrastructural facilities are available in the institution

- Adequate number of ICT enabled classrooms and halls for general and methodology classes.
- ICT enabled and well-equipped subject specific laboratories and resource rooms - Psychology Laboratory, Physical Science Laboratory, Mathematics Laboratory, Biological Science Laboratory, Commerce and History Resource Rooms, Physical Education and Yoga Resource Centre, Educational Technology Laboratory, STEM Laboratory, Language Laboratory, Educational Studio.
- Well-equipped rooms for the Secretary, Principal, Faculty members and Administrative Office.
- Separate office for the Controller of Examinations and a dedicated room for IQAC.
- Wi-Fi enabled campus with uninterrupted internet access to the students and faculty members. The LAN facilities are fully functional and are properly maintained and monitored by the concerned staff and technical assistants.
- A multi-purpose, spacious common hall for organizing conferences, seminars, workshops, cultural functions, and co-curricular activities.
- Well-furnished air-conditioned Seminar and Conference Halls for conducting Statutory and Non-Statutory meetings.
- A well-established Library Learning Resource Centre with a rich collection of latest text and reference books, INFLIBNET & NLIST facilities, educational encyclopaedias, yearbooks, e-books, e-journals, e-theses, Assistive devices for differently abled, print journals and magazines on teacher education.
- A digital library (Institutional Repository) which has a collection of course materials, question papers, materials for communication skills, journal content pages, college journal etc., by using D-Space open-source software and adequate number of computers are provided in the reading room and research section with internet access.
- Multipurpose play field and standard athletic tracks vital for physical activities, sports, yoga and exercise, promoting a healthy and active lifestyle.
- A reputed Publication Unit for publishing the peer-reviewed quarterly journal 'Journal of Educational Research and Extension' (ISSN: 0973 - 6190) is available.
- Extension Service Department for conducting extension and outreach activities.
- Common infrastructural facilities of our sister institutions established with close proximity on the same campus such as fitness centre, gymnasium, well-equipped indoor stadium is also utilized by

our students and faculty members.

- Prayer hall, staff quarters, guest house and student hostel facilities are available.
- Separate washrooms for men and women students, washrooms for staff, and disabled-friendly restroom.
- Generator facilities, Solar Power Unit and Uninterrupted Power supply.
- Ample vehicle parking space for faculty and students and a common canteen facility provided.
- Access to differently-abled friendly environment – ramp and toilet facility in the campus and hostel.
- Medical services are available to students, employees, and their families through ‘Charitable Dispensary’ run by the management.
- Rain-water harvesting and waste-water management facilities are available on campus.
- 24x7 security and CCTV surveillance.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 57.14

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

Response: 8

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 14

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**Response:** 17.34**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.36311	0.09024	0.09024	4.19017	7.63044

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

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****Response:**

The Library and Learning Resource Centre (LLRC) of the College has been automated by implementing Integrated Library Management System (ILMS) with Bar Code and RFID Technology. There are very few college libraries in India those have been automated by State of the Art of RFID Technology. The LLRC of Sri Ramakrishna Mission Vidyalaya College of Education is the first one in India at the college level is automated by implementing RFID Technology

Library and Learning Resource Centre (LLRC) has a collection of 17102 books (Text, Subject and Reference books such as dictionaries, encyclopaedia, handbooks, back volumes of journals, theses and dissertations and other digital/electronic form.

The LLRC is automated in the year 2003 by standard Open source software, OPENBIBLIO an Integrated Library Management Software (Multi-User) in order to enhance the quality of library services. The LLRC has adequate infrastructure facilities in terms of computer system – hardware, software, networking facilities and other equipment such as Bar-code printer, RFID Antenna and RFID workstation system for complete automation. The OPENBIBLIO ILMS software is widely used worldwide due to its simplicity, extensive language support, and good documentation. The

OPENBIBLIO has all important modules such as Circulation, Cataloguing, Admin, Reports and Web-OPAC.

The front-end of OPENBIBLIO ILMS is PHP and the back-end is My-SQL which is highly secured database and huge storage capacity of data. OPENBIBLIO has various administrative facilities which helps us to generate various types of reports.

RFID embedded ILMS

OPENBIBLIO software integrates book database along with users' database so that library transactions are made easy. All document transactions such as issue, return, renewal have been automated by using OPENBIBLIO with RFID technology. It makes very quick and error free transactions in the LLRC.

Online Public Access Catalogue

The **Online Public Access Catalogue** in the OPENBIBLIO is web enabled, hence users explore the library books and other documents by just entering keywords, title, author, subject and Call no and to get details about Bibliographical information, Circulation status and reservation facilities at anytime from anywhere. The LLRC offers its service to users very effectively and quickly with the help of OPENBIBLIO ILMS.

Barcode Enabled E-gate

E-gate in LLRC facilitates the library users to mark their visits by using barcode embedded ID card. E-gate has also generated automatic report of user visits with date and time.

Digital Library and Institutional Repository

The LLRC has also digitized its institutional intellectual products such as theses and dissertations, scholarly articles published by the faculty members and research scholars, proceedings of conferences and seminars conducted by the college, question bank and other relevant publications by using popular digital software "D-space".

The DL/IR has other academic and research resources such as content pages of selected journals, question bank, selected videos, course content prepared by the faculty members etc. These resources can be accessed remotely by the users anywhere in the campus. The LLRC has an exclusive IBM server to store these knowledge sources.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The Library and Learning Resources Centre has a provision for remote access facilities for both internal collection of library and also other scholarly electronic resources.

The Library uses a Popular Integrated Library Management System named Open Biblio which has a provision for Web-based Open Access Catalogue(Web-OPAC). Web-OPAC helps users to access the catalogue of the library by just entering author or title or keywords or subject by remotely and to easily locate the book whether it is available or issued to somebody.

Apart from Web-OPAC, an web-portal is made available to the users to facilitate to access curated digital Resources. Through web-portal students and faculty members can access popular and highly reputed e-resources like N-List, Shodhganga, e-PG Pathshala, resources of National Digital Library, Directory of Open Access Journals, Directory of Open Access Books, NPTEL , SWAYAM etc.

Users can access these e-resources from the portal available in the college library web site. From one single click users can explore versatile scholarly resources and retrieve the relevant learning, teaching and research resources. User Account has been created to all our students and faculty members to access N-LIST resources. Through N-LIST, users can access e-books and e-journals .

An Institutional Repository has also been developed by using D-Space (A digital Library Software.) to collect, organize, preserve, and distribute content of Institution's own knowledge resources. IR serve as an important tool for preserving an organization's legacy and facilitate digital preservation and scholarly communication. IR of Library and Learning Resource consists of theses and dissertations of M.Ed., M.Phil., and Ph.D. Users can access theses and dissertations by entering name of the faculty/research supervisor or name of research scholar or title or keywords. It provides details of metadata along with complete theses in PDF form.

An Institutional Repository has also provision to users to access previous years' question paper of B.Ed., and M.Ed., programmes. It has also question papers of previous years UGC NET examinations. IR has a collection of publications of faculty members in the form of Journal Articles, Conference Proceedings and Book Chapters. It also has a collection of conference volumes, newsletters, magazines and other publications of the Institution. IR has a collection of selected news paper clippings. Users can access copyright free videos for teaching and learning purpose through IR and they can access the Institutional Repository remotely by using login credentials.

An Orientation Programme followed by hands-on-training is offered to the users periodically about the digital resources and Institutional repository to enhance its optimal utilization.

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

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.48

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.55601	0.08160	0.40540	0.59354	0.74241

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

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 47.98

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 508

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 542

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 520

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 513

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 556

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

- 1. Relevant educational documents are obtained on a regular basis**
- 2. Documents are made available from other libraries on loan**
- 3. Documents are obtained as and when teachers recommend**
- 4. Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college has attempted for various ICT initiatives that align with the vision of the National Education Policy (NEP) 2020 amongst faculty members and student teachers. As a Wi-Fi-enabled campus, the institution provides seamless internet access to student teachers and faculty across the entire premises. This enables student teachers to access a number of digital resources, educational platforms, and research databases, empowering them to pursue self-directed learning and stay updated to the latest developments in their fields of interest.

ICT-enabled classrooms and laboratories form the backbone of the college's tech-integrated approach.

Classrooms and laboratories are equipped with modern teaching aids, audio-visual tools, facilitating dynamic and engaging learning experiences. The integration of technology enhances lesson delivery, encourages active participation, and enables personalized learning approaches, catering to diverse student needs and learning styles.

STEM Lab, Educational Studio and ICT Laboratory in the campus create immersive and hands-on learning environments, allowing aspiring educators to engage with and explore the latest educational technologies, teaching methods, and scientific concepts. The establishment of a STEM lab reinforces the college's commitment to experiential learning and hands-on exploration in the fields of Science, Technology, Engineering, and Mathematics. The lab allows student teachers to engage in practical experiments, fostering their analytical skills, problem-solving abilities, and creativity, while also promoting a passion for STEM disciplines.

The College has established an Educational Studio. This studio serves as a platform for creating and disseminating educational content through video lectures, simulations, and multimedia presentations. By incorporating interactive and innovative content, the educational studio enriches the teaching process, making it more engaging and effective.

The College plays a crucial role in advancing ICT integration in the curriculum. The integration of technology in the curriculum empowers students with digital proficiency, critical thinking, problem-solving abilities, communication skills, and collaboration, making them adept at adapting to evolving career requirements and contributing effectively to the global workforce. Faculty members are continuously encouraged to participate in professional development programs to stay updated with the latest technological advancements and best practices in education.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 0.58

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 200**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document

4.3.4**Facilities for e-content development are available in the institution such as**

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 40.8

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
7.10960	5.70117	2.54416	8.72696	5.01209

File Description**Document**

Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant

[View Document](#)

Data as per Data Template

[View Document](#)

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

Response:

The College prides itself on its well-established system and procedure for maintaining and utilizing physical, academic, and support facilities. With a strong commitment to providing a conducive and modern learning environment, the institution ensures the effective utilization of its facilities through the following ways:

Centralized Maintenance Department

The Management of the college has a dedicated and centralized maintenance department responsible for overseeing all the assets and facilities of the institution. This department is staffed with skilled professionals who conduct regular inspections and carry out maintenance requirements of infrastructure.

Regular Upgradation

The college recognizes the importance of staying up-to-date with technological advancements and academic requirements. As a result, regular upgradation of physical and infrastructural requirements is carried out. This includes updating computer systems, modernizing laboratory equipment, enhancing library resources, and upgrading classroom facilities with Annual Maintenance Contract.

Building Stability and Fire Safety

Ensuring the safety and stability of the buildings is of utmost importance to the institution. Regular checks and evaluations are conducted to assess building stability, adherence to fire safety standards, D – License and Sanitary Certificates. Any necessary improvements or renovations are promptly undertaken to maintain a safe learning environment for students and staff.

Compliance with Inspection Committees

The institution strictly adheres to all the parameters and regulations set forth by inspection committees and educational governing bodies. This includes compliance with safety codes, accessibility standards, and other guidelines. Regular audits and assessments are carried out to ensure that the institution meets all the required standards.

Planning and Budgeting

The institution adopts a structured approach to planning and budgeting for maintenance and upgrades. The budgetary allocation for facility management is carefully planned to meet with the evolving needs of the institution.

Environmental Considerations

The institution also pays attention to environmental sustainability in its maintenance practices. Initiatives like usage of energy-efficient electrical equipment, rain-water harvesting, waste management, harnessing renewable energy resources and eco-friendly construction materials are undertaken.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel

- 9. Canteen**
10. Toilets for girls

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks
2. Outside accommodation on reasonable rent on shared or individual basis
3. Dean student welfare is appointed and takes care of student welfare
4. Placement Officer is appointed and takes care of the Placement Cell
5. Concession in tuition fees/hostel fees
6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 31.25

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	8	6	9

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 50**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 11

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 16.07**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	3	5	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

The Student Council of the College plays a proactive role in the institutional functioning and contributes to students' welfare in various ways. The Student Council/Association is given a designated time slot on Friday afternoon 4.00 pm to 5.00 pm to organize the activities, and a faculty member oversees these activities. The council carries out various events and tasks during this time.

Objectives of the Student Council

The Student Council aims to achieve several objectives, including fostering a sense of community among students for their overall growth and development, promoting social awareness among students, encouraging teacher trainees to engage in knowledge-sharing and interaction, and cultivating the natural talents and organize the programmes for their holistic development.

The objectives of Student Council are as follows:

- To foster a democratic mindset and a spirit of unity among student teachers.
- Improve social harmony among all student teachers and work towards their overall development.
- To instill ethical values and leadership qualities in student teachers, as well as societal consciousness, in order to prepare them to be responsible citizens.
- To establish a better rapport among themselves and instill team spirit in organizing various programs.
- To understand self-sufficiency, service to others, and responsibility for national growth.
- To promote discipline and maintain institution's decorum.

Role of Student Council

Academic and administrative bodies have student representation, which ensures direct involvement of student teachers in all the activities of the institution. Student representation is given due consideration in curriculum development and institutional planning.

The goal is to enhance organizational ability of student teachers, and to achieve this, several activities are carried out. One of the main tasks is to coordinate the activities of different Cells,

Associations and Committees in the institution. Days of Significance such as National Education Day, Teachers Day, National Mathematics Day, National Science Day, Independence Day, and Republic Day, Celebrations of freedom fighters are organized to instill a sense of patriotism and national integration among student teachers. Student teachers have their active contribution in organizing activities during Guru Puja celebrations, workshops, seminars, and other curricular and co-curricular activities and preparation of Annual Magazine. The Swachh Vidyalaya Programme is coordinated in emphasizing a clean college environment.

Student teachers are provided with ample opportunities to participate in academic and administrative bodies such as the Curriculum development – Mid Course Correction, Internal Quality Assurance Cell, Library Committee, Anti-Ragging Cell, SC/ST Committee and Grievance Redressal Cell. Additionally, they have representation in committees that oversee discipline, cultural and sports programs, and volunteer for the successful organization of events within the college. They organize awareness campaigns and activities to promote environmental conservation and encourage students to adopt eco-friendly practices.

The Student Council plays a vital role in enhancing the institutional functioning and contributing to students' welfare. The Council works towards creating a sustainable and environmentally conscious campus incorporating a positive academic and cultural experience.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 5

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	5	0	6	2

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

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The Alumni Association of the College plays an essential role in maintaining the connection between the college and its former students, who are spread across various professions and locations. The alumni association is involved in various activities that help the college and its students in several ways.

Ramakrishna Mission Vidyalaya Institutions share a common Alumni Association, known as the All Vidyalaya Alumni Association (AVAA), which includes all alumni units of the sister institutions. Additionally, Sri Ramakrishna Mission Vidyalaya College of Education Alumni Association that operates under the AVAA. The AVAA's executive committee comprises the institution's head and one senior faculty member from each of the institutions, and they meet annually on the Ramakrishna Mission Vidyalaya Foundation Day on 3rd February. The college has a website for online alumni registration that is monitored regularly by a faculty member, and currently, all final-year students are registered.

A separate website link is available for online registration of alumni and it is linked with the college website. Periodical registration is monitored by the faculty coordinator.

Alumni Registrattion Link:

<https://srkv.org/aboutus/alumni-registration/>

All Vidyalaya Alumni Association New Letter Link:

<https://srkv.org/avaa-all-vidyalaya-alumni-association-2020-newsletter/>

Experts from diverse fields, through the alumni network are invited to initiate and orient student teachers as well as teacher educators on various topics like effective teaching skills environment protection, first aid, human rights, and inclusive education and placement assistance.

Supporting and Motivating Current Students

The Alumni Association provides essential support to current students by offering guidance, mentorship, and resources. Through workshops, seminars, and interactive sessions, alumni share their experiences and insights, motivating students to excel academically and professionally. This support instills confidence and a sense of belonging among students, fostering a positive learning environment.

Alumni Member in Board of Studies

Alumni member in the Board of Studies of our institution provides invaluable contributions to the development and enhancement of the institution's programs. Drawing from experiences as a former student and now practicing educator, real-world insights are offered into the needs and challenges faced by teachers. Alumni input aids in revising and updating the curriculum to align with current teaching methodologies, emerging educational trends, and technological advancements. Alumni also provide feedback on the effectiveness of training and practicum experiences, ensuring that future educators are well-prepared for the demands of the profession. Active engagement of alumni strengthens the institution's ties with the teaching community, fostering a collaborative and supportive learning environment for current and aspiring teachers.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 6

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	1	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

The Alumni Association of the College plays a crucial role in supporting the institution in various ways. One of its primary functions is to motivate and nurture special talent among the students.

Alumni Association acts as an effective support system

The alumni association of the institute is actively involved in collaborating with the faculty to enhance teaching techniques and conducts events to boost the confidence of teacher trainees in handling challenges during their studies. At the start of the academic year, they provide information about the scope and opportunities in teaching. They also inspire and encourage the students by sharing their

professional experiences through activities such as guest lectures and workshops on career prospects and current developments in education.

The Alumni Association acts as a bridge between the institution and its former students, who have achieved great success in their respective fields. The association organizes various events, seminars, and workshops that bring together the alumni and current students, providing opportunities for mentorship and guidance.

The association also invites accomplished alumni to speak at events and share their experiences and insights with current students. These interactions provide a platform for the students to learn from successful individuals, gain inspiration and motivation, and develop their own skills and talents.

The Alumni Association supports the institution's efforts to promote extracurricular activities and cultural events. It sponsors and participates in sports events, cultural festivals, and other activities that provide opportunities for students to showcase their talents outside of the classroom.

The alumni also motivate students to be innovative and entrepreneurial by sharing their professional experiences and requirements. The alumni contribute to the trainees' personality development, provide career counseling, mentor students and offer placement assistance.

The Alumni Association holds an annual meeting to gather structured feedback and discuss the strengths and challenges of the institution. The alumni play a role in planning and evaluating both academic and non-academic activities of the institution, and provide valuable feedback on the quality of teaching and learning, infrastructure, evaluation system, institutional values, and student support system. The institution values and takes into account the suggestions provided by the alumni for institutional planning.

The alumni play a crucial role in the college's successful operations and also motivate aspiring teachers while recognizing and nurturing their special talents. Distinguished alumni visit the institution for orientation, as guests of honor, or as resource persons to motivate and inspire the students. They are preferred resource persons for National important day celebrations.

The alumni help nurture the teaching skills of student teachers by demonstrating model classes before they begin their teaching practice in supporting schools. This allows trainees to develop their talents to near perfection. During their internship teaching practice, the alumni act as mentors and guides for the trainees, acting as teachers in both model and supporting schools.

By recognizing and supporting talented students, providing mentorship and guidance, and promoting extracurricular activities, the alumni association helps create a culture of excellence and achievement that benefits both current and future students.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document

Criterion 6 - 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

Response:

The institution's governance structure is an indicator of effective leadership and a participatory approach closely aligned with its vision and mission.

Vision

Training confident, competent, and responsible teachers and teacher educators with updated research and digital knowledge imbuing 21st Century Skills blended with emerging technologies through value-based teacher education towards pursuit of excellence on par with global standards.

Mission

- Empowering student-teachers with quality domain knowledge, specialized techno-pedagogic skills, and ability to use innovative methods in teaching by integrating appropriate ICT strategies.
- Extending proper training to graduates and post-graduates to become efficient and effective teachers and teacher educators by inculcating right attitude and holistic values blended with tradition and modernity.
- Encouraging research activities by prioritizing the thrust areas of research through re-visiting emerging trends in the field of Teacher Education.

Management

The College is one of the units of Ramakrishna Mission Vidyalaya, Coimbatore, which is a branch of Ramakrishna Mission, Belur, Kolkata. The Ramakrishna Mission is a Society having their branches all over the world and having registered under the Societies Registration Act, 1860.

The College functions in compliance with the directions given by UGC, NCTE, Government of Tamil Nadu, and Tamil Nadu Teachers Education University to which it is affiliated.

The overall administration of the college is governed by the Management Committee which nominates the Secretary of the college. With the approval of the Government, the nominated secretary functions as the Secretary of the College.

Participatory Decision-making

The teaching and non-teaching members participate in the governance of the institution by representing themselves as members of various administrative bodies such as Governing Body, Academic Council, Finance Committee, Board of Studies, IQAC, Planning & Evaluation Committee, Controller of Examinations, Library Committee, Admission Committee, Placement Cell, Students' Council, and co-ordinating various committees.

Student-teachers contribute to the governance of the institution through effective representation in various committees such as Board of Studies, IQAC and other non-statutory committees. Student-teachers and faculty attend to their responsibilities as per the regulations of each administrative body and fulfil their requirements by completing the tasks entrusted to them in time with due spirit.

Policies related to academic and non-academic activities of various programmes of the College are systematically planned and effectively executed with the support of all the stakeholders of the College.

Feedback System

A structured feedback system adopted by the College helps to sustain quality governance of implementing curriculum to cater to the needs of student-teachers so as to enable them to become efficient and effective teachers in society.

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

6.1.2

Institution practices decentralization and participative management

Response:

Decentralization and Participative Management

The College insulates Decentralization and Participative Management in all activities of the college.

Faculty are encouraged to exercise freedom with accountability in carrying out their academic and administrative responsibilities that empowers them to make decisions and implement strategies aligned with the institution's goals.

Faculty and student-teachers are given due representation in academic functioning of the college. Responsibilities are decentralized according to the requirements of completing each activity entrusted to every faculty and student of every programme.

Transparency is maintained in all academic activities of the college. Strict adherence to academic calendar is ensured in executing curricular and co-curricular activities of the college.

The Principal ensures that all meetings are conducted periodically in order to smoothen the decision-making process. The college conducts an academic and administrative audit every year. The strengths and weaknesses are identified and analyzed and necessary remedial measures are suggested in the IQAC meeting for better functioning of the college.

Process and functions

- The Principal ensures decentralized administration of academic affairs, sharing of responsibilities, autonomy coupled with accountability and participative decision-making.
- The role of the Principal is to provide academic leadership and manage the day-to-day activities of the college along with extending administrative support.
- The Principal motivates, encourages, and monitors the faculty members on the effective transaction of the curriculum using the resources available.
- The Principal supports and guides the administrative staff to provide effective services to the institution.
- The Principal encourages the faculty to attend conferences, seminars, and workshops and contribute to further professional development.
- The Principal plays a major role in assessing the needs of the institution and identifies and procures human and material resources and makes them available for the development of faculty and students.
- As the Chairman of different committees of the college, the Principal monitors the progress and development of the college.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Financial Transparency

- The Finance Committee of the College oversees the financial matters and budgeting in the college.
- Institutional Accounts Management System: A System for managing financial records and transactions within the institution is in place.
- Integrated Financial and Human Resources Management (IFHRMS) Module for Salary and Non - Salary Disbursement: Software for salary and non-salary payment management which is integrated with human resources.
- Public Financial Management System (PFMS): System for UGC grant and centrally sponsored activities for receipt and distribution in enhancing financial management.
- External audits are conducted by the Joint Director of Collegiate Education to validate financial transaction of government funds.
- Internal Audit: Financial operations are periodically reviewed to ensure compliance and efficiency within the institution.
- Periodical internal and external audit reports of the past years confirm that financial transactions at the college are transparent and vivid.

Academic Transparency

- Academic Calendar: Adherence to the academic calendar is mandatory affair of the college and it is prepared in consultation with all the faculty members.
- Syllabus: Curriculum is prepared in align with the vision and mission of the College.
- Admission through Single Window System ensures transparency in the admission process.
- Internal Quality Assurance Cell (IQAC): Process in maintaining and enhancing academic quality and standards.
- Planning and Evaluation: Periodic evaluation is carried out in assessing academic and institutional performance.
- Board of Studies: Academic policies in shaping curriculum for contemporary needs is in practice. Periodic modifications in curriculum are made in enhancing teaching-learning process.
- Academic Council: Governing body overseeing academic matters, policies, and programme development.
- College Committee and Governing Body: Administrative bodies are responsible for functioning of various units of administration of the college.

Administrative Transparency

- Transparency in Recruitment: Merit-based selection process for hiring both teaching and non-teaching staff, ensuring fulfilment of norms and standards of statutory bodies and local government.
- Administrative Audit: Compliance with regulations in administrative practices as put forth by the Regional Director of Collegiate Education.
- Academic Administrative Audit Report (AAA): Regular audit assessing institutions' academic and administrative practices is in place for identifying strengths, weaknesses, and areas for improvement.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The following deployment strategies are employed in order to implement the strategic plan of the College.

- Encouraging students to undergo several value added courses besides their regular courses of study.
- Exclusive provision for undergoing self-study courses with support of open access resources by utilizing extensive facilities available in the library.
- Provision for pre-internship training for better orientation to formal internship experience using digital resources.
- Initiating inter-institutional linkages for extending educational support to school students on the latest techniques of teaching such as active learning, analytical thinking, e-learning etc.,
- Organising Leadership enhancement programmes for strengthening leadership skills among student-teachers.

Practice

Developing Critical / Analytical Thinking Skills

Stimulation of Analytical Thinking through Mathematics

Student-teachers are equipped with requisite skills and knowledge to promote analytical thinking and problem-solving abilities among school students through mathematics

Active Learning Methodology

Student-teachers demonstrated varied active learning strategies through an educational expo.

Technology Enabled Teaching Learning Practices

Workshop on E-Content Development

Training on preparation of e-content and blog creation, video content creation, and identifying appropriate e-resources.

Orientation on CCE and EMIS

An orientation programme on Continuous & Comprehension Evaluation (CCE) and Education Management Information System (EMIS) was given.

Online Quiz

Online Quiz commemorating National Constitution Day was conducted.

Inter Institution Collaborative Activities

A range of Memorandum of Understanding (MoUs) with Academic institutions and NGOs were signed for knowledge exchange initiatives for the benefit of student-teachers and faculty.

1. MoU with Ek Kadam Aur, The USA – Active Learning Scale-up Programme
2. MoU with Government College of Education, Coimbatore – Domain knowledge sharing and Student Exchange Programme
3. Collaborative Activity – A multi-disciplinary Course offered for student-teachers on ‘Physical Activities and Strategies for Inclusive Classroom’ by GAPEY, RKMVERI

Leadership Enhancement Programmes

Scout Camp

Regular Basic Scout Masters Training Camps are conducted to promote leadership skills and team-work among student-teachers

Organising Programmes

Student-teachers take initiatives in organizing a number of programmes in the college such as National Science Day, Teachers Day, National Mathematics Day, National Education Day Birth Anniversary Mahatma Gandhiji, Birth Anniversary of Bhagat Singh, Birth Anniversary of Veerapandiya Kattabomman (South Indian Freedom Fighter) etc.,

Developing Physical and Mental Health

Sports activities like Intramural and Annual sports meet are conducted to promote physical fitness among student-teachers. Basi yoga practices are given for their overall mental and physical well-being.

Inculcating Social Skills

Unnat Bharat Abhiyan & Swachh Activities

Community linked activities like Unnat Bharat Abhiyan (UBA), Swachh Bharat, and Swachh Vidyalaya activities collectively promote community development, hygiene, and education.

Free Coaching Classes

Handling free coaching classes for school students at neighbouring villages bridges the learning gaps among school students and inturn promotes institution-society connect.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

- The College is one of the units of Ramakrishna Mission Vidyalaya, Coimbatore, which is a branch of Ramakrishna Mission, Belur, Kolkata. The Ramakrishna Mission is an International Society with their branches all over the world and is registered under the Societies Registration Act, 1860.
- The overall administration of the college is managed by the Management Committee which nominates the Secretary of the college. With the approval of the Government, the nominated secretary functions as the Secretary of the College Committee/Governing Body.
- The Secretary of the Management Committee functions as the Chairman of the College Committee/Governing Body. The college committee is constituted and functions as per the regulations of Tamil Nadu Private College Regulation Act 1976.
- The Governing Body is constituted and functions as per the regulations of UGC. Through proper selection procedure, the College Committee appoints the Principal of the college who is responsible for administering the various activities of the college.
- The recommendations of Statutory and Non-Statutory Committees are effectively implemented by the Principal with the approval of College Committee and Governing Body.

Administrative Setup

- College has a well-defined organizational structure and managed by Ramakrishna Mission Vidyalaya, Coimbatore.
- The College committee and Governing Body review and evaluate the academic progress, administrative processes, co-curricular and extension activities, and administrative functioning of the College.
- The Finance Committee approves proposals for the development of infrastructure and sports

scholarships.

- All rules and regulations are stated in the service manual drafted by the Governing body. The Principal is responsible for the College functioning and growth including administrative, academic, co-curricular, extra-curricular and extension programmes.
- IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non-academic events. Staff members have been designated as Coordinators or members of various committees and cells.
- Criteria for the selection of teaching and non-teaching staff are completely based upon the norms and conditions of NCTE, UGC state Government rules and regulations such as reservation policy etc.

Service rules

- In accordance with the Tamil Nadu private Colleges Regulation Act, 1976 and GO from Tamil Nadu Government, the college has laid down the service rules for the teaching and non-teaching staff. These rules govern the following:

Probation and continuation of service:

- The staff will have a probationary service period of two years during which their service will be comprehensively evaluated every semester. Soon after the appointment, the college seeks university approval of qualification of the appointed staff. At the end of the second year, the staff are made permanent if the service is satisfactory.

Training and development:

- The staff shall undergo need-based programmes i.e. orientation, refresher, faculty development programme etc. to update their knowledge and become professionally competent
- The staff shall complete self-paced online courses offered by Massive Open Online Courses (MOOC) platforms as part of the training programme.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

1.Planning and Development

- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: B. Any 5 of the above

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

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

The college has a number of cells and committees in executing academic and administrative tasks. The institution has an Internal Quality Assurance Cell (IQAC) which meets periodically and decides on the measures to be taken to improve and sustain the quality of teacher education. Board of Studies (BoS) and Academic Council provide an opportunity for faculty, employers, alumni, prominent members of the civic society, eminent personalities from various reputed Universities to contribute their valuable suggestions to the curriculum development process. The College Committee shall supervise the work of the college and its administration and exercise all such powers necessary for the smooth running of the college.

The Governing Body approves programmes and functions that may be necessary and deemed fit for the proper development, and fulfil the objectives for which the college has been declared as autonomous. Finance Committee estimates relating to the grant received/receivable from UGC, income from other sources and income from fees, etc. collected for the activities to undertake the scheme of autonomy. Other committees such as Planning & Evaluation Committee, Admission Committee, Library Committee etc., perform for the smooth functioning of the college.

Decision made based on IQAC Minutes

In addition to regular assessments, the college employs a distinctive strategy called Students' Performance Assessment. This methodology assesses students' comprehension, application of knowledge, skills, and abilities against the stipulated Learning Objectives (LOs). By engaging in diverse

performance tasks, students enhance their learning experience while showcasing their competence. This approach is not only insightful but also instrumental in reinforcing the connection between theory and practice.

The Students' Performance Assessment is conducted biannually, once per semester (except third semester), for both first-year and second-year student-teachers. This systematic evaluation examines their growth over time and the successful integration of theoretical knowledge into practical scenarios. It not only reinforces students' learning but also cultivates critical skills required for effective teaching.

The components include,

1. Academic Performance
2. Library usage
3. Involvement in Extension/ Community Services
4. Other Responsibilities/ Performance
5. Completion of Self-study Course
6. Participation and presentation in Seminars

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Professional Development Benefits

- Conducting need-based Faculty Development and Skill Development Programmes.
- Availing On-duty leave for attending Professional Development Programmes.
- Internet and Wi-Fi enabled campus.

Financial Benefits

- Financial support to the faculty members for attending Seminars and Conferences.
- Teaching and Non-teaching working in Management Category are facilitated with Salary Advance, Gratuity and Provident Fund.
- Accommodation can be availed by teaching and non-teaching staff, if available and required, at the hostel at nominal charges.
- Residential staff quarters for teaching and non-teaching staff members are available for nominal rent.

Health Benefits

- Medical camps are frequently organized by the Ramakrishna Mission Vidyalaya in the campus.
- Dispensary is available in our campus for medical treatments and diagnostic tests with subsidized rates
- Group Insurance premium is paid by the management for management Non – Teaching staff
- Fitness centre inside the campus.

Leave Benefits

- As per Tamil Nadu Government Leave rules

Other Benefits

- Priority is given to the wards of faculty and staff in admission to schools and colleges on campus.
- Tamil Nadu state government is providing health insurance for all the aided and teaching and nonteaching staff members. For the unaided teaching and non-teaching staff, our management is providing health care facilities through the dispensary.
- Medical camps are frequently organized by the Ramakrishna Mission Vidyalaya on the campus. Employees make use of the camp for treatment and general check-ups.
- Group insurance benefit is also provided to the employees.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2

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

Response: 5.26**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2	2

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

6.3.3**Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.****Response: 8****6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	01	03	02

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

Percentage 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

Response: 60.53

6.3.4.1 Total 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 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
25	11	07	03	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Institution has a Performance Based Appraisal System for teaching and non-teaching staff which is assessed annually. Apart from UGC regulations for the Appointment of Teachers and other Academic Staff in the institution, Maintenance of Standards, amendments are made therein from time to time for teaching and non-teaching staff. The objective is not only to objectively evaluate the performance as per

established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

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

Teaching staff

- Increments and Promotions are completely based upon the Performance.
- The performance of teaching staff is assessed on the following bases: their Professional Qualification, Academic activities, Additional Responsibilities, Innovative Teaching Methods adopted, Research Guidance, Workshops / Certificate Courses / Online Certificate Courses attended/Completed, Papers presented in the Conferences / Seminars, Publications, Edited Books, Proceedings, Journals, Projects, involvement in Extension activities etc.,
- 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.
- The Institution accords appropriate weightage to these contributions in their overall assessment.
- The PBAS Proforma filled by the Faculty Member is checked and verified by the Principal.

Non-Teaching staff

- All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal.
- The various parameters for non-teaching staff members are assessed under different categories i.e. Professional Competence, Performance, Personal Characteristics, Attitude Towards Co-workers, Attitude Towards Public, Staff. Student Relations which include Knowledge of rules, regulation and procedure, ability to organize work and carry it out, ability and willingness to take up additional load in times of exigencies, creativity and innovation, ability to learn and perform new duties, maintenance of files/records, accuracy & speed of work, neatness & tidiness of work, attendance, punctuality, integrity and behavior, cooperation with colleagues, and responsibility towards tasks.
- Their overall assessment is based on the above mentioned parameters. Their performance is first assessed by the Principal and then forwarded to the management.
- Their increments and promotions are also based up on their performance appraisal. Based on their performance, employees are granted promotions and financial up-gradation. The Performance Appraisal System significantly helps in the evaluation of the performance of employees and in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

College regularly follows Internal & external financial audit system. College has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. 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 Region, Coimbatore.

The mechanisms used to monitor effective and efficient use of financial resources are as below:

- Before the commencement of every financial year, principal submits a proposal on budget allocation, 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., and non- recurring expenses like lab equipment purchases, furniture and other development expenses.
- The expenses are monitored by the accounts department as per the budget allocated by the management.
- Further the accounts of the college are 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	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document

6.4.2

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

Response: 0

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The institution and faculty take efforts for mobilization of funds. College has a transparent mechanism of auditing and optimal utilization for grant and resources.

Staff Salary (Teaching and Non-Teaching)

The salary for both teaching and non-teaching staff, apart from the Management staff is funded by the State Government. This mobilization ensures financial stability for the institution. This support maintains the academic workforce, fostering quality education.

Student Fee Collection

Student fee contributes significantly to the institutional revenue, funding infrastructure, faculty salaries (Management Staff), and other educational resources. It serves as a vital financial resource for day-to-day operations of the College.

Research and Extension Fund Generation

The College has been tapping financial resources for sponsored academic activities, funding for research and extension activities. The College runs a Peer-Reviewed Quarterly Journal named “Journal of Educational Research and Extension” since 1964. Journal Subscription adds as a source of funding as well. These funds promote innovation, facilitate institution-community engagement, and enhance the institution's academic and societal connect.

Few initiatives where the College has received/ sanctioned funds include

Sponsored Academic Activities

- ATAL Sponsored Faculty Development Programmes
- Major and Minor Research Projects (ICSSR and PMMMNMTT)
- Journal of Educational Research and Extension
- ICPR Sponsored Lecture Series
- PARAMARSH – UGC sponsored Mentor Activity
- Unnat Bharat Abhiyan – Centrally Sponsored Extension Activity
- State Government Sponsored Vocational and Skill Development Programme at Government Observation Home, Coimbatore.

Optimal Utilization of Resources

College optimally utilises the allocation of resources. The funds received by the college from granting bodies and funding agencies are transacted through Online. The grants received are spent with the approval from the statutory committees on priority basis.

Institution Budget

Every year annual budget is prepared well in advance as per the needs and requirements of the college through finance committee. The budget takes care of research activities, computer lab, sports laboratories, Library, and sports. As per budget the Principal proceeds with the planned activities.

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. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

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

Response:

The college established an Internal Quality Assurance Cell (IQAC) in the year 2006 to work towards realizing the goals of quality enhancement and sustenance. The cell makes assessment of different aspects of the functioning of the college and ensures periodic monitoring. The meeting is conducted once in every quarter. It monitors the continuous occurrence of teaching-learning process and is responsible for its review. This review is also made based on the students' performance in the continuous internal assessment conducted periodically.

The outcomes of such review will be reflected in planning the agenda schedule of the consecutive Board of Studies meetings and the meeting of Academic Council.

The major activities undertaken by IQAC are:

- Planning and executing the activities of the college every year in enhancing the quality of the institution
- Development and attainment of quality benchmarks / parameters for the various academic and administrative activities of the College
- Suggesting for revision of curriculum based on the changes and trends in Secondary School Curriculum and based on contemporary needs
- Updating the instructional resources provided in all laboratories and library
- Planning and executing new and innovative strategies of teaching and learning
- Dissemination of information on the various quality parameters
- Documentation of the various programmes/activities of the college, leading to quality improvement
- Development and maintenance of institutional database for the purpose of maintaining /enhancing the institutional quality

Few of the Quality Assurance Strategies conducted by IQAC are listed as follows

- UGC Sponsored PARAMARSH Scheme (Mentoring Accreditation Aspirant Institutions to Promote Quality Assurance in Higher Education)
- International Collaborative Programme with Ek Kadam Aur International Foundation (MoU) on

“Active Learning Scaleup Programme”

- Consultancy Activities through VIDYANJALI Portal - A One day Faculty Development Programme on “Information & Communication Technology” (ICT) for College Teachers
- Faculty Development Programme on “Quality Mandate for Higher Education Institutions in India”
- Seminar on “Best Practices for Quality Management in Vidyalaya Higher Educational Institutions”
- Participation in UGC - CHETANA Online Series
- Faculty Development Programme (FDP) for College Teachers on "Why Emotional Quotient (EQ) matters more than Intelligence Quotient (IQ)”
- Workshop on “Scholarly Communication for Faculty Members & Research Scholars”
- Inter Institution Collaborative Programme on “Towards Digital Proficiency”
- Seminar on “Writing Grant Proposals and Funding Opportunities”
- Faculty Development Programme on “Analytical, Critical, Lateral and Design Thinking”

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC conducts a comprehensive review of the curriculum and teaching-learning process by collecting feedback from various stakeholders, including from heads of the internship schools, employers, alumni, faculty, and students. Significant inputs help in enhancing the quality and relevance of teaching-learning practices provided by the college.

The IQAC also evaluates by conducting entry-level assessments to measure students' initial knowledge and skills, gathering feedback from examinations, and receiving input from mentors. In addition, the IQAC administers student satisfaction surveys to obtain valuable insights into the overall learning experience at the end of the programme. These multifaceted assessments and feedback mechanisms help the college in continuous improvement and ensuring a high-quality educational environment for its students.

IQAC ensures ICT integration in curriculum with e-learning UG and PG programmes. Regular faculty development programmes are organised to keep them updated with recent methods of teaching. Student-teachers are empowered to use ICT tools such as, mobile-based learning, online courses and learning

apps. Student-teachers are provided with opportunities to develop competencies by preparing lesson plans, demonstrate teaching skills, create low-cost teaching aids and learn various assessment methods.

Few notable initiatives conducted by IQAC for teaching-learning process are as follows

- Faculty Development Programme on “Quality Mandate for Higher Education Institutions in India”
- Students’ Performance Assessment
- Seminar on “Best Practices for Quality Management in Vidyalaya Higher Educational Institutions”
- Seminar on “Writing Grant Proposals and Funding Opportunities”
- Workshop on “Scholarly Communication for Faculty Members & Research Scholars”
- Faculty Development Programme on “Analytical, Critical, Lateral and Design Thinking”

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

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 20.8

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
57	17	17	10	03

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

- 1. Improve public private partnership for research, consultancy and extension activities**

The College fosters collaboration by facilitating partnerships, leveraging resources, and promoting joint initiatives for notable outcomes. The College has been regularly conducting extension and outreach activities for the benefits of the society. College also makes efforts to conduct these activities through central/ state and other NGO funding mechanisms. To name a few,

1. PARAMARSH - UGC Scheme for Mentoring NAAC Accreditation Aspirant Institutions

2. Unnat Bharat Abhiyan – Centrally Sponsored Rural Development Programme
3. Personality, Skill and Vocational Development Programmes – Sponsored by Government of Tamil Nadu at Government Observation Home, Coimbatore.
4. Active Learning Scale-up Programme – in collaboration with Ek Kadam Aur, The USA.

2. Empowering Student-teachers: Seamless ICT Integration for Transformative Teaching Practices towards Excellence.

The college has implemented a number of ICT initiatives that align with the National Education Policy (NEP) 2020. Faculty provide opportunities to the student-teachers to use the various online instructional resources available in the form of lectures, animations, simulations, quizzes etc. Online instructional resources like Amrita Online Labs, National Digital Library of India, DIKSHA, Khan Academy, PhET, Virtual Labs etc. are being utilized to equip student-teachers with skills to provide better learning experiences to school students.

Students are encouraged to undergo SWAYAM and other online courses to professionally update themselves. A number of ICT integrated curriculum initiatives is being implemented in the institution for the student-teachers. To name a few,

- a) Training on e-content Development
- b) Creation of Blogs for Teaching Learning Process
- c) Extensive usage of Google Classrooms
- d) Incorporating Augmented Reality in Teaching Learning Process

STEM Lab, Educational Studio and ICT Laboratory established within the campus create immersive and hands-on learning environments, allowing aspiring educators to engage with and explore the latest educational technologies, teaching methods, and scientific concepts.

The establishment of a STEM lab reinforces the college's commitment to experiential learning and hands-on exploration in the fields of Science, Technology, Engineering, and Mathematics. The lab allows student-teachers to engage in practical experiments, fostering their analytical skills, problem-solving abilities, and creativity, while also promoting a passion for STEM disciplines.

The College has established an Educational Studio. This studio serves as a platform for creating and disseminating educational content through video lectures, simulations, and multimedia presentations. By incorporating interactive and innovative content, the educational studio enriches the teaching process, making it more engaging and effective.

Optimum utilization of ICT facilities is ensured by the faculty in order to provide multisensory experiences and to cater to the differential needs of student-teachers.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document

Criterion 7 - 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

Response:

The college is committed to conserving energy and providing its students with a carbon-free, environmentally friendly campus. The College ensures access to affordable, reliable, sustainable, and modern energy for all. Keeping these factors on consideration a specific energy policy is formulated. It aims at reducing energy consumption, assure acceptable indoor air quality and improve energy efficiency on campus through methods that are consistent with a safe, secure, and eco-conscious campus.

Purpose

The initiatives for the conservation of energy, environment and green campus activities will develop a positive attitude towards nature and will create a challenge among the student-teachers for protecting our resources.

Policy Objectives

1. To make student-teachers understand the importance of environment and educate them to create awareness among public.
2. To protect and conserve ecological systems and resources.
3. To enhance the environment protection practices and energy conservation strategies.
4. To improve energy efficiency by use of energy efficient equipment.
5. To initiate energy efficiency measures.

Action Plan

- Optimum utilisation of natural light and ventilation.
- Fixing of less energy consumption Brushless Direct Current Motor (BLDC) ceiling fans.
- Installation of LED lights, bulbs, and sensor streetlamps.
- Installation of the solar panels for the alternative use of energy resources.
- Appointment of security personnel to monitor and maintain the energy consumption.
- Conducting periodical meetings to carry out its policies and update its activities.
- Conducting energy conservation awareness programmes
- Fixing of awareness banners in the college campus to reinforce the importance of energy conservation.
- Purchasing energy-efficient appliances.
- 10. College ensures proper maintenance of electrical appliances by providing Annual Maintenance Contract (AMC) scheme.

Other Measures

- Avoidance of decorative lights.
- Usage of LCD/LED monitors in place of CRT monitors.
- The staff and students are motivated to use laptops, as they are more energy efficient than desktops.
- Utilisation of biogas plant in the campus to reduce the consumption of cooking gas in hostel.

The green landscaping with a wide range of trees in the campus releases large amount of water vapour that cools the air and environment. So, it reduces the usage of air-conditioners and conserves energy.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

The Waste Management initiatives at the College echoes its commitment to lessen the environmental impacts through effective waste management and sustainable practices by converting waste into reusable resource.

Objectives

- 1.To ensure that waste management is performed in accordance with all waste statutory requirements, including the duty of care, and to plan for future changes and to mitigate their effects.
- 2.To promote environmental awareness in order to increase and encourage waste minimisation, reuse and recycling.
- 3.To minimise waste generation at source and facilitate repair, reuse and recycling over the disposal of wastes in a cost-effective manner.
- 4.To invest into the expansion of recycling opportunities on the campus and transform waste into value added products.
- 5.To ensure the protection of the environment through effective waste management measures.
- 6.To promote holistic approach of waste management in the campus.

Recycling Paper Waste

Used paper from the college is collected, stored, and recycled properly. The unwritten/ unprinted pages of used papers are reused to send circulars and other documentation purpose.

Disposal of Food Waste

All hostels and canteen are provided with waste disposal mechanisms. The food waste is used for biogas production. The biogas produced is utilized for cooking at the hostel. The waste from the food outlets on campus is removed by the service providers and disposed of.

Recycling of Leaf Litter

Leaf litter from the campus is used for mulching around tree bases to help retain water content and enhance nutrients. Dry leaves and other plant wastes are dumped to form natural fertilizer for plants and further utility of enriching the quality of Vidyalaya soil.

Liquid Waste Management

Wastewater from the bathrooms is collected through drainage pipelines and drained out by the drainage system thereby avoiding stagnation of water inside the campus. The wastewater from the hostel is used in the garden to water the plants. feeding the greenery of the campus.

E-Waste Management

The e-waste generated on campus such as tube lights, CFL, LED, computer and electronic parts is annually collected and disposed.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: A. Any 4 or more of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

The college has an impressive green campus and gives top priority to keep the campus clean and eco-friendly that allows students and teachers to be proud of their college, which makes them less likely to litter and, as a result, more likely to make an effort to protect their environment.

The college takes necessary efforts to maintain its cleanliness, sanitation, green cover and pollution free

healthy environment. The institution has a tie-up with Spick & Span, an agency to take care of the cleanliness of the campus in addition to the regular maintenance staff appointed by the Vidyalaya. They ensure that cleanliness and sanitation are neatly maintained in all the rooms, washrooms and the campus.

Efforts of the institution for maintenance of cleanliness, sanitation, green cover and pollution free healthy environment.

1. Classrooms and administrative rooms are cleaned regularly.
2. Dust bins are available at appropriate places.
3. Enough number of wash basins are available.
4. Separate washrooms are provided for men, women, faculties and physically challenged.
5. Automatic hand sanitizer machine was placed during the time of COVID-19.
6. Access to safe water is available in the institution.
7. Student-teachers are sensitized to maintain the cleanliness of their respective classrooms.
8. Student-teachers are advised to follow healthy food habits and reduce food waste.
9. The institution strictly avoids the use of plastics and has imposed a total ban on single use plastics within the campus.
10. Student-teachers are also taught to maintain a plastic, litter and substance abuse free campus.
11. All student-teachers are actively involved in “Swatch Bharat Mission”, and “Swatch Vidyalaya Movement” and clean the college campus, Vidyalaya Campus and neighborhood villages.
12. College provides a course on Yoga & Health Education, and Environmental Education as Electives to make the students understand the importance of safety, sanitation, hygiene, pollution-free environment.
13. Special lecture programmes are organized to create awareness on environmental protection, health, and hygiene.
14. Activities such as group gardening, planting saplings and watering the plants are undertaken by the student-teachers.
15. Student-teachers are motivated to use the public transport system and bicycle to avoid pollution in and outside of the campus.
16. Student-teachers are encouraged to avoid the usage of plastic covers while submitting their academic project work, assignments, records, and thermocol for preparing teaching aids.
17. Leaf litters are used for natural manure and vermicompost and are not set on fire to avoid air pollution.
18. The alternative energy sources like solar power, bio-gas are implemented to meet a part of the needed energy.
19. The institution also minimizes the usage of air conditioners wherever possible and maximizes the planting of trees thereby creating a pollution free environment.
20. Wastewater is treated and used for watering plants.

Through these efforts and regular follow-up, the cleanliness, sanitation, green cover, and pollution free healthy environment of the overall campus is ensured.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: A. All of the above

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

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component

during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:**Local Environment**

Every year, Gurupuja celebration, a community-linked socio-cultural function, is organized in which all the faculty and student-teachers involve in extending voluntary social service to the public. The activities/events at the function involve educational expo, science exhibition, literary competition, cultural programmes and spiritual discourses. The function organized by the institution provides an opportunity for knowledge dissemination, promoting scientific inquiry, moral and ethical guidance, human values, social harmony and cultural preservation.

SWARAM (Confluence of Dramas) - A State Level Cultural competition is conducted by the College to preserve the drama skills through Indian culture.

Children Art Competition - Every year the College conducts Gurupuja Children Art Competition which serves a platform for young artists to exhibit their talents, fostering a love for art and promoting creativity among school students in the local community.

Locational knowledge and resources**Skill Enhancement Training**

ICT Skills among School teachers and faculty of Higher Educational Institutions has become an integral part of their teaching-learning practice. Often, they face several challenges, including difficulty in

adapting to technology-enhanced learning, limited ability to engage technically sound students, barriers to effective online teaching, and potential knowledge gaps in incorporating digital tools into their teaching methods.

Taking these challenges into consideration and available resources, the College arranges a number of professional development programmes such as Faculty Development Programmes, Teachers' Convention etc., for school teachers and college faculty members. These initiatives help them provide quality education in the digital age.

Teacher participants have gained a considerable knowledge in incorporating a number of digital tools and strategies into their teaching. The resources at the College such as Educational Studio, STEM Lab and ICT Resource centre are optimally used.

Community Practices

Coaching Classes for School Children

School children from two underprivileged villages in the neighbourhood are being supported with evening coaching classes by our student-teachers. Children with varied learning abilities are provided with additional learning support in filling educational gaps, and improve their literacy rates.

The outcomes of this initiative are offering a conducive learning environment with tailored guidance. This in turn boost students' confidence amidst resource disparities in rural education.

Training Programme at Government Observation Home

The Government Observation Home, Coimbatore is a place where around fifty vulnerable children with petty and criminal cases against them are stationed. They are children with lack of parental care and emotional support and exposed to trauma or abuse. They have limited access to quality education and skill development. College sees this as an opportunity to mould and bring them back to society as an acceptable citizen.

College conducts personality, vocational, and entrepreneurship training programmes for the children at this Home. The sessions include motivational talks, training on Basic Plumbing & Electrical Wiring, Mobile Phone Servicing, Desktop Publishing etc.,

The children who return to their villages have started leading an independent life. Few have become a small-scale entrepreneur in their native place. This motivates the College to continue to perform such type of activities.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices**7.2.1**

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice: 1

Developing Problem-solving Skills in Mathematics through Stimulation of Analytical Thinking (AT)

Objectives:

- To develop problem-solving skills in mathematics and improve the competency of high school students.
- To enable student-teachers with multiple modes of teaching strategies to enhance teaching competency.

Context:

Having realized the problems faced by the mathematics teachers, attempts are made to bring in innovative methods of teaching as propagated by research studies and they highlight the fact that divergent thinking ability can easily be enhanced through AT.(Brown.S,2001)

Practice:

Content Integration and Resource Mobilization (Phase-I)

- The core team comprises subject teachers, academicians and teacher educators involved in the process of content selection from textbooks of Standards VI-IX.
- Mathematical concepts of specific topics are arranged in logical sequence, subsequently mapped and transacted using analytical method.

Training (Phase-II)

- Workshops are conducted for Teacher Educators, Research Scholars and Student-teachers on AT methods. The process of applying AT to solve problems effectively is explained.
- Q&A sessions are conducted to clarify doubts.
- Separate sessions are arranged for preparing MCQs and conducting online examinations.

Implementation and Assessment (Phase-III)

- Two sessions per week for Standards VI-IX are conducted throughout the year.
- Formative assessment is conducted every fortnight to address learning gaps.
- Subject teacher extends remedial teaching for the needy.
- Academic guidance is provided to students at every stage of learning.

Evidence of Success:

- School students demonstrate improved AT skills.
- Student-teachers become proficient in preparing questions, content delivery, and assessment.

Problems Encountered:

- Sustainability and ensuring access to technological resources and relevant educational software.

Best Practice: 2

Empowering underprivileged Rural Students with Academic Skills and Vulnerable Youth with Employability Skills through Outreach Activities

Objectives:

- To conduct free coaching classes to students of poor families.
- To foster technical, vocational, drawing and life skills among vulnerable children at Government Observation Home(GOH).
- To contribute to community through rural developmental programmes.

Practice:

The College organizes various extension and outreach activities for local community viz.

1.Adhyapana – Coaching Classes for underprivileged school children.

2.Personality and Skill Development Programme at GOH.

3.Rural Development Programme through Unnat Bharat Abhiyan(UBA).

Adhyapana

The college provides free coaching classes to the underprivileged children at two nearby villages handled by our student-teachers.

Personality and Skill Development Programme

- Personality Development Programme-Motivational and Spiritual discourses.
- Skill Development Programme - Drawing and Painting.
- Vocational Skill Training Programme - Plumbing, Electrical Wiring, Home Appliances Servicing, Mobile Phone Servicing and Two-Wheeler Maintenance.
- Digital Entrepreneurship Training Programme - Desk Top Publishing.

Rural Development Programme through UBA.

The College is sanctioned with Seed Money Grant(Rs.50000/-) through UBA to study, assess, and to extend services at five villages to promote community development.

Evidence of Success:

- Adhyapana programme enhances the academic performance of school students and competency level of student-teachers.
- A noticeable positive behavioural changes and increased opportunities among the children at GOH.
- Student-teachers get experiential insights and community connections by participating in rural development programmes.

Problems Encountered:

- Managing time schedule for student-teachers in conducting coaching classes out of college hours.
- Inadequate funding for extension of rural development programmes to villages in vicinity.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Empowering Student-Teachers with 21st Century ICT Skills at par with attainable sustainable goals in teacher education

Objectives:

- To foster digital literacy among student-teachers to promote innovative teaching and learning approaches.
- To enhance proficiency of student-teachers in utilizing modern ICT tools effectively in their classrooms.
- To equip student-teachers with ICT tools for effective, student-centered learning aligned with sustainable education objectives.
- To establish collaborative partnerships with schools and communities to promote hands-on, real-world ICT application.
- To encourage student-teachers to pursue Online Courses offered by agencies of national and international repute.

The College has a clearly outlined academic policy for empowering student-teachers with contemporary ICT Skills through the below mentioned activities.

a) Training on e-content Development

Student-teachers are trained with incorporating open-source multimedia elements, interactivity, and real-world applications in their contents. Platforms like DIKSHA, OLABS, VLABS, PhET, ARLOOPA, etc., are extensively used. Through adequate training, they are equipped with integration of e-content in their practice teaching schools. E-content prepared can be accessed anytime and anywhere, providing students with flexible learning opportunities, and catering to diverse learning styles. Regular training sessions for student-teachers are conducted by staff to further raise the quality of the e-content materials developed.

b) Blogs for Teaching Learning Process

Student-teachers are empowered with the technical knowhow of creating their own blogs and share their prepared learning materials through their educational blogs. Each student-teacher creates his own blog and disseminates his content through blogs thus promoting collaborative learning among peers. These blogs are linked with the institution website for accessing information with ease.

c) Google Classrooms

Google Classroom, a stand-alone Learning Management System (LMS) is used by the teacher educators and student-teachers for sharing their academic content. This includes syllabus, subject specific lesson plans, learning materials and assignments on various topics.

d) Augmented Reality in Teaching Learning Process

Augmented Reality in teaching is a contemporary technique for 21st Century classrooms. Student-teachers are exposed and trained with AR concepts and technologies. AR creates opportunities to grasp abstract concepts with multidimensional learning. Student-teachers prepare subject specific video lessons integrating AR concepts. AR technology helps student-teachers prepare lessons with multisensory exposure. Student-teachers demonstrate practical activities using AR during their practice teaching.

To conclude, integrating ICT skills among student-teachers has enhanced classroom experiences and teaching new skills. The strategies employed have equipped student-teachers to engage students with innovative methods and prepare learners for a digital world.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

From the academic year 2015-16, the B.Ed. and M.Ed. programmes have been restructured as two years programmes as per NCTE norms comprising four semesters. Thirteen theory papers, four papers on Enhancing Professional Capacities (EPC) and practicals are offered at the B.Ed level. A compulsory paper on Development of Moral and Social values is also offered among the theory papers. Six elective subjects from the area of teacher preparation are offered. Apart from these theory papers, students take up teaching practice and execute practicals in each semester. The M.Ed. programme has twelve theory papers and practical activities. Besides the above, research work and submission of a thesis is compulsory for all M.Ed students. The college offers Ph.D. (Doctor of Philosophy in Education) degree course on full-time and part-time basis. The Ph.D. Programme of the college were introduced in the year 1964 and thus the college has a rich and long legacy of training pre-service and in-service teachers, teacher educators and nurturing research culture.

Concluding Remarks :

As envisaged by Swami Vivekananda, the Sri Ramakrishna Mission Vidyalaya College of Education strives hard to impart man-making and character-building education to the youth that are necessary to develop leadership, sense of responsibility and love for the country.

To achieve excellence in various domains of teacher education, the institution attempts to initiate/continue several need-based, goal-oriented, and outcome-based innovative activities in the following ways:

- Planning for periodical upgrading of available infrastructure and instructional facilities and incorporating various teaching learning strategies as per the requirements of Regulatory bodies and State Government.
- Venturing into special initiatives to elevate the status of the college by improving the quality of services blended with value-education so as to achieve excellence in teacher preparation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>44</td> <td>35</td> <td>42</td> <td>52</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>44</td> <td>21</td> <td>42</td> <td>52</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per supporting documents shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	38	44	35	42	52	2022-23	2021-22	2020-21	2019-20	2018-19	38	44	21	42	52
2022-23	2021-22	2020-21	2019-20	2018-19																	
38	44	35	42	52																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
38	44	21	42	52																	
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above</p> <p>Remark : DVV has selected 4 of above as we have not received feedback from Practice teaching schools/TEI</p>																				
2.3.2	<p>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</p> <p>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	15	16	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	13	14	15

Remark : DVV has made necessary changes.

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years..

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	0	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	0

Remark : DVV has made necessary changes.

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	3.96	0	1.35364	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2.00	0	1.35364	0

Remark : DVV has made necessary changes.

3.2.1 Average number of research papers / articles per teacher published in Journals notified on

UGC website during the last five years**3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	11	11	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	10	6	9	3

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded based on calendar year (JAN-DEC) and have those who does'nt have UGC website

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	4	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	4	1	0

Remark : DVV has made changes as per prescribed format shared by HEI and values have been modified based on calendar year (JAN-DEC)

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made necessary changes.

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

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

Answer before DVV Verification : 14

Answer after DVV Verification: 8

4.1.2.2. Number of Classrooms and seminar hall(s) in the institution

Answer before DVV Verification : 14

Answer after DVV Verification: 14

Remark : DVV has made necessary changes.

4.3.4 Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has made necessary changes.

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

6.3.3.1. Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	02	10	03	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	01	03	02

Remark : DVV has made necessary changes.

7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3.61016</td> <td>0.02620</td> <td>0.00520</td> <td>2.39553</td> <td>2.66127</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made necessary changes.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3.61016	0.02620	0.00520	2.39553	2.66127	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
3.61016	0.02620	0.00520	2.39553	2.66127																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>15</td> <td>16</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>17</td> <td>13</td> <td>14</td> <td>15</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	19	19	15	16	18	2022-23	2021-22	2020-21	2019-20	2018-19	17	17	13	14	15
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