



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**N.V.K.S.D.COLLEGE OF EDUCATION**

**ATTOOR, KANNIYAKUMARI DISTRICT**

**629177**

**[www.nvksd.edu.in](http://www.nvksd.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

N.V.K.S.D. College of Education (Autonomous), founded in 1963 by the benevolent visionaries of N.V.K.S. Devaswom, is a trailblazing institution for Teacher Education in Kanniyakumari District. Rooted in the vision of Gnana (Knowledge), Dharma (Righteousness), and Sneha (Love), the college is not only the first teacher education institution in the district but also the singular aided college of Education in Kanniyakumari District. Serving as a Malayalam linguistic minority institution, it is committed to catering to the educational needs of Malayalam-speaking minorities in Kanniyakumari District, transcending distinctions of caste, creed, or religion.

Nestled in a serene and eco-friendly environment, surrounded by villages, rivers, and foothills, the college serves as a cultural and educational haven. This institution, surrounded by nature's bounty, symbolizes a stronghold of education, culture, and renaissance.

In 2014, the college achieved reaccreditation with an 'A' grade from the National Assessment and Accreditation Council (NAAC). Further, in 2017, the University Grants Commission (UGC) bestowed Autonomous status upon the institution. Affiliated with the Tamilnadu Teachers Education University, Chennai, the college offers academic programmes, including B.Ed., M.Ed., and serves as a recognized centre for Research in Education. Notably, since 2005, it has been recognized by the Indira Gandhi National Open University as a centre for conducting various programmes.

Under the guidance of long visionary management, the college thrives on the collaborative efforts of a committed and passionate staff. The active involvement of alumni and the provision of excellent infrastructure facilities contribute to the institution's success. Dedicated to delivering quality Teacher Education, the college aspires to nurture competent and skilled teachers who are wholeheartedly committed to shape the future generations of the nation. With a rich history, distinguished accolades, and a holistic approach to education, N.V.K.S.D. College of Education stands as a torchbearer of knowledge and enlightenment. Beyond academic achievements, the college has firmly established itself as a pillar of community engagement and social service, earning a permanent place in the hearts of the people in the educational, social and cultural landscape of Kanniyakumari District.

### **Vision**

#### **The College Logo**

The college logo features a lotus, symbolizing light, knowledge, truth, the highest reality, prosperity, and eternity. The warm, bright glow emitted from the lamp is considered auspicious, representing enlightenment, prosperity, knowledge, and wisdom. It also signifies the triumph of light over darkness and good over evil. The tiger in the logo is associated with our Governing Deity, Nalloor Vettuvanni Kandan Sasta, and is a divine animal symbolizing protection, vitality, strength, and unpredictability. The book in the logo represents the Vedas, held by Goddess Saraswathy, and is deeply rooted in Indian knowledge and culture.

### **Vision**

## **Gnana (Knowledge)**

The lotus, lamp, and book in the college logo collectively embody the essence of our vision 'Gnana', representing light, enlightenment, truth, prosperity, wisdom, and the profound cultural and intellectual heritage rooted in the Vedas and Indian culture. It is the representation of our commitment in fostering and disseminating knowledge in various facets.

## **Dharma (Righteousness)**

The depiction of the lotus, lamp, tiger, and book in the logo collectively embodies the principles of our vision 'Dharma'. It communicates our dedication to facilitate a learning environment rooted in the principles of 'Dharma', guiding students toward a path of righteousness and ethical conduct.

## **Sneha (Love)**

The lotus, lamp, tiger, and book in the logo collectively convey a sense of unity, warmth, and positive values that align with the vision 'Sneha'. The educational environment represented by the logo could be seen as fostering a loving and supportive community, where students are nurtured, guided, and protected, mirroring the values associated with the concept of 'Sneha'.

## **Mission**

- Develop a teacher education institution capable of maintaining global standards.
- Develop a group of new generation teachers with right attitudes, ideals and values and are competent to practice education within the framework of Indian culture.
- Develop a new cadre of teaching professionals who can recreate the vision of Indian education and can contribute to social order based on equity and ahimsa.
- Inculcate in the would-be teachers values of humanism, spiritualism and cultural pluralism through their teaching and social behaviour.
- Develop a new educational culture capable of producing a new generation of Indian citizens who believe in and practise the great ideals which Indians have upheld over the ages.
- Develop the students with technological and interpersonal skills.
- Promote a strong cadre of educational researchers who can produce new knowledge in education which will answer to the needs of the global society.
- Promote educational extension at different levels.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

Since its inception in 1963 as an aided college with linguistic minority status, the institution has embarked on a 60-year journey in teacher education, producing competent educators contributing to society. The college received reaccreditation from NAAC with an A grade in 2013 and was conferred autonomous status by UGC in 2017. The institution ensures student autonomy, teacher accountability, inclusion, and flexibility in course specialization through democratic decentralized administration.

All 13 permanent aided faculty members hold Ph.D. degrees, six are approved research supervisors, and the Research Centre of the college has produced 8 Ph.D. holders, with 24 research scholars currently pursuing their Ph.D. degrees. The college is situated in a vibrant eco-friendly campus, creating a conducive environment for learning. It provides infrastructure facilities, including ICT-integrated classrooms, well-equipped laboratories, a well-stocked and digitized library, seminar halls, a multipurpose hall, an auditorium, a science pedagogy park, a fitness center, a health center, a herbal garden, a rooftop greenhouse, a cafeteria, hostel facilities, a playground, and recreational facilities, facilitating a comprehensive teaching-learning experience.

The college library boasts an updated stock of 18,191 books and 24 journals, along with an e-resource center and D-space facilities. The curriculum transcends through various modes, including participatory and experiential learning. Diverse student needs are addressed through blended learning, enrichment programs, and remedial teaching. The institution follows a continuous and comprehensive evaluation system for internal assessment. Feedback is collected from different stakeholders, and modifications are made in the curriculum and teaching-learning processes accordingly.

The college is an approved study center of IGNOU and a local chapter for SWAYAM/NPTEL courses. In addition to B.Ed. and M.Ed. programs, the institution provides value-added courses. Collaborating with the government and NGOs, the college organizes community outreach and extension activities to sensitize students to civic responsibility and social consciousness. Philanthropic activities include providing financial support to sports personnel, offering infrastructural facilities to government schools and other government departments, sponsoring awareness cultural events, donating books, and establishing libraries in government school.

Over its long tenure, the college has not only provided quality education but has also served as a pillar for the development of the immediate community, contributing to national development.

## **Institutional Weakness**

### **Weaknesses**

- Insufficient funding for research initiatives.
- Non-disbursement of UGC funds for developmental and research support beyond the XII plan period.
- High maintenance costs associated with the expansive campus.
- Challenges in establishing effective networking channels with alumni, resulting in limited alumni involvement.
- Limited areas of alumni engagement despite students being exposed to various outreach activities, acquiring social, teaching, cultural, and life skills.
- Despite continuous efforts, the college's research journal, 'Frontiers in Education and Research,' is not included in the UGC Care list.
- Faculty members have a low number of publications in UGC Care list journals.

## **Institutional Opportunity**

The institution stands at the threshold of opportunities that, if strategically seized, can propel it to unprecedented excellence in education. A key prospect is to strengthen the alumni network that provides mentorship, internships, and career guidance, enhancing overall student employability.

By offering UG, PG and Ph.D. programme, become a center of excellence in Education ensuring a seamless continuum from foundational knowledge to advanced research for a holistic educational environment.

Establishing an incubation center, acting as a hub for innovation, entrepreneurship, and industry collaboration. This center can catalyze creativity and practical application of knowledge.

To extend the institution's impact, targeted outreach programmes addressing local community needs can be initiated. Identifying and addressing specific challenges faced by the community allows the institution to actively contribute to societal development through education and skill-building initiatives.

Organising Capacity-building programmes for school teachers to enable them with recents updates in the field.

Introduction of value-added and certificate courses, can enhance educators' overall skill set and employability.

Organizing career guidance programmes and coaching for competitive exams like NET, SET, TET, and CTET further empowers student teachers, aligning them with national and international standards.

A focus on research projects aimed at uplifting marginalized communities. Collaborations with national and international organizations through memoranda of understanding (MoUs) can open avenues for joint research, exchange programmes, and initiatives, enriching the academic experience for faculty and students.

Aligning with the National Education Policy (NEP) 2020, the institution has the opportunity to transform into a multidisciplinary institution, offering integrated courses in teacher education and diploma courses in Early Childhood Care and Education. This strategic adaptation positions the institution as forward-thinking and responsive to evolving educational paradigms.

## **Institutional Challenge**

### **Challenges**

- Inadequate enrollment in the M.Ed. programme since the transition to a two-year course.
- Keeping up with technological advancements by consistently upgrading educational resources.
- Difficulties in securing government-funded research projects.
- Modification of the entire system is necessary to align with NCTE requirements and initiate the Integrated Teacher Education Programme.
- Facilitating faculty and student exchange programs.
- Mobilizing adequate funds for innovative initiatives in teaching, learning, research, and extension.
- Identifying and publishing research papers in journals listed under UGC CARE.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

N.V.K.S.D. College of Education being an autonomous institution, strives to design curriculum on par with changing global, national and local needs. As autonomy enables the college to update the curriculum, planning and reviewing of curriculum is done in accordance to the Vision and Mission of the college, Graduate Attributes, Programme Learning Outcomes, inputs from the stake holders, national requirements and availability of resources. Exploring the status of autonomy, institution follows the provision of in-house meeting for planning, reviewing and revision of curriculum. A draft curriculum is prepared by considering societal requirements and feed-back from the stake holders. Finalization of the modified curriculum is confirmed after getting the approval of the statutory bodies.

The students were given thorough knowledge about various teacher education programmes and their philosophical, sociological and psychological aspects through core courses. Procedural knowledge for teacher education at different levels are provided through twin internship programme and its related practical components, visit to special schools, case study of curriculum framing institution etc. Various strategies are adopted for curriculum transaction that help students to extrapolate the acquired skills during internship.

Knowledge of the structure of education at different levels is provided through theory and practical components. The present practices on assessment and evaluation is carried out through lecture, discussion and workshop during internship. The students are motivated to collect details of different educational systems from internet sources and understand the variations in curriculum through suggested activities and related works. The development of personality aspects such as moral, social, cultural and professional are provided to student through effective and conducive teaching learning environment.

The learning experiences of the pedagogical courses mould students as an effective pedagogue and the internship programme help to become an effective teacher. Diverse learning engagement helps student teachers to develop multidisciplinary view points and knowledge, formation of dispositions and values.

Feedback on curriculum is collected from the stake holders in order to evaluate the performance quality on curriculum related aspects. The feedbacks on several aspects of curriculum are analyzed and appropriate actions are taken. Various aspects of curriculum under goes timely revision and most of the concerns are raised in the curriculum revision.

### **Teaching-learning and Evaluation**

The institution's admission process adheres meticulously to university and regulatory guidelines, ensuring transparency and fairness. Personal interviews conducted during admission play a pivotal role in identifying students' genuine interest. To ascertain and cater to the diverse learning needs of students, the institution employs entry behavior tests, language proficiency assessments, and research aptitude tests. The data gleaned from these assessments are meticulously consolidated into student profiles, forming the basis for targeted interventions. Periodic remedial classes are organized to provide additional support to those identified as low achievers.

A comprehensive array of academic support mechanisms is in place to bolster the student-teacher learning experience. These include induction programs, bridge courses, communication skill programs, mentor-mentee

systems, digital skill training, collaborative tasks, and access to SWAYAM/NPTEL resources. The institution's well-defined mentoring system ensures that regular meetings between mentors and mentees serve as a platform to address academic and personal challenges, offering tailored solutions.

The pedagogical approach embraces a variety of teaching modes to meet the diverse needs of students. Participative learning methods, such as project work, role-playing, surveys, dramatization, puppetry, visual maps, assignments, and seminars, are employed for B.Ed. and M.Ed. programs. The institution seamlessly integrates online learning methods into its practices, ensuring uninterrupted learning experiences for students.

Recognizing and addressing adverse learning needs is a priority, with teacher educators providing online resources through learning management systems. Study materials are shared via platforms like Google Classroom and blogs, utilizing ICT facilities for effective knowledge dissemination. The institution places emphasis on enhancing technical, interpersonal, and leadership skills through carefully designed learning activities.

Internship-related activities form a crucial component of student-teacher training, encompassing tasks like lesson plan development, learning aid preparation, and e-content creation. Visits to model and special schools enrich students' understanding of the varied roles, responsibilities, cultures, policies, and practices within different educational settings. Regular monitoring and assessment during practice teaching occur under the guidance of teacher educators, mentor teachers, and headmasters.

Faculty members engage in continuous professional development by participating in workshops, seminars, conferences, and online courses. Active involvement in professional associations and networks relevant to the teaching field ensures that educators stay abreast of current educational advancements, pedagogical strategies, and subject matter expertise.

## **Infrastructure and Learning Resources**

The institution's campus spans 4 acres with a built-up area of 4815.75 square meters, providing all necessary facilities in accordance with NCTE, State Government, and University norms. It adheres to the standards set by various statutory bodies, boasting a range of infrastructure facilities.

The college features an auditorium, multipurpose hall, seminar hall, ICT-integrated classrooms, a research room, laboratories, library, reading room, ICT resource center, fitness center, cafeteria, clinic, and separate washrooms for students and staff. The campus is adorned with a green cover, featuring diverse flora, a herbal garden, a rooftop greenhouse, and a waste management system, emphasizing sustainability. The pedagogy science park, hosting over 75 experiments, facilitates experiential learning.

The library houses 18,191 books and 24 journals, utilizing info library software for automation. Students are trained to use N-list login credentials for accessing e-resources, with remote access facilitated through the online public access catalogue. The introduction of Dspace enhances access to theses, dissertations, learning materials, and academic resources

The institution recently upgraded its ICT facilities, ensuring Wi-Fi coverage across the campus with a bandwidth of 200 Mbps. In the realm of sports, the institution offers a well-equipped facility featuring a 200-meter track, high jump pit, long jump pit, javelin field, shot put field, shuttle court, and volleyball court. This comprehensive sports infrastructure provides students with ample opportunities for physical activities and recreational pursuits.

Stringent safety measures are in place, aligning with government regulations. The institution obtains necessary certificates, including building stability, license, sanitary, and fire safety. Strategically placed fire extinguishers enhance safety, and annual disaster management sessions involve both students and teachers.

Maintenance is a priority, with skilled personnel like plumbers, electricians, and carpenters readily available for regular upkeep. This proactive approach guarantees that all equipment is well-maintained, contributing to the smooth functioning of the institution's infrastructure and creating a conducive environment for learning and extracurricular activities.

### **Student Support and Progression**

The strategic plan of the institution places a significant emphasis on the holistic development of students, with various capacity-building and skill development programs aimed at fostering a well-rounded educational experience. The college is committed to nurturing students in diverse aspects, encompassing physical, cognitive, interpersonal, intrapersonal, technical, and employability skills.

The institution's ICT facilities play a crucial role in shaping students into competent educators capable of offering blended learning experiences. Through workshops and orientation sessions, students are equipped with technical proficiency, effective presentation skills, and communication abilities, aligning them with the demands of contemporary teaching methods.

Active involvement in subject clubs, media club, nature club, electoral club, anti-drug club, SUPW (Socially Useful Productive Work) club, social welfare club, performing arts club, and National Service Scheme (NSS) serves as a cornerstone for the all-round development of students. This participation not only hones specific skills but also instills a sense of social responsibility and community engagement.

The Grievance Redressal Cell plays a pivotal role in addressing student concerns, organizing awareness programs, and ensuring prompt resolution of grievances. Immediate attention is given to student grievances, fostering a supportive and responsive environment.

Financial aid, in the form of concessions, is provided to students, enabling their active participation in cultural and sports competitions, seminars, and workshops. The college's commitment to facilitating these opportunities underscores its dedication to the overall growth of students.

The institution maintains a registered Alumni Association, actively collaborating with the college to organize student development programs such as induction programs, bridge courses, demonstration classes, and workshops on communication skills. Regular NET/SET coaching classes for M.Ed. and TET/CTET/KTET classes for B.Ed. students demonstrate a commitment to ongoing academic support.

The Career and Placement Cell takes a proactive stance in preparing students for the professional realm. Organizing workshops on resume writing, personality development, interview techniques, and grooming



sessions, the cell ensures that students are well-prepared to face campus interviews. Initiatives to conduct campus interviews further bridge the gap between academia and the professional world, facilitating a seamless transition for students into their careers.

## **Governance, Leadership and Management**

N.V.K.S.D. College of Education, a linguistic minority aided institution, was established by the N.V.K.S Educational Society. The college operates under the principles of participatory management, decentralization, and transparency. The governance structure is well-defined, with clearly outlined organizational roles and responsibilities. The decision-making process involves active participation from teachers, administrative staff, students, and alumni members.

In addition to statutory bodies, the college has non-statutory bodies that contribute to steering its activities. A comprehensive seven-fold strategic plan has been developed, and the institution is dedicated to implementing and achieving its goals.

Absolute transparency is a hallmark of the college, with all academic and administrative decisions communicated to stakeholders. Institutional policies form the basis for all practices within the college.

Financial mobilization is achieved through various sources, including UGC, state and central funds, the managing committee, assistance from alumni, and endowment funds. The college maintains financial transparency through internal audits conducted by chartered accountants, as well as external audits by the Regional Joint Director Office and the Accountant General Office in Chennai.

The Internal Quality Assurance Cell (IQAC) oversees academic matters and ensures quality assurance by reviewing the teaching-learning process periodically. The timely submission of the Annual Quality Assurance Report (AQAR) is a key aspect, along with conducting Academic and Administrative Audits. Collaborative quality initiatives with other institutions further enhance the overall quality assurance efforts.

Appointment and service rules for both teaching and administrative staff adhere to the norms and regulations set by the Government of Tamil Nadu, UGC, NCTE, and the Tamil Nadu Teachers Education University. Faculty promotions align with the Career Advancement Scheme mandated by the government. Performance Appraisal mechanisms are in place, contributing to the continual improvement of both teaching and administrative staff.

The college actively supports the professional development of its faculty and administrative staff through periodic Faculty Development Programmes. Financial assistance is provided to facilitate their participation in programs conducted outside the institution.

In summary, N.V.K.S.D. College of Education stands as a beacon of transparent governance, financial accountability, and commitment to quality education, continually striving to uphold the highest standards in both academic and administrative domains.

## **Institutional Values and Best Practices**

The college is committed to environmental protection which ensures an environmentally clean and healthy campus. Accordingly, the college considers as its prime duty to have a green policy that includes measures taken for energy conservation, water management and conservation and also waste management. Periodical instructions are given to students to realize the green policy and green protocol of the institution.

The institution uses LED bulbs and solar panel to reduce electrical power consumption. A biogas plant is installed in the hostel premises which can save energy. Every effort is taken with regard to management of solid, liquid and e-waste. The kitchen waste from the hostel is managed through biogas plant. The leaves shed from trees are also used to produce vermi-compost manure in the campus. Colour coded bins are there in the campus to collect and segregate wastes. The institution ensures that the water in the campus is managed responsibly through adopting water management systems that results in efficient utilization and conservation of water. The institution strictly avoids the use of plastics and has imposed a ban on single-use plastics inside the campus.

The institution has green landscaping with more number of trees and species of plants. The campus is made environmental friendly with different kinds of gardens such as medicinal garden, vegetable garden and fruit orchard. Awareness is given to all students to keep the campus clean through posters and display boards which contain messages of eco-friendliness that help students to embrace values such as sustainable living, protecting the environment and so on.

The best practice of the institution that needs special mention is enhancing communication skills of prospective teachers to make them globally competent through activities and its significance is appreciated in academic circles. Another best practice is developing social responsibility through service to society. The college strives to engage the student teachers in outreach activities and extension programmes have developed a sense of social commitment among them.

### **Research and Outreach Activities**

The research policy of the college aims to cultivate and support a research culture among faculty and scholars, enhancing their professional competency. As a research centre in Education under Tamilnadu Teachers Education University since 2012, the college has successfully produced 8 PhD's, and currently, 23 scholars are actively engaged in research activities. The biannual peer-reviewed journal, 'Frontiers in Education and Research,' and the digitized library, equipped with an extensive collection of resources accessible through OPAC and D-Space, boasting 18,191 books and 24 journals, play a pivotal role in supporting both teaching and research endeavours.

The college consistently organizes seminars and workshops, providing a platform for the exchange of ideas and dissemination of knowledge. A strong commitment to foster innovation is evident through the creation of an ecosystem that encourages various programmes. Faculty members are encouraged to publish in reputable national and international journals with impact factors. All faculty members present research papers in national and international seminars. The institution also supports students in presenting their research papers in various forums. The management promotes the experimentation of novel practices within the institution.

The college plays a pivotal role in the local community, fostering strong bonds through dedicated efforts in education, social service, and philanthropy. Serving as an educational hub, we empower individuals with accessible education, contributing to the community's intellectual growth and creating a knowledgeable workforce. Actively engaging in social service through various outreach programs, our students, staff, and

management address local needs, from volunteering to community events.

Philanthropy is at the core of our ethos, with the college contributing resources to various community-based activities. This includes sponsoring local students and sports persons, donating relief materials during natural calamities, and enhancing infrastructure facilities in nearby Government Schools. The institution upholds values such as honesty, empathy, respect, kindness, and social responsibility, fostering a sense of equality among students.

Through the Extension and Outreach committee, the college involves students and stakeholders in numerous social service activities, providing real-life experiences. Welcoming government departments and NGOs to utilize the campus for beneficial programs, the college organizes various awareness programs, conferences, exhibitions, and training sessions, contributing to community development. This commitment has earned the college positive feedback, strong community engagement, and trust, establishing it as a reliable partner in local development.

## 2. PROFILE

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### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	N.V.K.S.D.COLLEGE OF EDUCATION
Address	Attoor, Kanniyakumari District
City	MARTHANDAM
State	Tamil Nadu
Pin	629177
Website	<a href="http://www.nvksd.edu.in">www.nvksd.edu.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	S.Sreelatha	04651-282130	9497639612	-	nvksdiqac@gmail.com
IQAC / CIQA coordinator	D.S.Prasobh Madhavan	04651-8754723797	7598623797	-	dsp.madhav@gmail.com

<b>Status of the Institution</b>	
Institution Status	Private and Grant-in-aid

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">minority order.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Linguistic Malayalam Minority
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Tamil Nadu	Tamil Nadu Teacher Education University	<a href="#">View Document</a>		
Tamil Nadu	Tamil Nadu Teacher Education University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	01-06-1972	<a href="#">View Document</a>		
12B of UGC	01-06-1972	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	01-02-2022	120	The validity period is not mentioned in the NCTE recognition order
NCTE	<a href="#">View Document</a>	01-02-2022	120	The validity period is not mentioned in the NCTE recognition order

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Attoor, Kanniyakumari District	Rural	4	4815.75

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Education,Optional Subjects	24	UG	English	100	98
PG	MEd,Education,Advanced Methodology in Pedagogy	24	UG	English	50	5
Doctoral (Ph.D)	PhD or DPhil ,Education,Education	24	PG	English	16	0
Pre Doctoral (M.Phil)	MPhil,Education,Education	12	PG	English	12	0

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				10			
Recruited	0	0	0	0	1	0	0	1	4	6	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				0				5			
Recruited	0	2	0	2	0	0	0	0	0	4	0	4
Yet to Recruit	0				0				1			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						15
Recruited	9		6		0	15
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						1
Recruited	1		0		0	1
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	2	0	0	1	0	6	3	0	12
M.Phil.	0	0	0	0	0	0	0	5	0	5
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1	1	0	2	

**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	4	0	0	0	4
	Female	91	2	0	0	93
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	11	3	0	0	14
	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	0	1	0	0
	Female	3	4	3	1
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	9	5	2	5
	Female	54	74	67	82
	Others	0	0	0	0
General	Male	1	1	0	2
	Female	22	19	19	16
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		90	104	91	106

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Four acres has all the potential to be converted into a multi disciplinary institution. In future, institution is willing to take up the conduct of programmes of interdisciplinary nature, international events that address multidimensional interest and this produce globally competent teacher. Apart from offering regular programme under CBS, the college conducts value added programmes in pedagogy subjects offered such as English Education, Biological Science Education, History Education, Mathematics Education and Physical Science Education are interdisciplinary in nature. Student induction programmes are conducted to create awareness among the student community on various learning</p>
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pathways and career opportunities. Seminars and workshops are organised to inculcate multi dimensional thinking among students. By ensuring student involvement in NSS, UBA, Citizenship Training Camp, Swacch Bharat, Azadi Amrut Mahotsav, other societal commitments is catalysed through activities such as involving in social projects, community surveys, research circles, projects etc research culture is developed. Our institution is a programme study centre for IGNOU and thus offers interdisciplinary programmes like MA Education, PGDPPED., Diploma in Elementary Education, Functional English and Guidance and Counselling. To add on, our college is a SWAYAM NPTEL local chapter and all the students enrol in courses of interdisciplinary nature in each semester.

2. Academic bank of credits (ABC):

The implementation of ABC into the curriculum shall be highly beneficial to students to pursue or exist on course of their choice. The institution has registered under ABC. Though academically autonomous, University approval is mandatory in implementing ABC in the institution. The institution has not received any direction from the State Government or University regarding this matter. The college has encouraged the student enrolment and successful completion of SWAYAM-NPTEL courses in each semester. The institution is willing to enrol to ABC.

3. Skill development:

N.V.K.S.D.College of Education with a vision to improve the professional skills of students organises various programmes on skill development. Along with expertise of faculty of the college, experts from the local society are also utilized for conducting training sessions to the students. Training is given to the students for the development of 21st century skills. They are also given life skill education programme. Life skill education is included as a practical activity for B.Ed. students and as an elective course for M.Ed.students. Workshops are conducted by inviting experts on training in arts & craft work. Workshops on preparation of teaching aids and craft work using waste material are conducted. To develop the digital skills of students, regular classes are conducted by the computer instructor. Training is also given in the development of video scripts and e content. Colloquiums and Workshops are conducted on academic writing for improving the research skills. To develop the communication skill of

students, programmes like thought for the day, discussions, extempore speech, pair work etc are organised. Hands on Training on data analysis is given to M.Ed. students and research scholars. Students are insisted to take up value added courses which includes courses to improve soft skills, communication skills, life skills, professional skills and digital skills.

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

We have taken keen interest in integrating Indian knowledge system in the various courses of B.Ed. and M.Ed. programmes. The course 'Perspectives on Education' in B.Ed. programme includes 'Indian schools of philosophy' and 'Educational thoughts of Indian philosophers'. 'Educational Heritage of Ancient India' included in the same course familiarises the students with education during Vedic, Jain and Buddhist period. Also ancient universities of India like Vikramsila, Takshasila, Nalanda and Valabhi are included in the curriculum. 'Education in Ancient Tamilnadu' also helps the students to integrate with Indian knowledge system. Indian language 'Tamil' has an important place in teaching learning process. Since the college is a Malayalam linguistic minority institution, the classes are conducted in three languages as we have English, Tamil and Malayalam speaking students. So a trilingual policy is adopted in teaching learning process throughout. Students are given freedom to write the examination in Tamil or English. Question papers are also prepared in both Tamil and English. During the morning assembly, News reading in English, Malayalam and Tamil are conducted daily. College prayer is in Malayalam language and 'Thinam oru kural' programme familiarises the students with the kural of Thiruvalluvar, the famous Tamil Poet. International Mother tongue day is celebrated to emphasise the importance of mother tongue in education. Also in the college magazine, students write articles in Tamil and Malayalam. Traditional culture of the country is given importance. Observation of national importance days and 'Amrit Mahotsav' familiarises the students with the rich culture of our nation. Celebration of National and regional festivals like Onam, Pongal, Deepavali, Vijayadhasami helps the students to understand the rich culture and traditions of our country. Traditional food fest is also organised every year in the

	<p>institution. Efforts are made to train the students in the classical and folk forms of India through the activities of 'Performing Arts club'. Training is given to the students in the traditional art forms like Karakattam, Bharatnatyam, Oyilattam, Kuchipudi, Villupattu, Therukoothu, Bommalattam, Kolattam Vanchippattu, Mohiniattam etc.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution has taken efforts to transform the curriculum based on appropriate Outcome Based Education. Graduate Attributes (GA), Programme Educational Objectives (PEO), Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO) for all courses are prepared in tune with the spirit of NEP 2020. Mapping of PLOs with CLOs are done. The teaching learning and assessment of students are in alignment with the learning outcomes. IQAC organised multiple faculty development programmes on Outcome Based Education. All the faculties are trained in OBE. During student induction programme, students are given an orientation on OBE, PLOs are explained to the students. The PLOs and CLOs are published in the website. Teachers develop teaching plans for the respective courses and the teaching methodologies and assessment practices are planned in terms of the unit wise student learning outcomes. Apart from the Domain specific skills based on Revised Bloom's Taxonomy, OBE ensures generic skills so that students contribute to economic, sustainable and social well being of the Nation.</p>
<p>6. Distance education/online education:</p>	<p>N.V.K.S.D.College of Education has been offering online education using online platforms since Covid-19 pandemic. During the covid pandemic, it enabled the conduct of online classes, management of attendance and submission of assignments, online webinars, training programmes, virtual workshops and conducting meetings. Google class rooms, Google meet, Zoom and Webex were used by the faculty and students. Assignments, quizzes, surveys and assessments are done online using these platforms. Blogs, preparation of e-content, video scripts, interactive presentations, posters and brochures helps to develop the creative talents in students. Institution now offer blended learning in value added courses, NET and TET coaching etc. Use of digital repositories, virtual labs are also ensured. Students are encouraged to join courses offered by</p>

online portal SWAYAM to broaden their sphere of knowledge and understanding and sharpen their skills. The college is an active local chapter of NPTEL courses.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literary Club has been set up in the N.V.K.S.D.College of Education on 28 th october, 2022.</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>Yes, students' co-ordinator and co-ordinating faculty members are appointed by the college. Yes, ELC is functional. Yes The ELC is representative in character. The Electoral Literary Club of N.V.K.S.D.College of Education has been formed with the following faculty members and student representatives for the academic Year 2022-23 Nodal Officers 1. Dr. Prasad. P. S 2. Vidhya.V.S Conveners 1.Hema Priya 2. Shalu.S.S</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>The Club organized Poster making competition on the theme 'My Vote is My right- Power of one vote' on October 31, 2022. . The Club organized singing competition on the theme 'My Vote is My right- Power of one vote' on November 21, 2022. National Voter's Day was celebrated on 25th January, 2023 in the college Mr.Maheswaran, Executive officer of Town Panchayat, Attoor interacted with the students and staff on the power of vote. Voter's Pledge was administered. Cash prizes were distributed to the winners of the competitions conducted by the Attoor town Panchayat. 2. Mock drill on how to cast vote before College Students Union Election 3. Awareness Programme on New Voter Registration.</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 electoral processes, etc.</p>	<p>As part of the poster making competition, creative posters on the theme My Vote is My right- Power of one vote' were created and the best three posters sent to the District Election officer.</p>
<p>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</p>	<p>Students above 18 years who have still not registered their names in the voter list are encouraged by the teachers to do so.</p>

students as voters.



# Extended Profile

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## 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
207	193	193	194	192
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	162
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 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
69	69	69	69	69
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

### 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
101	86	101	89	101
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5**

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	86	101	89	101
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	105	89	104	90
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**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
15	17	16	16	17

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

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

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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
39.07	54.16	19.49	45.65	41.7

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

Response: 143

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

N.V.K.S.D. College of Education is committed to nurturing students' attainment of graduate attributes through a meticulously planned and continuously reviewed curriculum spanning its various programmes. The comprehensive curriculum for the B.Ed. and M.Ed. degree programmes, each lasting two years, adheres rigorously to the guidelines outlined in the NCTE curriculum framework of 2014 and the directives set forth by the Tamil Nadu Teachers Education University, Chennai. This commitment to alignment ensures that the educational offerings remain relevant and effective, evolving in response to recent advancements and feedback received from stakeholders.

As an autonomous institution, N.V.K.S.D. College of Education places great emphasis on its ability to autonomously manage its affairs, including curriculum planning, review, and revision. To facilitate this process, the college organizes in-house meetings involving faculty members, esteemed alumni, school administrators, and subject experts of various pedagogy subjects. These gatherings serve as forums for collaborative discussion and decision-making, where the collective expertise of the stakeholders is leveraged to refine and enhance the curriculum.

The curriculum planning process is driven by a commitment to aligning educational offerings with the evolving needs of the global, national, and local contexts. Drawing upon the Vision and Mission of the college, core values, Graduate Attributes, Programme Learning Outcomes, available courses, stakeholder input, scholarly literature, Governmental Higher Education guidelines, National imperatives, and resource availability, faculty members engage in thorough deliberation to ensure that the curriculum empowers students to excel in their respective fields.

Anticipating the forthcoming academic year, the curriculum planning process begins with a comprehensive assessment of the existing curriculum during pre-board meetings. Faculty members identify academic gaps and consider societal demands, thereby laying the groundwork for the development of draft proposals for revised curricula across various courses. These proposals undergo rigorous scrutiny and discussion before the Board of Studies, where they are subjected to further refinement based on expert feedback and evaluation.

The review and revision process are an iterative one, occurring at the conclusion of each semester. Feedback from stakeholders, including students, faculty, practice teaching school, School Heads, administrators, and alumni, is gathered and presented in pre-board meetings. This feedback serves as a vital resource, guiding faculty members in revising the curriculum to address stakeholder concerns and ensure its continued relevance and effectiveness.

A key focus of the review and revision process is the enhancement of employability to the students. To this end, additional Value-Added Courses are integrated into the curriculum in response to industry requirements and emerging trends. Proposed curriculum revisions for B.Ed. and M.Ed. programmes undergo thorough scrutiny by the Board of Studies, with particular attention given to the needs of the local community, marginalized groups, and socially disadvantaged.

Expert opinions and suggestions from the Board of Studies inform modifications to the curriculum and syllabi, ensuring that they remain responsive to the ever-changing educational landscape. Once refined, the curriculum is submitted for approval by the Academic Council and subsequently ratified by the college Governing Body, thereby cementing its status as a robust and responsive framework for educational excellence. The meticulous approach of the college to curriculum planning, review, and revision underscores its commitment to excellence and responsiveness in education.

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

### 1.1.2

**At the institution level, the curriculum planning and adoption are a collaborative effort;**

**Indicate the persons involved in the curriculum planning process during the 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

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

**1.1.3**

**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through**

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

**Response:** A. All of the above

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 100

**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
26	26	26	26	28

**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
26	26	26	26	28

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

### 1.2.2

#### Average Number of Value-added courses offered during the last five years

**Response:** 5.6

##### 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
14	8	6	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.3

#### Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

**Response:** 59.35

##### 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
199	190	192	0	0

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **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

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

#### **1.2.5**

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

**Response:** 47.29

**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
182	164	117	0	0

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

### 1.3 Curriculum Enrichment

#### 1.3.1

**Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas**

**Response:**

In the dynamic landscape of education, fostering the holistic development of students is paramount for institutions dedicated to academic excellence. Recognizing this imperative, our institution is committed in providing a nurturing environment that not only prioritizes academic achievement but also cultivates a wide array of skills and competencies essential for success in today's multifaceted world. Through a carefully curated blend of academic programmes, workshops, training sessions, and experiential learning opportunities, we aim to empower our students with the tools they need to thrive personally, professionally, and socially.

This holistic approach to education extends beyond the confines of the classroom, encompassing diverse facets of personal and professional growth. From citizenship training camps that foster leadership skills to engagement in community outreach activities that nurture civic consciousness, our students are encouraged to become active participants in shaping a better world.

The curriculum is designed to facilitate the acquisition of knowledge, skills, values, and attitudes, with the aim of empowering students to excel academically and compete professionally in their respective

fields, aligning with evolving global trends.

A foundational comprehension of Teacher Education is imparted at the outset of the programme, wherein student teachers delve into various teacher education programmes, exploring their philosophical, sociological, and psychological dimensions. Core courses are structured to furnish student teachers with essential knowledge in teacher education.

An exhaustive exploration of the evolution of Teacher Education in India, spanning from ancient times to the contemporary educational landscape, is offered to the aspiring teacher educators (M.Ed. students) through specialized teacher education courses. The Perspective course 'History and Political Economy of India', alongside internship programmes within teacher education institutions, equips M.Ed. students with a fundamental grasp of Teacher Education.

The core course 'Education in Contemporary India' within the B.Ed. programme imparts a holistic understanding of the educational continuum in India, encompassing early educational systems through to the present-day educational paradigm.

### **Procedural knowledge for Teachers at different Levels**

Procedural knowledge for teachers across various levels is strategically cultivated through a series of immersive experiences and specialized training initiatives:

#### **Internship Programme**

Structured into two phases, the internship programme caters to middle, secondary, and higher secondary levels. Through this hands-on experience, student teachers demonstrate competencies and skills within their pedagogic subjects, blending theoretical insights with practical application, as delineated within the curriculum.

#### **Workshops**

Workshops are conducted to equip student teachers with essential skills such as the preparation of achievement tests, diagnostic tests, and school-based activities. Additionally, specialized workshops focusing on internship experiences in special schools and the preparation of student portfolios are offered. These workshops serve to enhance the competency of student teachers, ensuring successful completion of internships and the emergence of competent educators.

#### **Value Added Courses**

Beyond academic pursuits, value-added courses are integrated to empower students with essential life skills, enriching their overall educational experience and enhancing their effectiveness as educators.

#### **Technological Integration**

Recognizing the significance of technology in modern education, a range of technological tools and methodologies are employed. Student teachers engage in activities such as blog creation and updating,

participation in online self-study courses, submission of assignments through online platforms, and the administration of online tests. Additionally, an ICT-integrated curriculum transaction approach is adopted, fostering familiarity and proficiency with technology-enhanced teaching methods.

### **M.Ed. Programme Enhancements**

Within the M.Ed. programme, specific enhancements are introduced to augment the preparation of prospective teacher educators. These include the in-depth examination of curriculum framing institutions through case studies, specialized internships in special schools, and exposure to teacher education institutions. These experiences provide M.Ed. candidates with comprehensive knowledge and skills necessary for their roles as future teacher educators.

### **Capability for Extrapolation**

Various strategies adopted for curriculum transaction, such as discussion, debate, brainstorming, and peer teaching, aid student teachers in extrapolating the acquired skills during internship programs in schools. Digital skills gained through ICT classes enable them to develop educational videos and e-content. They are provided with opportunities to apply acquired knowledge to real-life situations through participation in fieldwork and community engagement.

### **Skills / Competencies Developed by Students**

The institution diligently fosters the development of various skills and competencies among its students through a diverse array of activities and programmes:

#### **Workshops and Training Sessions**

Specialized workshops in life skill education, personality development, and soft skills are meticulously organized. These workshops aim to cultivate essential attributes such as self-management, negotiation skills, and emotional intelligence among students.

#### **Citizenship Training Camp and Field Activities**

Engaging in citizenship training camps and participating in field and extension activities play a pivotal role in nurturing team-building and leadership skills among students.

#### **Enhancing Communication Skills**

Through sessions focusing on reading and reflecting on texts, activities conducted in language laboratories, textbook reviews, compering stage programs, and participation in morning assemblies,

students are provided with ample opportunities to enhance their communication skills.

### **Digital Literacy**

Workshops on ICT, utilization of computer labs, language lab activities, and other digital initiatives contribute to the enhancement of students' digital skills.

### **Observation and Participation**

Engaging in peer observation, observing classes conducted by mentor teachers, and actively participating in various co-curricular activities in cooperative schools during internships facilitate the development of critical thinking, problem-solving abilities, and leadership capacities among students.

### **Inclusive Education**

Students are provided with opportunities to visit and study schools catering to differently-abled individuals. The theoretical knowledge imparted through core courses such as 'Gender Justice and Inclusive Education' equips students with the necessary skills to manage inclusive classrooms effectively.

### **Promotion of Social and Cultural Values**

Observing significant days and participating in cultural festivals not only enrich students' understanding of social and cultural values but also instills a sense of community and inclusivity.

### **Extension and Outreach Activities**

Engagement in extension and outreach activities serves to foster civic consciousness among students, encouraging them to actively contribute to the betterment of society.

### **Application of Competencies**

Prospective teacher educators apply their acquired competencies during internships in teacher education institutions, curriculum framing institutions, and special schools, thereby reinforcing their skills and readiness for their future roles.

Through these multifaceted initiatives, the institution endeavours to equip its students with a comprehensive skill set, preparing them to excel in both their academic pursuits and professional endeavours.

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

### 1.3.2

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

**Response:**

#### **Development of School Education System**

Theoretical knowledge about the development of school education system and functioning of different boards of school education are transacted through the core courses. The core courses like Education in Contemporary India for B.Ed. programme, History and Political Economy of Education and Level based specialization course in M.Ed. programme help the students to get a clear idea about different levels of education. The concept, principles and significance of school system, its management at different levels are oriented through regular suggested activities in the theory courses. The school management system and its related concepts are presented to the students through lecture and suggested activities. The internship programme at secondary and higher secondary level for B.Ed. programme in two phases and internship in secondary schools, special schools and curriculum framing institutions for M..Ed. provides practical knowledge about different pattern of school education in India. The level based specialization courses such as Early Childhood Care and Education, Elementary Education, Secondary and Higher Secondary Education for M.Ed. programme familiarizes the prospective teacher educators about the strategies and management of school at different levels.

#### **Functions of Various Boards of School Education**

Knowledge of the structure of education at different levels is provided through theory and practical components.

- During the internship programme the student teachers undergo teaching in different stream of school education such as state board, matriculation and CBSE. They visit, observe and interact with students and teachers of co-operative schools to understand the functioning of the schools belonging to different boards.
- Suggested activities in core courses of B.Ed and M.Ed programme familiarizes the students with the functioning of different school system.
- The B.Ed. and M.Ed. students visit and interact with students and teachers of special schools of differently abled and acquaint with the curriculum and its transactions, administration,

infrastructure facilities, co-curricular activities and other regulations.

- The students of the M.Ed. programme get awareness on various teaching learning aspects, school management system, and other academic related aspects through the collection of data for their dissertation work. Advanced Pedagogic courses offered in the curriculum makes them understand various pedagogic approaches and techniques in a more advanced manner.

### Assessment System

- Theoretical and practical knowledge of the present practices in assessment and evaluation provided through lecture, discussions, workshops on construction of achievement test, and analysis of marks during internship, make the students familiar with assessment system.
- Practical knowledge on tools of assessment, tests, rating scale, cumulative records, questionnaire, inventory schedule etc. help the students to gather data for their project and dissertation work for the M.Ed. programme.

### International and Comparative Perspective

- International and comparative prospective on various educational related curricular and teaching learning aspects are acquired through studies of related literature and studies pertaining to dissertation work for M.Ed. programme.
- The students learn about international educational system by attending seminars and conferences, historical notes of different schools of thinkers and philosophers through core courses and by conducting debates and discussions.

They are also motivated to collect details of different educational systems from internet sources and understand the variations in curriculum, syllabi and its functioning through the suggested activities and related works.

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

### 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:**

The institution's commitment to fostering a holistic approach to education is evident through its multifaceted curriculum and diverse range of activities aimed at cultivating the all-round development of student teachers. By providing a nurturing environment that emphasizes not only academic excellence but also personal growth and social awareness, the institution endeavours to equip its students with the skills, knowledge, and experiences necessary to excel in their professional fields and lead fulfilling lives.

- Activities such as micro-teaching, link practice, observation of demonstration classes, critical analysis of peer teaching, lesson plan writing, preparation of instructional materials, construction of evaluation tools, twin internship programme and its related activities help student teacher to become better pedagogues to bring out maximum learning outcomes in learners.
- ICT related activities and hands on training in the latest electronic gadgets provided by the institution help the student teachers to become technologically competent.
- Various programmes organized such as celebration of International, National and regional festivals, observation of National and International days of significance help to inculcate values, principles and positivity among students.
- The overall development of personality is ensured to student teachers through effective and conducive teaching learning environment. Programme on social issues, Social projects, Physical Education, Drama and Arts in Education, Soft skill development enrich the personality of the students.
- Curriculum transaction through seminars, discussions, workshops and activities of women's cell equip the student teachers to address gender issues in educational institutions.
- Developing positive attitudes, values, competence, proficiency, behaviour and manners related to health and physical education are provided through organizing sports, games, and other health related activities. Yoga related activities help the student teachers to nourish a sound mind in a sound body.
- Self-study courses of NPTEL / SWAYAM, online assignment submission, online test, help the students to understand and choose the best supporting digital platform.
- The curricular and co-curricular experiences are provided to identify and resolve various social, intellectual and environmental issues in the society and equip themselves to face the challenging situations. The curriculum also incorporate different types of teaching learning strategies, tools and techniques of evaluation to tune their skills more effectively.
- The aesthetic values are developed among the student teachers by providing opportunities in participating cultural competitions and also allowing them to organize different co-curricular activities.
- Leadership skills and abilities are provided through the formation of student council, conducting morning assembly, club activities and other related academic programmes.
- Various clubs formulated lay the ground work for honing the skill of student teachers to help them to mentor their students in future.
- Developing positive attitudes, values, competence, proficiency, behaviour and manners related to health and physical education are provided through organizing sports games and other health related activities.
- Providing yoga related activities help the student teachers to maintain a sound mind in a sound body.

The institution's dedication to holistic education is evident through its comprehensive approach to curriculum transaction and the wide array of activities offered to student teachers. By emphasizing not



only academic excellence but also personal growth, social awareness, and technological competence, the institution ensures that its students are fully equipped to excel in their professional fields and lead fulfilling lives.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

**Structured feedback is obtained from**

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:** 64.98

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

#### 2.1.2

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

**Response:** 76.81

**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
52	51	53	55	54

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

### 2.1.3

#### Percentage of students enrolled from EWS and Divyangjan categories during last five years

**Response:** 0.2

##### 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	0	0	0

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

## 2.2 Honoring Student Diversity

### 2.2.1

**Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..**

**Response:**

In order to ensure that students entering the B.Ed. and M.Ed. programmes are adequately prepared and their individual learning needs are addressed, our institution employs a comprehensive assessment and support system. These assessments include entry behaviour tests, language proficiency tests, and research aptitude tests tailored to each program's specific requirements. Our talent quest provides students with a platform to showcase their unique abilities and talents. Entry behaviour test (B.Ed.)

- Language proficiency test (B.Ed.& M.Ed.)
- Research aptitude test(M.Ed.)
- Talent quest
- Student Profile

### **Interview**

To know the genuine interest of the students towards teaching profession, and their knowledge about the programme, a personal interview is conducted at the time of admission by the faculty.

### **Entry Behaviour Test**

An Entry Behaviour test is conducted on the commencement of classes. The test is designed to measure various dimensions namely general knowledge related to education, interest in teaching, teaching aptitude, teaching proficiency and teaching skills. The entry behaviour test was conducted in written mode earlier and now it is in online using Google form. Test scores are analysed and based on the results, individual needs are identified and further activities are organised.

### **Language proficiency Test**

To identify the proficiency in communication skills, vocabulary and reading comprehension, a language proficiency test is conducted to both B.Ed. and M.Ed students. Based on the analysis of test scores, communication skill programmes are conducted.

### **Research Aptitude Test**

The Research aptitude test is conducted for the M.Ed students to assess the essential knowledge, skill and aptitude required for a researcher.

### **Talent quest**

A talent search programme is organised in the first week of the commencement which provide a platform for the students to showcase their special talents and the performance of the students are noted by the faculty.

### **Student Profile**

The data gathered from the above modes of assessment are consolidated in the student profile. It consists of basic information, educational qualification and the talents of students.

## **Academic support provided**

After identifying the learning needs and level of readiness of students, academic support is provided in the following ways.

### ***Induction programme***

To help the entrants adjust to the new environment, to inculcate in them the ethos and culture of the institution and expose them to the field of teacher education, the induction programme is organised. Interaction with Alumni and teachers are also organised in this programme.

### ***Bridge course***

To ensure a smooth transition to the professional programme one week bridge course is conducted before the commencement of regular course activities. It focuses on the areas of communication skill, life skill, time management, personality development and motivational programmes.

### ***Mentor mentee system***

Each member of the faculty is assigned the mentorship of a fixed number of students to attend their academic, co-curricular and emotional wellbeing throughout the programme.\

### ***Counselling session***

Besides maintaining a regular mentor- mentee interaction, faculty members give counselling to the students and seek the help of the professional counsellor in the case of necessity.

### ***Communication skill classes***

Since majority of the students are from rural areas, they lack fluency in English. So communication skill classes are organised to develop their communication skills.

### ***Digital Skill training***

Intensive training on digital skills is organised for students, which equip them to use digital resources for their teaching and learning process.

<b>File Description</b>	<b>Document</b>
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.2

**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through**

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

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

### 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

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

## 2.2.4

### **Student-Mentor ratio for the last completed academic year**

**Response:** 15.92

#### 2.2.4.1 Number of mentors in the Institution

Response: 13

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

## 2.3 Teaching- Learning Process

### 2.3.1

**Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

**Response:**

In the dynamic landscape of education, the pursuit of effective teaching and learning methodologies is a need of the hour for nurturing the diverse talents and learning styles within student populations. Recognizing this imperative, educational institutions, particularly colleges offering B.Ed. and M.Ed. programmes, have embraced a multi-faceted approach to pedagogy. This approach integrates traditional teaching practices with contemporary methodologies, fostering an environment conducive to the holistic development of future educators. By incorporating a myriad of teaching modes, ranging from participative and collaborative strategies to the utilization of online platforms, these institutions strive to



create engaging learning experiences that cater to the evolving needs of students. This essay explores the rationale behind the adoption of various teaching and learning modes, highlighting their significance in cultivating active participation, critical thinking, and lifelong learning skills among student teachers.

### **Modes of Teaching and Learning Utilized:**

#### **Participative Learning:**

Methods such as demonstration, pair work, project-based learning, problem-solving, role play, field visits, dramatization, puppetry, and visual tools like mind maps and concept maps are employed for both B.Ed. and M.Ed. programs.

#### **Rationale for Selecting Participative Learning Modes:**

Participative strategies like demonstration and problem-based learning engage students actively in the learning process.

#### **Pair work facilitates meaningful interaction and enhances productivity.**

Group projects, such as those addressing Covid-related and socio-environmental issues during the pandemic, provide practical learning experiences.

Role play and puppetry enhance understanding and imagination.

Visual tools aid in exploring new ideas and understanding relationships.

Experiments foster research and innovation.

#### **Collaborative Learning Strategies:**

Co-operative learning, group discussions, focused group discussions, panel discussions, brainstorming, group projects, team teaching, debates, and dramatization are utilized.

#### **Rationale for Selecting Collaborative Learning Modes:**

Collaborative and cooperative learning promote personal responsibility and group accountability.

Discussion-based learning is facilitated through various forms of group discussions and debates.

#### **Online Mode of Learning:**

Online learning offers uninterrupted access to education, providing flexibility and convenience for learners. It encompasses various innovative techniques, including flipped learning, game-based learning, mobile learning, podcasts, vodcasts, simulations, and virtual labs. These interactive tools engage students in dynamic ways, fostering deeper understanding and retention of concepts. Additionally, online quizzes and seminars facilitate assessment and collaborative learning experiences. Through e-learning platforms, students can access resources, interact with instructors, and participate in discussions from anywhere with an internet connection. This digital mode of learning not only accommodates diverse learning styles

but also prepares students for the increasingly technology-driven world.

The adoption of multiple modes of teaching and learning in B.Ed. and M.Ed. programmes represents a progressive approach towards education that aims to meet the diverse needs of learners. By integrating participative, collaborative, and online learning strategies, colleges provide student teachers with a rich and dynamic educational experience. Through active engagement in demonstrations, role plays, group projects, and online activities, students not only gain a deep understanding of subject matter but also develop essential skills such as critical thinking, problem-solving, and effective communication. Moreover, these diverse methodologies empower future educators to adapt to changing educational landscapes and foster lifelong learning habits among their future students. As we continue to navigate the complexities of education, the commitment to employing multiple teaching modes remains paramount in ensuring the holistic development and success of both students and educators alike.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 70.37

**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
13	13	10	10	11

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 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:** 99.03

**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: 205

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

### 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

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

### 2.3.5

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

##### **Response:**

##### **Continual mentoring**

Continuous mentoring is a vital aspect of educational institutions, especially in fostering the professional growth and development of students. This mentoring approach involves guiding students in various areas crucial for their success, such as teamwork, diversity management, professionalism, stress management, and staying updated with educational trends. Through a combination of curricular and co-curricular activities, including workshops, seminars, practical experiences, and interactive sessions, students are equipped with the necessary skills and knowledge to thrive in their academic and professional endeavours.

##### **Mentoring for working in teams**

Team building skills are developed through both curricular and co-curricular activities. Programmes like Morning Assembly and Citizenship Training Camp play a major role in developing team building skills. Collaborative learning strategies namely, group discussion, pair work, cooperative learning, role play, group project, group assignment, were used in the classrooms to develop team building skills of students. Celebration of festivals, club activities, extension activities, , house wise cultural programmes and sports and games develop team building skills. Social projects, research colloquiums, and research circle are organised for M.Ed. students for working in teams.

- **Mentoring for dealing with student diversity**

Student teachers are made aware about student diversities through the course ‘Gender Justice and Inclusive Education’. For M.Ed Programme the course ‘Inclusive Education’ gives opportunity to understand the student diversity. Conferences and invited talks are organised to familiarise students with the different types of diverse learners. Hands on experience is provided to the student teachers on administering various psychometric tests like intelligence, creativity, aptitude tests to categorise the students based on their abilities. Visit to special schools for B.Ed. students and Internship in special schools for M.Ed provide first-hand experience on various teaching strategies and training provided to

the students with varied needs. Mentor Mentee system is conducted periodically to acknowledge the diverse needs of the B.Ed. students and remedial teaching and peer tutoring are given to academically backward students.

- **Mentoring for conduct of self with colleagues and authorities**

Students are given guidelines for following the professional ethics. They are trained for building teacher qualities, proper communication to the authorities, teachers peers and students, safeguarding their and others' self-esteem, demonstrating, tolerance, respecting others view points and considering the team spirit. Orientation sessions are conducted to familiarize them with the code of conduct and professionalism.

- **Mentoring for balancing home and work stress**

Periodical invited talks are organised by the experts on stress management sessions. In order to maintain mental and physical health, yoga related activities are provided to them. Life skill training and counselling sessions are conducted periodically to develop a positive attitude among student teachers.

- **Mentoring for keeping oneself abreast with recent developments in education and life**

For keeping the student teachers abreast with recent developments in education webinars, workshops and seminars on New Education Policy, innovative teaching strategies and recent updates in the field of research are organized. Special sessions and invited talks are organised to develop professionalism among the students. Workshops on teaching skills, assessment techniques and teaching aids preparation, digital skill training are organised. Talks with alumni are regularly conducted to instil professionalism among the students. To provide awareness on the structure of school education, learning approaches and assessment, a capacity building programme on 'National Education Policy 2020' was organised.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

#### Case 1

In the realm of educational pedagogy, understanding the psychological underpinnings of learning is paramount. Case 1 delves into the intricate dynamics of teaching "Psychological Perspectives in Learning," where innovative strategies are employed to engage prospective teachers in a transformative educational journey.

**Core course- Psychological Perspectives in learning**

**Various teaching learning strategies used in this course are**

#### Debate

A debate was conducted on the topic influence of 'Heredity vs Environment'. Prospective teachers in two groups present the pros and cons of Heredity and Environment, which in turn promotes their thinking and intellectual skills.

## **Concept maps**

Concept maps are prepared by the students for selected areas in the course. Concept maps develop meta cognition and concept mastery and thus the intellectual and thinking skills are honed.

## **Mind maps**

Mind maps prepared for each topic immediately after the discussion of the topics. This improves concept mastery and creativity.

## **Online quizzes**

Online quizzes are conducted to improve intellectual skills of students.

## **Role play**

Role plays are conducted on selected topics to provide realistic experience and visual memory.

## **Small group discussion**

Students are asked to articulate their ideas within the small groups which stimulate their critical thinking.

## **Flipped learning**

Prospective teachers are shared with you tube videos on specific topics in advance and are asked to watch and note down the points. Discuss were made on various aspects of the topic in the regular classroom. Doubts are clarified by the teacher. This provides innovativeness in learning.

## **Mobile learning**

Students are encouraged to engage with online materials using mobile devices at their own pace. Once they have completed their learning, they can self-assess their progress by participating in the provided quiz link. This approach helps to develop intellectual skills and foster innovation.

## **Hands on experience**

Students are given hands on experience to perform experiments in the Psychology lab which develops problem solving skills.

## **Short films**

Short films on selected topics are screened to provide interesting learning experience and to understand the concepts clearly. Hence the prospective teachers feel connected with the character and develop positive attitude.

## **Digital interactive text**

Students are encouraged to develop digital interactive text on 'psychologists' using hyperlinks. Digital interactive texts are suited to all learners. It helps the students to gain better understanding and experience the lessons through virtual mode. It creates interest in learning also.

### **Impact on students**

The various teaching learning strategies encourage students to actively participate in the learning process. The questions posed by the students foster their curiosity and critical thinking. Tailoring instruction to individual students' needs and interest boost motivation and achievement in students. Collaborative works promote team work, communication skills and the ability to learn from their peers, and prepare the students for real world collaboration.

### **Case 2 :Teaching of English**

Language acquisition transcends mere grammatical rules; it is an immersive journey into culture, expression, and communication. Case 2 illuminates the innovative teaching strategies employed in the realm of English language education. From simulations and flipped learning to creative writing excursions and dramatic enactments, this case epitomizes a holistic approach to language instruction. Through interactive activities like brainstorming, letter writing, and language games, students are not only equipped with linguistic proficiency but are also nurtured to become creative thinkers and effective communicators.

### **LSRW Skills though Simulation**

Simulation which is a form of experiential learning strategy is implemented in the class room and language lab. The videos of native speakers of English were displayed and the students are asked experience the realism of the language. The students are their given practice in the class.

### **Flipped Learning**

The power points on a specific topic for seminar presentation are shared in advance in the whats app group and students are asked to go through the contents in the power point slides. The teacher discusses with the prospective teachers in the very next day on the topic and clears the doubts of the prospective teachers

### **Creative Writing (Literary Stroll to Chitharal Rock Jain Temple)**

Creative writing was given to prospective teachers to explore and express their creative thoughts.

The prospective teachers were taken to Chitharal rock Jain temple and were asked to write poems on the lap of the mother nature, writing poems in a natural setting expresses the emotions of the prospective teachers and bring out their creative talents.



## **Drama**

The prospective teachers are given chance to enact drama and to effectively convey the intended usage of the drama this helps the students to delve in to their characters, exploring motivation , emotions and relationships to portray them authentically. Enacting drama helps the prospective teachers to effectively communicate, express their creatively. The prospective teachers enacted plays like Othello, The last leaf, Dracula and so on.

## **Brain Storming**

On the spot topic was given to the prospective teachers. The students are encouraged to think out of the box and come up with innovative ideas by stimulating free flow thinking without judging or criticising their ideas.

## **Interaction through letter writing**

Prospective teachers are encouraged to write letters to their peers and to their teachers, The prospective teachers uses either inland letters or postal letters to write letters this practice helps the students to express their emotions.

## **Language games**

Language games like hangman, Pictionary, charades provide enjoyable learning . It encourages the students to participate effectively in teaching learning process. The language games provide opportunity for students to revise and recall grammar material in an entertaining way.

## **Word games**

The word games not only entertain but also contribute to language skills, cognitive development and social interaction. Word games, such as Scrabble, Boggle, Crossword puzzles, word search etc were given to nurture creativity intellectual and thinking skills to prospective teachers.

## **Observation of language related important days**

National reading day

World Doll Day

World Dracula day

## **World Doll Day**

Prospective teachers are asked to bring their pet dolls from their home. The prospective teachers displayed their dolls in the class and shared their loving nostalgic memories with the doll. The teacher educator then gave a talk about the role of doll in the life of a child.

## **Manuscript magazine**

Manuscript magazine 'Mindroid' was published by the prospective teachers of English department. Thirty-one poems of prospective teachers of English department were included. The prospective teachers creativity and creative thoughts are expressed in poetry form.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**

- 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

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

### 2.4.2

**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**

- 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

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

### **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

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

#### **2.4.4**

**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

- 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

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

#### **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

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

**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

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

**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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

Nurturing aspiring educators into proficient professionals, the college provides transformative internship experiences. With a meticulously structured programme the internship is designed to immerse student teachers in real-world classroom settings, bridging theory with practice. Empowering student choice through modern technology, coupled with validation from school authorities and official approval from the School Education, sets the stage for a meaningful and enriching experience.

### 1. Identification and selection of Schools for internship

The college meticulously plans its internship programme to mould student teachers into effective educators for the future. The B.Ed. internship spans 16 weeks, divided into two phases – six weeks in the second semester and ten weeks in the third semester. Faculty members coordinate the program, adhering to university norms that dictate the selection of government, aided, and model schools for internships. Schools within a 10-kilometer radius of the college are identified, and a list is compiled.

To streamline the selection process, students are empowered to choose their preferred school through a Google form. Approval is sought from school heads using a prescribed format. The list of selected schools, along with student allotments, undergoes scrutiny by the Chief Educational Officer (CEO) to grant official permission for the internship. Once permission is granted, students proceed to their respective schools, collecting timetables and pertinent information.

### 2. Orientation to School Principals/Teachers

School principals and teachers undergo a comprehensive orientation detailing the internship's nature. This includes guidance on class observation, peer observation, yoga-related activities, record-keeping, data collection for action research, psychology experiments, and other school-based activities. The assessment of student teaching performance is elucidated using a provided teaching assessment scale.

### 3. Orientation to Students Going to Internship

Student teachers receive instructions encompassing their duties and responsibilities, emphasizing regular attendance, punctuality, mentor teacher observation, peer feedback, classroom teaching, sports activities, yoga classes, record completion, action research, psychology experiments, diagnostic tests, online tests, and adherence to school rules. Clear instructions are given regarding lesson plan correction and obtaining feedback from teacher educators and mentor teachers.

### 4. Defining Role of Institution Teachers

Before the internship commences, teacher educators prepare students for lesson planning, teaching aid preparation, and other school-based activities. Weekly correction of lesson plans occurs, and pedagogy teachers observe each student's classes a minimum of three times, providing immediate feedback.

### 5. Streamlining Modes of Assessment

Various entities, including teacher educators, mentor teachers, heads of institutions, and peer groups, assess student performance using teaching assessment scales that measure different teaching competencies. Students are required to post reflections on their school experiences in a blog and submit a comprehensive report on school-based activities. Teacher educators observe a minimum of three classes for each student.

### 6. Exposure to Variety of School Setups

Internship experiences encompass a diverse range of schools, including rural and urban, government and private, and those following state and CBSE syllabi. Students gain exposure to the curricular practices of model schools adhering to the CBSE syllabus. Visits to special schools enhance understanding of diverse learners.

In adhering to these systematic processes, the college ensures a well-rounded and enriching internship experience for its aspiring teachers.

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

#### 2.4.9

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

**academic year**

**Response:** 5.94

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

Response: 17

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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



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

## **2.4.11**

### **Institution adopts effective monitoring mechanisms during internship programme.**

#### **Response:**

#### **1.Internship Monitoring Mechanism**

Our institution has implemented a dynamic mechanism to monitor the classroom teaching activities of student teachers during their internship programme. Effective oversight is guaranteed through the involvement of the college principal and the heads of the practice teaching schools. Monitoring encompasses various stages, including the drafting of lesson plans using revised taxonomy, correction and refinement of lesson plans, the creation and utilization of relevant teaching aids, development of digital lessons, design of achievement and online tests, utilization of additional learning resources, adherence to regularity and punctuality in practice teaching sessions, and active participation in various school-based activities. The performance of student teachers during their internship is evaluated by teacher educators, school mentors, school heads, and the institution's leadership.

#### **Observation of the Classes**

##### **1.Role of teacher educators**

Prior to the commencement of the internship, teacher educators meticulously prepare students on a wide array of facets, encompassing the crafting of lesson plans, utilization of pertinent teaching aids, exploration of diverse tools for conducting Psychology experiments, and engagement in various school-related activities. Teacher educators conduct regular classroom observations utilizing a comprehensive teaching assessment scale. Throughout these observations, students' performances are thoroughly evaluated, and constructive feedback is provided to enhance their teaching proficiency in specific domains, including motivation strategies, concept explanations, utilization of instructional aids, classroom management, interaction dynamics, recapitulation techniques, and integration of innovative teaching methodologies. Immediate communication of feedback to individual students is ensured by the teacher educators following each observation session. These observations serve as a platform for the teacher educators to foster the development of teaching competencies among student teachers.

## 2. Role of school principal

The role of the school principal is pivotal in ensuring the successful implementation and monitoring of internship programs within the institution. Principals are responsible for overseeing various facets of student development, encompassing not just classroom instruction but also extending to the broader spectrum of student behaviour and engagement.

This comprehensive oversight entails evaluating students' approaches to learning, methodologies utilized in teaching, proficiency in communication, adherence to school policies and procedures, active participation in school activities, and responsiveness to remedial instruction where necessary.

Furthermore, the principal plays a crucial role in assessing the performance of student teachers through the utilization of provided assessment tools. These assessments serve as a basis for offering constructive feedback and implementing any necessary modifications to enhance the learning experience for both student teachers and their mentees.

## 3.Role of school teachers

School teachers play a crucial role in guiding and mentoring students. They facilitate learning by allowing students to observe classes taught by experienced mentor teachers. These mentor teachers, in turn, observe student teachers' classes and offer constructive feedback aimed at enhancing their teaching skills. This feedback is documented in students' records, providing a roadmap for improvement. Student teachers' performance is evaluated using a teaching assessment scale, highlighting areas for modification and offering relevant suggestions for enhancement.

## 4.Role of peers

Peers observe the classes of student teachers and provide feedback for improvement. They are asked to record their observations in terms of use of teaching aids, use of various teaching skills, and use of technology enabled teaching. Their observation is noted in the Performa for peer observation. Self-evaluation is done by the student teachers. Student teachers post the reflections of daily school experience in their blog.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### **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

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

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:** 95.29

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

### 2.5.2

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

**Response:** 92.59

**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	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.5.3

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

**Response:** 18.6

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

**Response:** 279

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

#### 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:**

The institution prioritizes faculty professional development and knowledge sharing to address current educational challenges. Through initiatives like conferences, research publications, and online forums, teachers stay updated on pedagogical trends and research methodologies. Collaboration with external partners and participation in research circles enhance this culture of learning. These efforts reflect the institution's commitment to educational excellence and fostering a dynamic teaching community.

#### ***1. In house discussions on current developments and issues in education***

- Teachers put forth efforts to keep themselves updated professionally to improve their skills by attending refresher courses, faculty development programmes, short term courses in education and research. Also, they participate and present papers in various seminars, conferences, workshops, symposia conducted by various organisations on recent developments in education, pedagogy, research methodology and digital technology.
- Teachers are encouraged to publish research and thematic articles on various peer reviewed, and UGC care list journals. Also, they are encouraged to publish books or chapters in edited books on various themes relevant to education and research.
- Teachers are encouraged to read recent updates from books on their respective discipline of teaching and research. A book review series is organised by our college to enhance the reading skills as well as to ensure the authenticity in their respective discipline. The teachers are encouraged to use the resources available in the library and the e-resources to know the recent developments in education and research.
- Faculty share and discuss the recent developments and current issues in education during their informal interactions .
- Online Talk series on research methodology is organised by Centre for Research and Development of our institution on every Saturday to enhance the research aptitude and research skills of our faculty.
- Through 'Article Alert service', Librarian gives information about the recently published articles in different journals through emails which help the faculty to collect more information about their respective courses.
- Faculty development programmes are organised periodically by the IQAC to update the recent developments in Education and Research and to enhance the teaching skills and research skills of faculty members. Eminent speakers in various areas are invited for faculty development

programmes to share their views

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

- All the teaching faculty who attends various seminars, workshops, conferences are encouraged to share their knowledge with colleagues.
- Institutional LMS platforms and whatsapp groups are used by the teachers to share the recent updates in education and research among themselves
- Teachers served as resource persons and gave talks on various themes, polices and regulations related to Education and Research to various other institutions and also served as doctoral committee members in other colleges and universities.
- Research Circles and Research advisory committees are conducted periodically to share knowledge on recent developments in research to teaching faculty and research scholars.
- Collaboration and linkages with other universities, colleges and experts are formed to share and discuss the latest information in the field of education.
- Our teachers are members of different professional and Whatsapps groups, telegram group and forums where they share and discuss the recent development and issues related to education. They receive and share the important announcements and notifications, call for articles and projects from UGC, NCTE, NCERT, ICSSR, SWAYAM NPTEL, and various Universities and other experts in education and research.

<b>File Description</b>	<b>Document</b>
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

**Continuous Internal Evaluation(CIE) of student learning is in place in the institution**

**Response:**

**Continuous Internal Evaluation (CIE) of Students Learning**

N.V.K.S.D. College of Education, an autonomous college affiliated to Tamilnadu Teachers Education University has a standard process of internal evaluation system for B.Ed., M.Ed. & M.Phil programmes. The institution follows continuous and comprehensive valuation to cultivate good study habits, understand improvement in progress and to modify the teaching learning strategies according to the need. For each course of all programmes, there are both continuous Internal Evaluation and External Examinations at the end of the semester. Internal evaluation is for 30 marks and for external evaluation

70 marks. There is a passing minimum of 50% for internal evaluation. Students will be declared to have passed the course if he/she scores 50% in Internal and 50% in External evaluation.

For B.Ed. and M.Ed. programmes, various components of internal evaluation are tests (Average scores of Open Book Examination, Mid Semester examination and Online examination), Online assignments, Seminar presentation and suggested activities. For M.Phil. programme, components are tests (Average scores of two class tests). Seminar presentation (Minimum two) and Assignments (Minimum two).

From academic years 2018-'19 to 2021-'22, the marks allotted for each component of internal assessment is for B.Ed. and M.Ed. programmes are as follows.

Online assignments – 5 marks, Seminar presentation – 5 marks, two suggested activities specified in each course- 10 marks and average of three internal tests – 10 marks, (open book examination, online test & mid semester examination). Model examination is also conducted wherever the marks are not considered for internal assessment.

During the academic year 2022-'23, percentage of attendance was also included in the internal assessment and distribution of marks is as follows.

Test – 10 marks, Online assignment – 5 marks, Seminar presentation – 5 marks, Suggested activity – 5 marks and attendance – 5 marks.

For M.Phil. programme, the distribution of marks is as follows. Class test (10 marks), Assignment (10 marks) and seminar presentation (10 marks).

For B.Ed. and M.Ed. programmes open book examination is conducted for 20 marks, online examination for 20 marks and mid semester examination for 35 marks, all the scores are converted into 10 marks and the average will be taken. Assignments will be written in chosen topics and be submitted in the respective Google class rooms. Seminars are presented using power point presentation, videos etc. Assignments and seminars are assessed using rubrics.

Immediate feedback will be provided after each test. Marks scored in internal assessments facilitate the identification of slow learners and to provide remedial teaching, which in turn helps them to show better performances in the end semester examination.

The assessment of Enhancing Professional Competencies(EPC) courses, for the B.Ed programme is purely internal. Internal evaluation is done based on the task and assignments given in the courses.

The Continuous Internal Evaluation (CIE) system adopted by N.V.K.S.D. College of Education underscores its commitment to fostering continuous learning and improvement among its students. By emphasizing ongoing assessment and feedback, the institution aims to not only monitor academic progress but also facilitate the development of critical study habits and professional competencies. Through this comprehensive approach to evaluation, the college strives to ensure that its graduates are well-prepared for the challenges and opportunities they will encounter in their respective fields of education.

<b>File Description</b>	<b>Document</b>
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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

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

### 2.6.3

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

**Institutional guidelines for Examination Grievance Redressal**

N.V.K.S.D. College of Education, as an autonomous institution, adheres to a semester system and



conducts both internal and external examinations for each academic term. Internal assessments are meticulously managed by course instructors who prepare question papers and evaluate answer scripts. The evaluation process for other components such as assignments and seminars is guided by well-defined rubrics. Subsequently, marks obtained in internal assessments are transparently communicated to students via notice boards and the examination portal well in advance of the end-semester examinations. This proactive approach ensures clarity and transparency in the assessment process, thereby minimizing the likelihood of grievances.

External examinations are equally structured to maintain fairness and integrity. Question papers are meticulously crafted by external examiners chosen from a pre-approved panel of question paper setters recognized by statutory bodies. These question papers are then evaluated by external examiners using predetermined answer keys, ensuring impartiality and consistency in assessment. Such stringent measures underscore the institution's commitment to upholding academic standards and providing a conducive learning environment. By maintaining a robust system of assessment and grievance redressal, N.V.K.S.D. College of Education strives to instill confidence in its evaluation processes while promoting academic excellence among its student body.

Academic progress can only happen in an environment where an individual is assured of justice and fairness. To this end, N.V.K.S.D. College of Education (Autonomous) has constituted an Examination Grievance Redressal Mechanism. The Examination Grievance Redressal Cell aims to understand and rectify the examination related grievances of students. The Cell is constituted for the Redressal of the problems if any reported by the students of the College by following objectives and tries to build a grievance free environment.

### **Examination Grievances Redressal**

If there are any concerns or complaints regarding examination procedures, they can be brought to the attention of the Examination Grievance Committee. The committee will thoroughly investigate the matter, make a decision, and take appropriate action.

### **Procedure**

A structured Two-Tier Examination Grievance Redressal Procedure has been established to effectively address any grievances pertaining to internal assessment.

At the first level, the concerned course teacher is responsible for handling grievances related to internal assessment. Students can formally raise their concerns with the respective course teacher, who will thoroughly examine the grievance and propose a suitable resolution. If the matter remains unresolved at this stage, it will be escalated to the Grievance Redressal Committee, consisting of the principal, Controller of Examinations, and the Member Secretary, for further review and action.

For grievances concerning external end semester examinations, students have the option to request a photocopy of their answer scripts by paying the prescribed fee. In cases where students are dissatisfied with their marks, they can pursue options such as retotaling or revaluation.

If grievances are related to the examination schedule, inclusion of out-of-syllabus questions, or lack of

clarity in questions, students are encouraged to directly communicate their concerns to the Controller of Examinations. This can be done through various channels such as Whatsapp, the Grievance box, or by completing a grievance redressal recording form via email.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6.4

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

#### Response:

The Academic Calendar stands as a cornerstone in the realm of educational institutions, serving as a roadmap that navigates the academic journey throughout the year. Its meticulous preparation and adherence are vital in orchestrating the seamless orchestration of teaching, learning, and administrative tasks. From the intricate planning stages to the rigorous monitoring of its implementation, the Academic Calendar embodies the institution's commitment to excellence and efficiency. Let us delve into the intricate workings of its preparation, dissemination, and enforcement, illuminating its significance in ensuring the smooth functioning of educational endeavours.

#### 1.Preparation of Academic Calendar

- Before the start of each academic year, the Planning and Evaluation Committee convenes to discuss and plan the activities for the upcoming year.
- This committee evaluates various factors such as the number of working days, major events, and internship schedules.
- Based on the committee's discussions and evaluations, a comprehensive plan for the academic year is formulated.
- The Academic Calendar is then prepared by the committee, taking into account the planned activities, including internal and external examinations for each semester.
- The scheduling of internal examinations, practical examinations, and end-semester examinations is determined based on factors such as the number of courses in each semester.

#### 2.Publication and Communication

- The Academic Calendar, once finalized, is published and made accessible to both faculty and students.
- It is disseminated through various channels, including the college website, notice boards, and communication platforms like WhatsApp groups.

- By making the Academic Calendar publicly available, all stakeholders can stay informed about the planned activities and timelines for the academic year.

### **3.Examination Schedule Preparation**

- The Examination Committee reviews the Academic Calendar and assesses the proposed schedule for examinations.
- If necessary, modifications are made to ensure the examination schedule aligns with the overall plan for the academic year.
- The Controller of Examinations takes responsibility for finalizing and publishing the examination schedule.

### **4.Monitoring and Compliance**

- The Examination Committee plays a crucial role in monitoring the implementation of the Academic Calendar, particularly concerning examinations.
- It ensures that all components of internal assessment, such as open-book examinations, online examinations, mid-semester examinations, and assignment submissions, are conducted according to the scheduled dates.
- Any deviations from the Academic Calendar are addressed promptly to maintain consistency and fairness in assessment processes.
- Regular monitoring helps in identifying and addressing any issues or challenges that may arise during the implementation of the Academic Calendar.

### **5.Transparency and Accountability**

- By adhering to the Academic Calendar, the institution promotes transparency and accountability in its academic processes.
- Students and faculty members have clear visibility into the timeline of activities, allowing them to plan their schedules accordingly.
- The systematic approach to scheduling and conducting assessments ensures fairness and equal opportunities for all students.

The Academic Calendar symbolizes the institution's dedication to fostering an environment conducive to learning, growth, and academic excellence. Through meticulous planning, transparent communication, and unwavering adherence, it serves as a beacon guiding all stakeholders through the academic journey. As the institution upholds the integrity of its Academic Calendar, it not only cultivates a sense of accountability and transparency but also reinforces its commitment to providing a nurturing educational ecosystem where every student's potential can flourish. Thus, the Academic Calendar stands as a testament to the institution's unwavering pursuit of academic excellence and organizational proficiency.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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 teaching-learning process at N.V.K.S.D. College of Education is meticulously aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) to ensure the holistic development of students and the fulfillment of the vision and mission of the college.

At the core of the institution's educational philosophy is the commitment to excellence in teacher education, guided by principles of knowledge, righteousness, and love. This commitment is translated into action through the systematic integration of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) into the curriculum framework and teaching practices.

#### **Integration of PLOs and CLOs in the teaching learning process.**

The journey begins with the careful formulation of PLOs, which encapsulate the desired attributes of graduates, emphasizing professionalism, academic excellence, and global competence. These PLOs serve as the foundation upon which the curriculum is built, guiding the development of specific PLOs for each programme and subsequently informing the creation of corresponding CLOs for individual courses.

The mapping of PLOs to CLOs allows for a comprehensive assessment of the alignment between overarching programme goals and specific course objectives. This process identifies areas of strength, moderate association, and areas requiring enhancement, ensuring that the curriculum covers all essential aspects necessary for student success.

Further granularity is achieved through the segmentation of CLOs into unit-wise learning outcomes, providing a roadmap for incremental progress towards the attainment of broader course objectives. This sequential approach ensures that students are guided through a structured learning journey, with each unit contributing to the overall achievement of CLOs and, ultimately, PLOs.

In the implementation phase, course teachers play a pivotal role in translating the curriculum into action. At the onset of each semester, teachers meticulously plan teaching activities and curriculum delivery methods, aligning them with the designated CLOs for each course. This includes the selection of appropriate teaching strategies, assignment design, seminar organization, and collaborative projects, all geared towards fostering active engagement and experiential learning among students.

Students are encouraged to take an active role in their learning process, leveraging experiential, collaborative, and participatory methods to achieve the stated CLOs. Emphasis is placed on constructive learning experiences that promote critical thinking, creativity, and practical application of knowledge.

Moreover, the institution provides additional enrichment experiences, such as special lectures and the development of learning materials, to complement the core curriculum and enhance the overall learning experience.

Throughout the teaching-learning process, continuous assessment and monitoring mechanisms are employed to track student progress and ensure alignment with unit-wise learning outcomes and course CLOs. Collaborative efforts between course teachers and the Continuous Internal Evaluation (CIE) team facilitate ongoing feedback and support for student development.

The teaching-learning process at N.V.K.S.D. College of Education stands as a testament to the institution's unwavering dedication to excellence and student-centered education. By meticulously aligning Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with curriculum design and teaching practices, the college ensures a holistic approach to student development. Through this dynamic journey, students are empowered to achieve academic excellence to embody principles of professionalism, global competence, and compassionate leadership. With continuous assessment and support mechanisms in place, the college cultivates a nurturing environment where students thrive and emerge as competent, compassionate, and socially responsible educators.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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
101	86	101	89	101

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

### 2.7.3

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

**Response:**

The Course Learning Outcomes for B.Ed. and M.Ed. programmes are measured systematically and sequentially throughout the programme using a variety of assessment methods. The Course Learning Outcomes are decided in such a way as to obtain the broad Programme Learning Outcomes. Course Learning Outcomes (CLOs) are attained by the students at the end of each semester. They are mapped with PLOs. The PLO'S, CLO'S, the instructional strategies and assessment tasks followed by the institution complement each other to ensure the attainment of professional and personal attributes of students. The attainment of CLOs for B.Ed and M.Ed programme is assessed through direct assessment methods. The direct assessment represents the students' performance through formative assessments like seminars, online assignment, suggested activities, and Internal examinations. Through these assessments, the attainment of CLOs are quantified and the performance of students in cognitive, affective and psychomotor domains is measured. Cognitive attributes of students are measured through the internal and external examinations. The development of personal attributes is monitored through the suggested activities and other practical tasks included in the curriculum. Periodic internal assessment helps to monitor the students' progress in cognitive, affective and psychomotor domains.

**Assessment of Cognitive Attributes**

Formative assessment during the course delivery helps the concerned course teachers to monitor the extent of attainment of course outcomes. Online assignments submitted by the students for each course evaluate students' ability of comprehension, innovative ideas, critical thinking, interpretation skills and written communication skills with respect to the learning outcomes. The results of open book examination, online test, mid semester examination conducted to B.Ed. and M.Ed. programmes as a part of Continuous Internal Assessment are analysed for the attainment of CLOs. The question papers for internal examinations are prepared based on the unit wise learning outcomes of each course. Unit wise learning outcomes which have a low level of attainment are checked and reasons for the low attainment are found out. Remedial support is provided to increase the level of attainment of these outcomes. Results of end semester examinations help to determine the academic performance of the students and

the extent of Course Learning Outcomes that have been attained.

### Assessment of Professional Attributes

The EPC courses included in the B.Ed curriculum Enhancing Digital Skills, Yoga for Professional Excellence, Drama and Arts in Education and Life Skills Education and seminars and suggested activities of Core and Pedagogic courses enhance the professional attributes of B.Ed. students. Assessment of various tasks and suggested activities, internship in collaborative schools, teacher education institutions, special schools, social related projects, yoga and academic writing enhances the professional attributes of M.Ed. students. Professional attributes like communication skills, collaborative skills, organizational skills and problem-solving skills are assessed through the various components of internal assessment.

The systematic assessment of CLOs in B.Ed. and M.Ed. programmes, aligned with broader PLOs, ensures a comprehensive evaluation of students' academic and professional development. Through diverse assessment methods spanning formative evaluations, internal examinations, and practical tasks, educators monitor cognitive, affective, and psychomotor domains, fostering a learning environment conducive to the attainment of critical skills and attributes necessary for success in the educational field. This integrated approach to assessment facilitates not only academic excellence but also the cultivation of essential professional attributes.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.7.4

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

**Response:** 91.09

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

**Response:** 92

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.5

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

### **Response:**

Assessment tasks play a pivotal role in evaluating students' progress and reflecting their initially identified learning needs in educational programs such as B.Ed. and M.Ed. Through a variety of assessment methods, educators can gauge students' abilities, address areas for improvement, and tailor interventions accordingly. Here are examples illustrating how assessment tasks and student performance can align with initially identified learning needs:

### **Language Proficiency**

**Example Assessment Task:** A language proficiency test is administered at the beginning of the programme to assess students' proficiency in English, a crucial skill for effective communication in the educational field.

**Performance Reflection:** Students who demonstrate limited proficiency in English may struggle with comprehension during lectures or written assignments. Their performance in tasks requiring written communication, such as essays or reports, may reflect challenges in expressing ideas clearly. As a result, targeted interventions such as communicative English classes or morning assemblies focusing on language proficiency development are implemented to enhance their skills.

### **ICT Skills Assessment**

**Example Assessment Task:** An entry behavior test includes questions assessing students' familiarity with digital tools and technology, essential for modern teaching practices.

**Performance Reflection:** Students with limited ICT skills may struggle with tasks such as creating multimedia presentations or utilizing learning apps effectively. Their performance in these areas may indicate a need for additional training in digital literacy. Subsequently, periodic ICT training sessions are conducted to develop their proficiency in e-content creation, multimedia presentations, and the use of AI tools.



## Teaching Aptitude Assessment

Example Assessment Task: A research aptitude test is conducted for M.Ed. students to evaluate their interest and aptitude for research, a vital aspect of the teaching profession.

Performance Reflection: Students who demonstrate a lack of interest or aptitude for research may struggle with tasks requiring critical analysis or academic writing, such as research papers or thesis projects. Their performance may indicate a need for guidance and support in developing research skills. As a result, targeted interventions such as mentor-mentee sessions or seminars on research methodology are organized to nurture their research capabilities.

## Life Skills Assessment

Example Assessment Task: A holistic assessment includes questions related to students' abilities to manage stress, communicate effectively, and maintain overall well-being.

Performance Reflection: Students who exhibit difficulties in managing stress or communicating assertively may struggle in interpersonal interactions or collaborative activities. Their performance may reflect challenges in areas such as teamwork or conflict resolution. To address these needs, workshops on stress management, personality development, and yoga and meditation programs are conducted to enhance their life skills and promote holistic well-being.

The alignment between assessment tasks and students' initially identified learning needs forms the cornerstone of effective educational interventions in B.Ed. and M.Ed. programmes. Through careful analysis of student performance across various domains such as language proficiency, ICT skills, teaching aptitude, and life skills, educators can pinpoint areas requiring attention and implement targeted interventions. By addressing these needs through tailored initiatives such as communicative English classes, ICT training sessions, research methodology seminars, and holistic well-being programs, educational institutions can foster a conducive learning environment that nurtures the holistic development of aspiring educators. Ultimately, this approach not only enhances students' academic proficiency but also equips them with the essential skills and attributes needed for success in the dynamic field of education.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.93**

## 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:** 2.2

**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
10	01	00	00	00

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional 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:** 0.12

**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
1.03	0.30	00	00	00

<b>File Description</b>	<b>Document</b>
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Copyrights or patents filed	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 0.31

**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
1	4	0	0	0

<b>File Description</b>	<b>Document</b>
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 1.48

**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
6	8	3	4	3

<b>File Description</b>	<b>Document</b>
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.3 Outreach Activities

### 3.3.1

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

**Response: 15**

**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
24	24	11	10	6

<b>File Description</b>	<b>Document</b>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.3.2**

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

**Response: 96.32**

**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
189	182	192	190	190

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

### 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:** 96.12

#### 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
189	180	192	190	190

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

### 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 plays a pivotal role in the local community, fostering a strong bond through dedicated efforts in education, social service, and philanthropy. The college serves as an educational hub, empowering individuals with knowledge and skills. By offering accessible education, we contribute to the community's intellectual growth, creating a knowledge and skilled workforce. Through various outreach programmes and initiatives, the college actively engages in social service. From volunteering to community events, our students, staff and management actively participate, addressing local needs. The cornerstone of our ethos is philanthropy, with the college contributing resources and support to various community-based activities. From sponsoring local students and sports persons, donating relief materials and funding during natural calamities, we actively participate in uplifting the local community, improving the infrastructure facilities of nearby Government Schools. Over the years, the college has established an everlasting position in the hearts of the people it serves. This is evidenced by the positive feedback, strong community engagement and trust placed in our institution as a reliable partner in community development. The College strives to inculcate in students the values such as honesty, empathy, respect, kindness, compassion, cooperation, social responsibility and equality by upholding the



vision 'Gnana, Dharma and Sneha'. Through the Extension and Outreach committee the college renders lot of social service activities by involving students and other stake holders. The activities organised by the college helps the students mingle with the public and encounter the real life situations and the problems faced by common people. The college always welcomes the Government departments and NGO's to utilize the campus for organising programmes which are benefitted to the community.

In order to create awareness to the students and public the college organises following programmes with the participation of students and other stakeholders:-

National conference on NEP 2020

Exhibition of Millet Foods

Carrier Counselling at Government school

Capacity Building Programme for School Teachers on NEP 2020

Interactive session Padma Shri V Gnanagandhi

Guide Teachers Training programme for National Children Science Congress

Teachers day celebration

Awareness Programme on Kavalan App

Seminar on Impact of Drug

Capacity Building and Personality Development for Women

Workshop on Role of Teachers in Disaster Management

Seminar on Sustainable life in Kanniyakumari District

World Environment Day Celebration

World Book Day celebration

Book Donation and Setting Library in Government Schools

Literary Stroll to Chitharal Rock Jain Temple

Awareness Paintings in the Compound Wall of Government offices

Surve at Managudi Fishing village

Donation to Special School

Lifetime Achievement Award Presentation Ceremony

Sponsorship for the Sports person

Medical Insurance Camp

Talk on Zero shadow Day

Anti-Drug Awareness Rally

Disaster Management First Hand Responders Training Programme

Voter's Awareness Human Chain

Covid Awareness Cultural Trip

Cleaning Campaign at Service Village Aruvikkarai

Gandhian Seva Award Presentation ceremony

Distribution of Covid Relief Materials

Road Safety Awareness Programme

A Day with the Children of Home for Homeless children

Programme in All India Radio Kumari FM 101

Donation to Home for Mentally Ill Road Side Destitute

Cleaning Programme under Swachh Bharath Abhiyan

Free Eye checkup and Camp

Awareness videos on Covid-19

International Women's Day Celebration

Awareness Programme on Solar Eclipse

Scientific Awareness Programme

<b>File Description</b>	<b>Document</b>
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.5

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

**Response:** 17

**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
13	3	1	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** 10.2

**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
24	20	0	5	2

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

### 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:** 11

**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:** 11

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

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### 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:**

Nestled within the embrace of a verdant, eco-conscious campus, the college boasts a rich tapestry of infrastructure meticulously crafted to embrace the myriad needs of its vibrant community of scholars. Here, amidst the tranquil beauty of nature's bounty, learning finds its sanctuary, fostering not only intellectual enlightenment but also personal metamorphosis. From the hallowed halls of well-appointed classrooms to the hives of innovation within its laboratories, every corner echoes with the promise of discovery and growth. Yet, beyond the realms of academia, the college's commitment to sustainability intertwines seamlessly with its ethos, nurturing a harmonious relationship with the environment. With each step taken towards academic excellence, the institution embarks on a journey towards a future where stewardship of both knowledge and nature intertwine, illuminating the path towards a brighter tomorrow.

College facilitates sufficient infrastructure accessibility as per the requirements of National Council for Teacher Education (NCTE) and needs of the students. The infrastructure available in the college, the built-up area of the college building along with the hostel building is more than the requirement for the courses offered by the institution. The ecofriendly campus with trees and plants captivates everyone with its green ambience. The herbal garden and the campus flora create awareness among the visitors about sustainable living. The following infrastructure facilities are provided by the college to facilitate teaching learning process.

Administrative Office with Office Automation software, Principal's Office, Office of Controller of Examinations with Examination Automation software, ICT enabled classrooms to enhance the quality of teaching learning process, Air conditioned Seminar Hall with Projector and Smart Board facilities, Multipurpose hall with 250 seating capacity, Well furnished Auditorium with 500 seating capacity, Library and Reading Room with Library Automation software, Research Room with computer and internet facility, Air conditioned ICT Resource Centre with 50 computers, LAN facility with Wi-Fi and broadband internet with a speed of 200 Mbps, Well equipped Psychology Lab, Biological Science Lab, Physical Science Lab, Language Lab with English Cloud software (25 student consoles with 1 master console), Mathematics Lab, Media Lab, Art & Craft Resource Centre, Heritage Museum, IGNOU room, Alumni room, Gymnasium, Staff Rooms with personal computers and internet facility for each staff, Play Ground, Shuttle court, Tennikoit court, Throwball & Volleyball court, Indoor Games facilities, Pedagogic Science Park with more than 100 experiments to provide hands on experience in learning science, Clinic with nursing staff, CCTV surveillance system ensuring safe and secure environment for students and staff, Separate waiting rooms for Boys and Girls, UGC funded Women's hostel, Cafeteria, Terrace Green House with vegetables and medicinal plants, Rest rooms for Boys and Girls, Model school in the campus (CBSE Senior Secondary School) for practical school experience, Pedestrian pathways, herbal garden, solar panel, rain water pit, lift facilities, water purifiers, vehicle parking facilities , pucca

boundary wall surrounding the campus and other facilities ensures a conducive atmosphere for teaching learning process.

**The college stands not only as a bastion of academic prowess but also as a testament to the profound impact of fostering a harmonious relationship between education and the environment. Through its comprehensive infrastructure and unwavering commitment to excellence, the institution cultivates a fertile ground where students and faculty alike can thrive and evolve.**

<b>File Description</b>	<b>Document</b>
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **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:** 100

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

Response: 17

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

Response: 17

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

#### **4.1.3**

**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

**Response:** 10.28

**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
9.13	11.02	0.41	00	00

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

## 4.2 Library as a Learning Resource

### 4.2.1

**Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software**

**Response:**

#### **Automation of Library**

The College library is fully automated with INFOLIBRARY software (web version 13.0). It customizes and manages the library with the following functions: Master, Accession, Periodicals, Member, Circulation, Transactions, Digital Library, Tools, OPAC, Reports and Permission. It is used to help controlling the resources better and serve the faculty members, students and scholars in an organized manner.

**The following are the modules:**

#### **Master**

This module helps to make entry for the resources and add them to the library management system. The resources are entered with details of department, resource category, resource group, subject, language, country, periodicity, binding type, course, class, purchase type, edition type, location, membership category, supplier, publisher, media type, payment mode, delivery mode, academic year, holiday, periodical type, currency, designation, member category and place of publication.



## **Accession**

Accession of books, back volumes of Journals and Theses.

## **Periodicals**

Periodical master, periodical subscription and periodical issue and indexing.

## **Member**

Member registration, member promotion, individual fine, common fine, and fine receipts.

The members of the library are added through this module by providing a member ID. The most frequent user of the library can be identified with user ranking facility. The user details of the and the books issued are generated in reports.

## **Circulation**

This module takes care of all possible circulation related functions in the library. It covers the following activities like Issue, Return, Renewal, Reservation, Overdue and Fine reports. The due list is maintained as follows: one week for B.Ed and M.Ed students, 10 days for M.Phil scholars, 15 days for Ph.D Scholars and one month for Faculty. A fine of one rupee per day per book is collected.

## **Transactions**

Issue register, Lost/ damage register, recovery register, stock withdrawal /recall register, login register, barcode scanner, and login register-manual entry.

## **Digital Library**

E-resources, Question bank and syllabus.

## **Tools**

Return alert, yearend process-stock verification, Letter, Register, message banner, and software setting.

## **OPAC**

Search using Title / Author / Subject / Keywords / Accession number, Boolean Operators, Wild Card Matching.

## **Reports**

Book details, multimedia, back volume, thesis, periodicals issue, periodical indexing, issue details, return details, renewal details,, all resources in circulation, expired due date resource details, fine details, login register, missing resources,, library statistics, barcode and call no labels, no due certificate, most issued books, top user list are maintained.

## Permission

Login permission, change password, change user login type and reset password. There are 18,191 books available in the library and accessed through library management software. Faculty members and students trace the books through automated Online Public Access Catalogue (OPAC) and books are lent through ID cards with bar-coding system. The library has installed the e-gate system with specialized computer and barcode scanner. Faculty members and students mark their entry in the biometric whenever they enter into the library.

The automation of the College library represents a transformative shift towards a more efficient, user-centric, and technologically advanced library ecosystem. As the library continues to evolve, it remains steadfast in its mission to facilitate learning, research, and intellectual exploration, thereby enriching the academic experience of its community members.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>

### 4.2.2

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

**Response:**

**Remote Access to Library Resources**

**KOHA WEB OPAC cum REMOTE ACCESS**

The special feature of KOHA library management system provides web based OPAC cum remote access OPAC at anywhere and anytime. KOHA software is installed in the library which provides an integrated management tool covering all major functions in the library such as acquisition, bibliographic databases management, user management, transactions, serial control, and online end-user searching on local and external bibliographic databases. KOHA linked with all libraries especially the group of same institutions and campuses in different parts of the country also supports the OPAC in single platform and sort with resources from different campus library. The faculty and students of the institution search for the needed resources through KOHA software from remote access. KOHA provides Web-OPAC cum remote access through mobile or personal computer. Koha provides SMS alert facility to the students and faculty members. Web-OPAC facilitates the following types of searches namely Title, Subject, Series, Author, Call Number, Keyword, Publisher, Publisher location, Barcode. Our college library Koha weblink is <http://61.2.46.60:8090>. .

### Remote access resources available through INFLIBNET-N-list

The college library has subscribed to the Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", provided by INFLIBNET Centre, an initiative of MHRD. Through this, we have registered all the staff, scholars, and departments and have obtained and provided the individual login ID and Password to access the subscribed E-Resources remotely from the N-LIST platform. The N-LIST provides access to 6,000+ e-journals, 1, 99,500+ e-books and 6, 00,000 e-Books under NDL through a proxy server. Students and faculty members will get the activation email containing user ID and password with activation link instantly from the library. Users will have to click on a member's login through the INFLIBNET N-LIST Website <http://nlist.inflibnet.ac.in/> and login. After log in, the user can have access to their areas of interest. The entire College campus has been provided with Wi-Fi connectivity for the benefit of all stakeholders and online resources are made available anytime, anywhere through relevant user id provided by the Library. Students and teachers have access to the INFLIBNET facilities both in the campus as well as remote. More than 6,00,000+ e-books and e-journals can be accessed to the enhance the teaching-learning process and to better equip them with required knowledge and skills.

### Remote access resources available through D Space

The Library reached yet another milestone by enriching the learning resources through installing D Space digital library and institutional library software on December 2022. This service enables institute members to archive their scholarly publications, Question papers, Syllabus, conference/workshop-related sources, important rare digital books, and other important institutional archival documents. The faculty and students of the institution search for the needed resources through DSpace software. DSpace provided Web OPAC cum remote access through mobile or personal computer. Our college DSpace weblink is <http://61.2.46.60:8088/jspui/>

The college library has embraced modern technology to provide seamless access to a vast array of resources for both faculty and students. With features such as web-based OPAC, remote access, and SMS alerts, accessing these resources has never been easier or more convenient. By these innovative tools, the institution remains committed to enhance the teaching-learning process and equip the community with the knowledge and skills needed for academic excellence.

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

### 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	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4

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

**Response:** 1.06

**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
0.43	0.78	0.71	2.27	1.10

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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 25.76

**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: 1374

**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: 1248

**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: 1239

**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: 1077

**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: 781

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

#### 4.2.6

**Efforts are made to make available National Policies and other documents on education in the**

library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

- 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:** A. All of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

The college offers a comprehensive array of ICT facilities aimed at facilitating the efficient and transparent execution of academic and administrative activities, effectively addressing the challenges of the digital era. These facilities are seamlessly integrated into the teaching-learning process, fostering differentiated and participative instruction to cater to the diverse needs of students as autonomous learners within a dynamic classroom environment. Faculty members leverage technology to acquire, demonstrate, and communicate information effectively to students, aided by the institution's well-equipped ICT infrastructure.

The ICT resources available encompass a variety of tools, including multimedia projectors, electronic podiums, and Public Announcement systems comprising speakers, microphones, amplifiers, and mixers. Additionally, the college provides access to laptops, desktops, digital cameras, video cameras, and interactive boards, ensuring a rich technological environment conducive to learning.

Specifically tailored ICT-enabled classrooms cater to pedagogy classes in subjects such as English, Mathematics, Physical Science, Biological Science, and History. These classrooms are equipped with projectors and laptops, facilitating interactive teaching methods. Moreover, the institution boasts well-equipped, furnished, and galleried classrooms dedicated to B.Ed. and M.Ed. students, providing a conducive space for their academic pursuits.

**For larger gatherings, the college offers a multipurpose hall equipped with a public address system, ICT facilities, and high-speed internet connectivity, accommodating up to 200 individuals. Additionally, there is an air-conditioned seminar hall equipped with all necessary ICT facilities for smaller group sessions, while an auditorium with advanced technological devices can accommodate up to 500 attendees, ensuring that various events and programs are supported by cutting-edge technology.**

**Adequate infrastructure including computers, printers, scanners, and interactive boards is available to both students and faculty, facilitating academic activities efficiently. The institution prioritizes the continuous upgrading and deployment of ICT resources, allocating a sufficient budget annually for this purpose. Technical staff are appointed to maintain hardware and ICT infrastructure on campus, ensuring smooth functioning through tasks such as computer formatting, hardware replacement, and installation of antivirus software. In case of major issues, the college engages computer technicians and service providers to promptly address any technical challenges.**

**Furthermore, the college library is fully automated, utilizing Info library, KOHA, and Dspace software under an Open Access System, providing a user-friendly interface for accessing e-resources. Subscriptions to platforms such as INFLIBNET-NLIST enrich the library's digital offerings, complemented by biometric and barcoding facilities for efficient management.**

**The campus-wide Wi-Fi facility, established in 2018, operates on a Fiber-to-the-Home (FTTH) connection with a speed of 200 MBPS, ensuring high-speed internet access across key areas such as the main building's front office, library, and hostel. Wi-Fi routers are strategically positioned to ensure widespread signal coverage, enhancing accessibility for all members of the college community.**

**The college boasts a highly conducive ICT-rich environment that effectively supports the diverse academic and administrative needs of its stakeholders. Through a comprehensive array of ICT facilities and resources, including multimedia projectors, electronic podiums, advanced audiovisual systems, and high-speed internet connectivity, the institution seamlessly integrates technology into the teaching-learning process. These efforts empower faculty members to deliver differentiated and participative instruction, catering to the unique needs of students as autonomous learners within dynamic classroom settings.**

<b>File Description</b>	<b>Document</b>
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3.2

#### **Student – Computer ratio for last completed academic year**

**Response:** 1.45

<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** A. All of the above

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

#### 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:** 67.42

**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
56.50	31.11	2.16	35.51	9.60

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

#### 4.4.2

#### **Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place**

##### **Response:**

The institution prides itself on its meticulous approach to managing and maintaining its physical, academic, and support facilities. Through regular maintenance checks and strategic planning, it ensures the seamless operation of essential systems such as plumbing, electrical, and ICT resources. With a keen eye on detail, the institution also upholds the upkeep of its library, laboratory, and sports facilities, providing students and faculty with a conducive environment for learning and research. This commitment to excellence in facility management reflects the institution's dedication to fostering a high-quality educational experience for all stakeholders.

##### **Physical Infrastructure Maintenance**

Regular maintenance is conducted for civil, plumbing, and electrical systems. Stock verification takes place annually, including the RO drinking water plant. CCTV and biometric systems undergo regular maintenance.

Authorized vendors handle the maintenance of pipelines, electrical equipment, air conditioners, CCTV, and biometric devices. Prevention management responsibilities are assigned to teachers and administrative staff.

##### **Library Maintenance**

The library operates on all days except public holidays from 8.45 a.m. to 5 p.m. Data maintenance utilizes library software, with stock verification at year-end. Continuous maintenance is applied to library systems and software. N-LIST subscription is renewed annually. Research scholars from other colleges can access library resources upon request.

The Library Committee oversees resource development, use, and maintenance. Automation aids cataloging, circulation tracking, and user visits. The library software is updated as needed. Research scholars from other institutions can access resources with a request. The librarian renews the annual N-LIST subscription.

### **ICT Infrastructure Maintenance**

The ICT Resource Centre is open from 9.30 a.m. to 5 p.m. on all working days. Monthly maintenance for laptops and systems is performed, with antivirus installations on all systems. Software is updated as required. Internet and Wi-Fi facilities are available to teachers. Educational use by outsiders is allowed upon request.

The staff in charge performs periodic maintenance on computers and accessories. System faults are noted and rectified monthly. Requests for new requirements or replacements are communicated to the college Secretary. Antivirus and software installation is handled by service personnel. The Network Resource Centre is used for technical training by the school education and government departments annually.

### **Laboratory Maintenance**

Lab equipment undergoes periodic maintenance, with annual stock-taking. Faculty members are trained to handle equipment. Immediate repair work is conducted as needed.

Faculty members maintain and verify stock registers annually. Any necessary repairs are promptly addressed.

### **Sports Infrastructure Maintenance**

Sports facilities are available on working days during specified hours. Annual maintenance of sports equipment is conducted. Usage is extended to model and government school students.

The track undergoes regular weeding and levelling. The stock register is maintained and verified annually. Sports infrastructure is accessible to girl students upon a written requisition through the relevant organization.

The institution places a strong emphasis on the systematic maintenance and effective utilization of its physical, academic, and support facilities. Through regular inspections, timely repairs, and strategic planning, the institution ensures that its infrastructure, including physical, library, ICT, laboratory, and sports facilities, operates seamlessly to meet the diverse needs of students, faculty, and other stakeholders. The commitment to excellence in facility management not only enhances the overall learning environment but also reflects the institution's dedication to providing a conducive and well-maintained space for education and research. Ongoing efforts in this regard contribute significantly to the institution's reputation for quality and efficiency.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 60.04

**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
44	68	75	52	48

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.2

**Percentage of student progression to higher education during the last completed academic year**

**Response:** 33.66

**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 33

**5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**

Response: 1

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.3

**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**

**Response:** 6.07

**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
3	5	3	12	6

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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 aims to provide opportunities for students to develop leadership by organizing various programmes, representing the students. It creates an environment where students can voice their concerns and needs. The council members are elected democratically, giving students a chance to develop leadership skills through planning, organizing, and executing student activities and community welfare projects. The Student Council also shares student ideas, interests, and concerns with the administrative bodies of the institution.

The major roles and responsibilities of the Student Council include participating in institutional decision-making processes, improving academic programs and student-learning experiences, organizing educational and recreational activities, developing opportunities for personal and academic growth, and addressing students' needs for satisfaction. Decisions are made after consultation with the principal and staff advisors. The council also promotes active participation in intra and inter-college competitions, initiates capacity-building activities for student-teachers and the community, coordinates arts and sports festivals, manages union activities, campus cleaning, and the publication of the annual magazine

The Student Council election for the academic year 2022-2023 was held on December 23, 2022. The oath-taking ceremony for the office bearers took place on December 30, 2022, in the college auditorium, with the inaugural ceremony held on January 12, 2023.

As the college celebrates its Diamond Jubilee, the Student Council has organized 60 different programs in commemoration of the 60th year of the college. The council has celebrated and observed nationally and internationally important days, regional and national festivals, and other events.

The Student Council serves as a communication channel between students and teachers. Teachers convey instructions for academic work and co-curricular activities through the Student Council. The council, in turn, communicates the ideas, opinions, and interests of the students to the teachers and management. Effective communication by the Student Council helps build trust and relationships, enhances teamwork, and ensures smooth institutional functioning.

The Student Council is proactive in maintaining campus facilities. It reports any issues such as leakage, problems with light fixtures or fans, and littering in the campus to the college administration. Representatives of different clubs work in tandem with teachers to organize meaningful programmes in the institution.

The Student Council contributes to the realization of democracy as a way of life. The office bearers work together, demonstrating participatory democracy in all aspects of their functioning. Decisions are made after consulting all students, fostering leadership qualities such as innovation, delegation, accountability, positivity, and resilience. The Student Council also promotes social values and communal practices among students through its various programmes.

The Student Council stands as a pillar of democratic governance within the college community, facilitating engagement, leadership development, and effective communication between students, teachers, and administration. Through a myriad of programs and initiatives, it not only fosters personal and academic growth but also cultivates a sense of responsibility towards campus welfare and societal values. As the college commemorates its Diamond Jubilee, the Student Council's proactive approach in organizing 60 diverse events exemplifies its commitment to enriching the student experience and upholding the institution's ethos. Moving forward, the Student Council remains dedicated to nurturing a culture of inclusivity, innovation, and civic engagement, ensuring a vibrant and harmonious collegiate environment for years to come.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 12

**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
21	11	7	10	11

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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 N.V.K.S.D. College of Education stands as a corner stone enduring support and collaboration, significantly contributing to the institution's growth and fostering a legacy of excellence that spans over six decades. Established as a registered body, the association plays a pivotal role in the college's organizational structure, creating and nurturing strong connections among alumni from various generations and professional backgrounds. Through its myriad activities and initiatives, the association not only strengthens the bond between alumni and their alma mater but also facilitates mentorship, career guidance, and networking opportunities for current students. By leveraging the collective expertise and experiences of its members, the association enriches the academic and professional landscape of the college, instilling a sense of pride and belonging among its alumni community.

The Alumni Association serves as a reservoir of institutional memory, preserving and celebrating the rich

history and traditions of the College. Its engagement extends beyond mere social gatherings, as it actively participates in philanthropic endeavors, scholarships, and outreach programmes aimed at advancing educational opportunities and societal welfare. This dynamic nexus between past and present stakeholders underscores the enduring commitment of alumni towards the college's mission of academic excellence and societal impact. As a vital constituent of the college ecosystem, the Alumni Association continues to uphold its legacy while embracing innovation and evolution, thus ensuring a vibrant and interconnected community dedicated to the advancement of education and human development.

Throughout its storied history, N.V.K.S.D. College of Education has been a nurturing ground for educators who have risen to prominence in diverse educational settings. The Alumni Association serves as a vital conduit, ensuring that these alumni maintain strong ties with their alma mater, regardless of their age or career trajectory. This symbiotic relationship between the college and its alumni has proven to be mutually beneficial, contributing significantly to the institution's advancement and enriching the educational experience for current students. By staying connected with the college, alumni are able to share their insights, experiences, and resources with the next generation of educators, thus providing invaluable mentorship and guidance. In turn, current students benefit from access to a vast network of professionals, internship opportunities, and career advice, which enhances their academic journey and prepares them for success in the field of education.

The Alumni Association plays a crucial role in preserving the legacy and values of the College. Through alumni events, reunions, and collaborative projects, the association fosters a sense of belonging and pride among its members, reinforcing their commitment to upholding the institution's standards of excellence. Alumni involvement in college affairs, such as guest lectures, curriculum development, and fundraising initiatives, further strengthens the bond between past and present stakeholders, ensuring continuity and sustainability in the pursuit of educational excellence. This enduring partnership between the college and its alumni underscores the timeless impact of College in shaping the landscape of education and empowering generations of educators to make a difference in the world.

The association actively engages with its members through a multitude of initiatives, offering mentoring opportunities that facilitate knowledge exchange and professional development. Alumni mentors generously share their wealth of experience during induction programmes, inspiring and guiding new students while providing invaluable insights into college life and career pathways. Through structured mentorship programmes, alumni serve as role models and advisors, offering guidance on academic pursuits, career choices, and personal development. This mentorship not only benefits individual students but also fosters a culture of support and collaboration within the college community, strengthening bonds between alumni and current students.

Their involvement extends beyond the classroom, encompassing curriculum development where alumni contribute suggestions and evaluate existing curricula to ensure relevance and responsiveness to the evolving educational landscape. Drawing on their diverse experiences in the field, alumni offer valuable perspectives that inform the design and implementation of educational programmes, ensuring that students receive a well-rounded and up-to-date education. By actively participating in curriculum development, alumni contribute to the college's academic excellence and help shape the next generation of educators. This collaborative approach reflects the association's commitment to continuous improvement and innovation in education, reaffirming its role as a cornerstone of excellence within the N.V.K.S.D. College of Education community.

Alumni play an integral role in various activities within the college community, including judging

competitions, donating teaching materials and books, and serving as subject matter experts during visits to educational institutions. Their active participation in academic life, through activities such as conducting demonstration classes and facilitating bridge courses, not only enhances the educational experience for current students but also establishes alumni as indispensable role models and mentors. This multifaceted involvement underscores the depth of alumni commitment to the mission of the college and reinforces the sense of community and interconnectedness among past and present members. As ambassadors of the institution, alumni contribute not only their time and expertise but also their passion for education, leaving a lasting impact on the college and its students.

The Alumni Association serves as a dynamic hub of expertise, fostering collaboration and innovation within the college community. Through its diverse initiatives and programmes, including mentoring, curriculum development, and career guidance, the association cultivates a culture of excellence and lifelong learning that extends far beyond the confines of the classroom. The collective wisdom and experiences of its members, the association creates opportunities for knowledge exchange and professional development, enriching the educational experience for both current students and alumni alike. This collaborative ethos not only enhances the reputation of the college but also ensures its continued relevance and impact in the field of education.

As the institution and its alumni continue to forge ahead, their unwavering dedication to each other ensures that the bonds forged within the walls of the college endure, leaving an indelible mark on the field of education and beyond. The Alumni Association serves as a testament to the enduring tradition of the college, embodying the values of excellence, service, and community that have defined the institution for generations.

The enduring partnership between the College and its Alumni Association embodies a shared commitment to educational excellence and community engagement. Through their collective efforts, the association and its members contribute significantly to the growth and success of the institution, leaving a lasting legacy that continues to inspire future generations of educators.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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

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

### 5.4.3

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

**Response:** 11

#### 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	3	2	2	2

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.4.4

**Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.**

#### **Response:**

The College cultivates a strong bond with its alumni through WhatsApp groups and social media, fostering a supportive relationship. Alumni actively engage in mentoring, guiding, and promoting current students. Through motivational talks and workshops, distinguished alumni share insights, contributing to a rich learning environment. Viewed as a window to the past, alumni embody the institution's evolution, offering inspiration for its future vision. This dynamic interaction signifies a commitment to maintaining a robust educational ecosystem, where alumni play a vital role in shaping the College's ongoing narrative. Their collective experiences serve as a bridge between the institution's heritage and its aspirations for the future.

- Alumni serve as valuable resources during induction programmes, sharing their experiences and insights with newcomers. Their active involvement enhances the orientation process, providing practical guidance and fostering a welcoming atmosphere for new students.
- Alumni members are extended invitations to participate in faculty development programmes, seminars, and conferences. They actively contribute to the students through short lectures on soft skills, communication, personality development, and provide expertise on facing interviews and crafting effective resumes.
- Engaged members of diverse academic and administrative alumni bodies actively support students in various capacities. They play a crucial role in providing assistance and guidance to the current student.
- A significant number of mentor teachers in internship schools are alumni of the college, serving as mentors for students during their internship period. Their alumni status brings a unique perspective and valuable support to the students' learning experience.
- Offering counselling and career guidance sessions, alumni provide valuable support to students in their pursuit of employment opportunities. Their expertise contributes to the students' professional development, aiding them in making informed choices for their careers.
- Alumni play an active role in the Internal Quality Assurance Cell (IQAC) and other

administrative bodies within the college. Their participation contributes significantly to the institution's overall quality enhancement and governance initiatives.

- Alumni serve as adjudicators in cultural and sports competitions, leveraging their expertise to evaluate and contribute to the vibrant activities within the college. Their involvement enhances the overall quality and impartiality of these events.
- Conducting model classes prior to the internship, alumni take the lead in providing exemplary instructional sessions. Their role in guiding students through these preparatory classes ensures a well-prepared and confident start to the internship experience.
- Facilitating connections with schools for campus interviews and employment opportunities, alumni play a pivotal role in bridging the gap between students and potential employers. Their efforts contribute to creating valuable networking opportunities and enhancing students' access to diverse career prospects.

The active involvement of alumni enriches the college experience for current students, fostering a sense of community and support. From mentorship during internships to contributions in various academic and administrative capacities, alumni play a crucial role in shaping the institution's present and future. Their engagement in career guidance, cultural events, and connectivity for employment opportunities underscores their commitment to the holistic development of students. The college takes pride in the symbiotic relationship with its alumni, acknowledging their vital role in creating a dynamic and thriving educational ecosystem.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## 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:**

N.V.K.S.D. College of Education stands as a beacon of educational excellence, being a Government Aided Autonomous institution affiliated with Tamil Nadu Teachers Education University, Chennai. Since its inception in 1963, the institution, governed by the esteemed N.V.K.S. Educational Society, has been unwavering in its commitment to nurturing prospective teachers from rural backgrounds.

The institution's vision and mission are intricately woven into its governance structure, aligning with the directives of U.G.C., Higher Education Commission, Government of Tamil Nadu, and Tamil Nadu Teachers Education University, Chennai. Established statutory bodies, namely the Governing Body, Academic Council, Board of Studies, and Finance Committee, guide the academic, administrative, and financial management of the institution.

**Participatory Governance** is a cornerstone of N.V.K.S.D. College of Education. The institution embraces a decentralized and collaborative approach, involving all stakeholders- faculty, administrative staff, students, alumni, parents, employers, and heads of model schools through various bodies. This inclusivity ensures a comprehensive and holistic perspective in decision-making processes.

N.V.K.S. Educational Society, as the apex authority, spearheads efforts toward academic excellence and administrative effectiveness. The Governing Body, Academic Council, Board of Studies, and Finance Committee formulate policies, with the Internal Quality Assurance Cell (IQAC) responsible for their execution. The Controller of Examinations and Examination Committee ensure the seamless conduct of internal and external examinations, underscoring the institution's commitment to timely and accurate assessment.

A **strategic perspective plan** spanning from 2021 to 2026 has been meticulously crafted by the IQAC in consultation with the Planning and Evaluation Committee. This comprehensive plan incorporates feedback from previous NAAC peer team evaluations, suggestions from stakeholders, and expert opinions. Seven core areas Academic Excellence, Research Excellence, Collaborations, Philanthropic Outreach, Environmental Sustainability, Infrastructural Augmentation, and Holistic Development-form the bedrock of the institution's strategic planning, ensuring a well-rounded and future-oriented approach.

The participatory mechanism extends to the annual Action Plan derived from the strategic perspective plan. This iterative process involves regular follow-ups, emphasizing adaptability

and responsiveness to evolving needs and circumstances. It demonstrates the institution's commitment to continuous improvement and progress.

Crucially, the institution ensures representation and participation of teachers, non-teaching staff, and students in decision-making bodies. Teachers contribute to statutory bodies, admission committees, and planning and evaluation committees, promoting democratic management and transparency. Administrative staff and students are active participants in vital decision-making processes and administrative bodies, fostering a sense of shared responsibility and involvement in the college's governance.

**N.V.K.S.D. College of Education stands as a testament to the power of inclusive governance and participatory decision-making in fostering educational excellence. Through its decentralized approach and active involvement of stakeholders at every level, the institution not only upholds academic standards but also nurtures a culture of transparency, collaboration, and continuous improvement. As it embarks on its strategic journey outlined in the perspective plan, guided by the principles of adaptability and responsiveness, it remains committed to shaping the future of education while staying true to its core values and mission. With teachers, staff, students, and the wider community working hand in hand, N.V.K.S.D. College of Education continues to shine as a beacon of educational excellence and social progress.**

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

## 6.1.2

### **Institution practices decentralization and participative management**

#### **Response:**

#### **Process of Decentralization**

N.V.K.S.D. College of Education has entrenched a robust system of decentralization and participative management, shaping the ethos of the institution across academic and administrative spheres. This comprehensive approach permeates critical facets such as the admission process, curriculum development, evaluation procedures, conduct of curricular and co-curricular activities, and the grievance redressal mechanism.

The cornerstone of this decentralized model lies in the collective efforts, involvement, and cooperation of various stakeholders, including the Management, Principal, staff, and students. These collaborative

endeavors are instrumental in formulating and implementing decision-making policies, fostering a culture that upholds higher standards within the institution.

### **Statutory Bodies**

At the heart of the institutional framework are four statutory bodies-Governing Body, Academic Council, Board of Studies, and Finance Committee-meticulously constituted in accordance with the UGC guidelines for autonomous colleges, these bodies boast representation from teachers, administrative staff, and other stakeholders, ensuring a dynamic participative management approach. This structure not only adheres to regulatory norms but also amplifies diverse perspectives in decision-making processes.

### **Non-Statutory bodies**

Complementing the statutory bodies are non-statutory entities that further enhance the institution's participative landscape. Bodies such as the Admission Committee, Examination Committee, Planning and Evaluation Committee, IQAC, Students' Grievance and Redressal Cell, Library Committee, Co-curricular Activities Committee, Alumni Association, and Research and Publication Committee play a pivotal role in facilitating optimal participation of academic, administrative staff, and students across various activities.

### **Committees**

Diverse committees and cells, each represented by teaching faculty and administrative staff, shoulder responsibilities related to institutional activities. This inclusive approach provides a platform for individuals to hone and showcase their skills, aligning with future vision and goals. The institution harbors committees dedicated to Career Guidance and Placement, Sports and Health, Students Welfare, Magazine, Extension Service, Youth Red Cross, Guidance and Counselling, Anti-Ragging, Red Ribbon Club, various clubs, and a Students' Council, creating ample space for increased participation in both curricular and co-curricular activities.

### **Practice of Participative Management**

The Principal, serving as the head of the institution, spearheads policy decisions concerning academic and administrative realms. These decisions are not unilateral but rather formulated in consultation with the Management and members of different committees. Work profiles, outlining roles and responsibilities, have been meticulously delineated and disseminated to ensure accountability and transparency in the decision-making process.

Periodic student council meetings serve as a forum for reviewing academic and non-academic activities, allowing student representatives to provide valuable feedback. The insights garnered from these meetings are discussed in the IQAC, contributing to informed decision-making and necessary adjustments.

This commitment to participative management extends to the inclusion of administrative staff in various committees. Their suggestions and opinions are accorded due consideration, creating a truly collaborative environment where decisions are reflective of a collective vision. The institution has successfully implemented plans developed through these participative and decentralized processes, underlining its commitment to fostering a culture of collective decision-making, transparency, and accountability. In doing so, N.V.K.S.D. College of Education stands as a beacon of institutional excellence, driven by the

synergy of its diverse stakeholders.

The decentralized model of N.V.K.S.D. College of Education is bolstered by participative management practices and a plethora of committees, fosters a culture of collective decision-making, transparency, and accountability, positioning it as a model institution for others to emulate.

<b>File Description</b>	<b>Document</b>
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

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

##### **Response:**

The institution places transparency at the forefront of its operational philosophy, exemplified across financial, academic, and administrative functions.

##### **Financial Transparency**

The Finance Committee takes a proactive role, leveraging advanced Financial Account Automation Software to meticulously plan, execute, and monitor the institution's financial needs. The scrutiny of income and expenditure statements at multiple levels, including management, the Governing body, and the Finance Committee, ensures a comprehensive examination and fosters a culture of accountability.

The institution further reinforces financial transparency through an annual **internal audit** conducted by a chartered accountant, coupled with **external audit** by the Regional Joint Directorate office in Tirunelveli. Financial transactions, conducted through cheques and NEFT contribute to the establishment of a transparent financial management system.

Comprehensive record-keeping plays a crucial role in financial transparency. The institution maintains detailed records, including cash books, vouchers, financial statements, and balance sheets. An acquittance register for staff and Integrated Financial and Human Resource Management System (IFHRMS) for salary disbursement to aided staff further underscores the institution's commitment to transparent financial practices.

##### **Academic Transparency**

In academic affairs, transparency is evident throughout the admission process. Monitored by the admission committee, adherence to guidelines from NCTE, the Government of Tamil Nadu, and

Tamilnadu Teachers Education University ensures a fair and transparent process. Prospective students and their parents are empowered with access to programme details, eligibility criteria, fee structures, prospectus, and curriculum frameworks on the institution's website.

The institution's dedication to academic transparency extends to curriculum development and approval processes. The curriculum framework, encompassing regulations, syllabi, and evaluation details, is accessible on the institutional website. Academic meetings are meticulously recorded in minutes, fostering transparency and accountability. This documentation is presented before the relevant forum for approval.

In examination, the institution maintains transparency by inviting external examiners for question paper setting and answer script evaluation and practical examination. Internal marks are uploaded on the student portal and displayed on notice board ahead of end-semester examinations, providing students visibility into their performance. The publication of results on the college website, post-approval by the Result Passing Board, is a transparent culmination of a rigorous evaluation process.

### **Administrative Transparency**

Administrative transparency is evident in the institution's recruitment processes. Adhering strictly to university, UGC and Tamil Nadu Government norms for both teaching and non-teaching staff, the institution maintains a clear framework for recruitment. The code of conduct for staff members is transparently communicated, and details of teaching and non-teaching staff are systematically uploaded on the website, fostering openness in the composition of the workforce.

Faculty appraisal systems and feedback policies contribute to administrative transparency by providing a structured approach to continuous improvement. The institution's commitment to self-assessment is showcased through the annual Academic and Administrative Audit (AAA).

The institution's efforts towards maintaining transparency are not just procedural; they represent a deeply ingrained commitment to accountability and excellence. Through technology integration, adherence to regulatory norms, and open communication channels, the institution establishes a standard for transparency that builds trust among stakeholders and positions itself as a leader in higher education with integrity.

<b>File Description</b>	<b>Document</b>
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **6.2 Strategy Development and Deployment**

### **6.2.1**

## The institutional Strategic plan is effectively deployed

### Response:

The strategic plan of the college outlines seven key goals: Academic Excellence, Research Excellence, Collaborations, Philanthropic Outreach, Environmental Sustainability, Infrastructural Augmentation, and Holistic Development. Dedicated to these goals since its establishment, the college prioritizes the holistic development of students and later identifies as its 7th goal. Holistic Development focuses on enhancing life skills and happiness through diverse activities aligned with the vision of 'Gnana, Dharma, and Sneha.'

The B.Ed. programme begins with an Induction Programme, introducing students to the college and its activities. This **one-week Bridge Course** eases the transition from academic to teacher education, providing necessary knowledge. Curriculum reforms aim to empower students to become responsible, excellent teachers.

B.Ed. and M.Ed. programmes provide extensive content knowledge. Value Added and EPC courses address contemporary issues like gender sensitivity, counseling skills, sustainable practices, and cyber safety. The Women's Cell, Career Placement and Counseling Cell, N.S.S., and Library Readers Forum ensure NVKSDians are 21st-century-ready teachers.

While advancing in academic and co-curricular fields, **NVKSDians** engage in community outreach activities in collaboration with NGOs such as **Tamil Nadu Science Forum, Kumari Arivial Peravai, HEAL Movement**, etc. Participation in these activities allows students to comprehend social realities and develop an empathetic attitude. This, in turn, helps in shaping teachers with a strong focus on humanitarian concerns.

Life skill education programmes, as well as yoga and meditation classes, contribute to the emotional and spiritual well-being of students. These initiatives help cultivate a calm disposition and temperament, enabling students to manage and balance the stresses of both home and work.

The institution boasts technologically advanced teaching and learning spaces as part of its infrastructural facilities. These spaces include a well-equipped library, a **Science Pedagogic Park, a Knowledge Park, and a green campus that features a Herbal Garden, Nakshatravanam (Trees of the Zodiac), and a Rooftop Greenhouse**. Together, these elements create a holistic learning environment for students.

Students are exposed to global standards through international and national seminars, workshops, memoranda of understanding (MOUs), and interactions with resource persons from around the world.

To foster the development of creative talents, aesthetic sense, and higher-order thinking among students, a **'Monthly Literary Meet'** is organized in collaboration with **Sahithiya Sauhrdha Vedhi**. During this event, our students and faculty showcase their creative works in the presence of contemporary writers.

The college prayer, a distinctive feature of N.V.K.S.D. College that reflects our vision 'Gnana, Dharma, Sneha,' instills the spirit of core values among students. The programme **'Dhinam Oru Kural'**, conducted as a part of the morning assembly, nurtures values among the students.

Birthday celebrations for students, Fresher's Day events, and the recognition of students' achievements foster a joyful environment and strengthen the sense of community among students in the college,

ultimately contributing to an increased happiness index.

The internships for B.Ed. and M.Ed. programmes, along with **Value Added Courses** enhance the employability and professional competence of students.

The academic and personal mentoring, as well as life skills training help mould a new generation of teachers to global standards. Thus, N.V.K.S.D. College of Education strives to provide the best for the holistic development of its students.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

### 6.2.2

**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

#### **Response:**

N.V.K.S.D. College of Education embodies a commitment to a transparent and inclusive organizational structure, as reflected in its hierarchical, democratic, decentralized, participative, and inclusive approach. This institutional ethos is not just a philosophy but a well-executed framework that permeates various aspects of its functioning, including policies, administrative setup, appointment and service rules, and procedures.

The organizational structure, depicted through the organogram, is designed to ensure functional autonomy for each unit. The structure is a testament to the institution's dedication to meticulous planning and the accomplishment of its vision and mission.

#### **Policies**

Policies, regarded as guiding principles, are rigorously followed in College. The institution has in place a robust set of policies encompassing the Code of Conduct and crucial procedures related to administration, academics, and maintenance. Adherence to these policies is considered paramount, underscoring the commitment to ethical practices and organizational discipline.

#### **Administrative Setup**

The administrative setup of the college is steered by the N.V.K.S. Educational Society, a registered society with a distinguished team of educational enthusiasts at its helm, including a President and Secretary. This team governs the fundamental affairs of the institution. The Governing Body, comprising members of management, eminent educationalists, philanthropists, and industrialists, serves as the apex policy-making body. Its role is pivotal in ensuring effective management and planning for the future development of the institution.

Statutory bodies, including the Academic Council, Board of Studies, and Financial Committee, play crucial roles in reviewing and contributing to the progress of the college. These bodies, comprising experts in their respective fields, bring a wealth of knowledge and experience to the decision-making process. The Planning and Evaluation Committee, led by the Secretary of the college along with the Principal, oversees the strategic planning and day- to-day affairs of the institution.

The daily routine, academic responsibilities and administrative tasks are efficiently managed through various institutional bodies, including the IQAC, Controller of Examinations, faculty, administrative staff, and several academic committees. This layered approach ensures effective decision-making, supervision, and execution of responsibilities.

The student support system, characterized by its friendliness and stakeholder-centric approach, includes the PTA, Alumni, Student Advisory Committee, Student Council, Grievance Redressal Cell, Anti-ragging Cell, Harassment and Complaint Committee, Career Placement Cell, and Co-curricular Committee. This network of support mechanisms fosters a conducive environment for the holistic development of students.

### **Appointment and Service Rules and Procedures**

Appointment and service rules and procedures are meticulously crafted to align with the norms set by the State Government, UGC, and Tamil Nadu Teachers Education University, ensuring a fair and transparent process. The promotional policies for teachers, following UGC guidelines and Career Advancement Scheme, are aligned with the Performance-Based Appraisal System approved by the Tamil Nadu Teachers Education University.

The college not only articulates its commitment to transparency and inclusivity but also implements it effectively in its day-to-day operations. The organizational structure, policies, administrative setup, and rules and procedures collectively contribute to the institution's effective and efficient functioning. This comprehensive framework underscores the commitment to ethical practices, stakeholder engagement, and continuous improvement, positioning the institution as a beacon of excellence in the field of education.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



### 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:** A. Any 6 or more of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.4

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

**Response:**

The college, in adherence to the resolutions set forth by the Internal Quality Assurance Cell (IQAC), has successfully implemented Outcome Based Education (OBE). This educational paradigm places the student at the center, emphasizing continuous assessment and improvement to enhance learning outcomes. The college recognises the significance of OBE in fostering excellence in education and ensuring that students not only acquire knowledge but also develop essential skills.

The main concern of OBE lies in the meticulous definition of Graduate Attributes (GAs), Programme Learning Outcomes (PEOs), and Course Learning Outcomes (CLOs) for each course. These outcomes are clearly outlined and published on the college website, ensuring transparency and accessibility. The College calendar disseminates PEOs and POs, reaching both students and teachers. Additionally, CLOs are integrated into the syllabi of respective courses, aligning the educational framework with the broader

objectives.

To ensure a comprehensive understanding of GAs and POs, the Principal addresses enrolled students during the induction programme. This proactive approach sets the tone for the students' academic journey, providing clarity on the overarching goals of the educational experience. Course teachers take a similar initiative, elucidating CLOs during both the induction program and the course introduction sessions.

Prior to the commencement of B.Ed. and M.Ed. programmes, the meticulous allotment of courses to teachers and the preparation of the academic calendar are undertaken. The timetable is then structured according to the academic calendar, ensuring a seamless and organized flow of educational activities. The faculty is equipped with the necessary skills and insights through training sessions dedicated to Outcome Based Education. This training orients them towards adopting learner-centric methodologies to achieve the specified Course Learning Outcomes.

The college places a strong emphasis on faculty development, conducting workshops that focus on imparting the necessary skills for assessing and testing the attainment of CLOs for each course. These workshops serve as platforms for fostering a culture of continuous improvement, encouraging faculty members to refine their teaching methods in alignment with the dynamic educational landscape.

Teachers, as instrumental players in the OBE implementation, diligently prepare course plans for their respective subjects. Throughout the semester, they ensure the timely coverage of syllabi as per the outlined course plans. Adopting learner-centric methods, faculty members facilitate an environment conducive to active student participation and engagement. The incorporation of continuous evaluation methods, supported by rubrics, ensures a nuanced understanding of students' progress, allowing for timely interventions for both slow learners and advanced learners.

Examinations, a pivotal aspect of the educational process, are conducted in accordance with the schedule provided in the academic calendar. This meticulous planning ensures a fair and standardized assessment process, contributing to the overall effectiveness of the OBE model.

**The successful implementation of OBE at the college reflects a commitment to foster excellence in education. Through meticulous planning, transparent communication, and continuous faculty development, the college ensures that students are at the center of their learning journey. By aligning educational activities with defined outcomes, the college aims to prepare students not only with knowledge but also with essential skills for success in both academic pursuits and real-world endeavours.**

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

##### Response:

The effective implementation of welfare measures for both teaching and non-teaching staff is crucial for fostering a positive work environment and ensuring the overall well-being of employees. The College recognizes the significance of such measures and has undertaken various initiatives to address the diverse needs of its staff members.

One key aspect of effective welfare implementation is the establishment of a comprehensive professional development framework. The institution has formulated a **policy on Professional Development Grants**. Faculty development programmes, seminars, and workshops are regularly organized, providing opportunities for both teaching and non-teaching staff to enhance their skills and knowledge.

Financial support for attending external events emphasizes the institution's dedication to the professional growth of employees. By encouraging staff to participate in national and international workshops and conferences, the college promotes knowledge sharing within the organization.

In terms of **Welfare Facilities**, the college has created a congenial organizational climate. The provision of spacious staff rooms with individual computers and internet facilities ensures comfortable and efficient workspace. Well-furnished offices, air-conditioned seminar halls, and restrooms contribute to an overall positive work environment. The availability of purified water, cafeteria, and mess facilities further enhances the daily experience of the staff.

The inclusion of a health clinic within the campus in collaboration with Retna Multispeciality hospital is a noteworthy initiative. The nursing staff's availability during working hours ensures immediate access to medical assistance, and the provision of basic medicines free of cost reflects a proactive approach to employee health. This not only addresses the physical well-being of staff members but also contributes to a sense of security and care within the organization.

The hostel facilities for both male and female staff underline the institution's commitment to providing a holistic living experience for those who require it. Moreover, the significant fee concession for the

education of children of teaching and administrative staff in the model school aligns with the institution's belief in supporting the family well-being of its employees.

A well-defined leave policy covering maternity leave, medical leave, special casual leave, casual leave, earned leave, and restricted holidays ensures that staff can manage both personal and professional responsibilities effectively. Moreover, the institution's commitment to ensure benefits like Group Insurance, a New Health Insurance Scheme, Social Pension Fund (SPF), and Provident Fund (PF) contributes to the financial security and future planning of the employees.

The emphasis on physical fitness through a fitness center and yoga sessions is a proactive approach to maintaining the well-being of staff members. This holistic view recognizes the interconnectedness of physical and mental health and further contributes to creating a balanced and healthy work culture.

The college has exemplified effective implementation of welfare measures for both teaching and non-teaching staff. By addressing various facets of professional development, physical and mental well-being, and financial security, the institution has established a comprehensive framework that not only meets the immediate needs of its employees but also contributes to their long-term growth and satisfaction. This commitment to staff welfare is likely to result in a motivated, engaged, and productive workforce, ultimately benefiting the overall success of the institution.

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 8.64

**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
2	3	0	2	0

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

### 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:** 37

**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
7	9	12	4	5

<b>File Description</b>	<b>Document</b>
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 24.69

**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
1	6	6	6	1

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.5**

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

**Response:**

The institution has effective performance appraisal system, a pursuit of excellence alignment with organizational goals. This comprehensive system is meticulously tailored to assess and enhance the performance of teaching and non-teaching staff, creating a culture of accountability, dedication, and commitment that contributes significantly to the institution's development.

For teaching staff, the **Performance Appraisal Process** involves a dual evaluation method, combining self-appraisal and comprehensive assessments by the Principal and students. The Principal engages in continuous monitoring and observation to evaluate faculty performance. Academic achievements, research contributions, participation in seminar and workshops, and publications are the parameters considered. Principal actively seeks feedback from students, creating a multi-dimensional evaluation framework that captures both academic and interpersonal aspects of teaching.

The **self-appraisal mechanism** adds depth to the evaluation process for teaching staff. At the end of each academic session, faculty members undertake self-assessment using a prescribed format. This self-appraisal delves into various facets, including teaching and learning methodologies, co-curricular activities, extension and professional development, research, and research guidance. The self-appraisal documents are submitted to the Institutional Quality Assurance Cell (IQAC) for review. Subsequently,

the Principal scrutinizes the self-appraisals in consultation with the management, providing constructive feedback. Based on this performance appraisal, the institution formulates and implements targeted training programmes, aiming to address identified gaps and promote continuous professional development among the teaching staff.

Student appraisal is a pivotal aspect of the performance appraisal system. Through a structured feedback mechanism, students are invited to evaluate their course teachers across various dimensions. This direct student input provides valuable insights into the effectiveness of teaching methodologies, enabling the institution to make informed decisions regarding adjustments to teaching approaches. The iterative nature of this feedback loop ensures that the institution remains responsive to the evolving needs and expectations of its student body.

In parallel, the institution extends its performance appraisal system to non-teaching staff, recognizing the integral role they play in the overall functioning of the institution. The Principal, serving as both the academic and administrative head, conducts an annual appraisal based on key performance indicators. The assessment covers a spectrum of factors, including Professional Competence, Quality of Work, Interpersonal Skills, Planning and Organization, Decision Making, Initiative, Safety Measures, Teamwork, and overall performance. This thorough evaluation process provides a holistic understanding of the non-teaching staff's contributions and identifies areas for improvement.

Crucially, the institution's commitment to continuous improvement is evident in the actions that follow the appraisal process. Identified areas for improvement, whether in teaching or non-teaching roles, prompt the institution to design and implement capacity-building programs. These programmes are crafted to address specific needs, fostering a culture of ongoing learning and growth among staff members.

The institution's performance appraisal system stands as a dynamic and integral component of its organizational framework. By combining self-appraisal, Principal assessments, and student feedback, the institution ensures a holistic evaluation of its staff. This commitment to continuous improvement through targeted training programmes underscores the institution's dedication to fostering excellence among both teaching and non-teaching staff, thereby propelling the realization of its overarching vision and mission.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

##### **Response:**

Financial audits are indispensable components of effective financial management in educational institutions, ensuring transparency, accountability, and prudent resource utilization. Within the framework of comprehensive financial oversight, educational institutions like colleges conduct audits across various fund categories, including management funds, student fee collections, government grants, and non-salary accounts. These audits are conducted through meticulous internal and external procedures, involving the maintenance of financial records, yearly internal audits by chartered accountants, and external audits in compliance with governmental stipulations. The institution demonstrates a proactive approach towards addressing audit objections, promptly undertaking remedial actions and obtaining revised audit reports to uphold accuracy and transparency. Such commitment to financial integrity fosters trust among stakeholders and reinforces the institution's reputation for responsible financial stewardship.

#### **1. Types of Funds Audited**

The college conducts audits on various types of funds to ensure comprehensive financial supervision:

**Management Fund:** This involves scrutinizing the financial activities related to the management fund to ensure proper utilization and adherence to financial policies.

**Student Fee Collection:** Audits are performed on the fees collected from students, ensuring accuracy, proper recording, and compliance with fee-related policies.

**Government Funds:** Teaching Grant, UGC Grant, Autonomy Grant, and other grants sanctioned by the government are subject to audits. This includes funds allocated for academic, , extracurricular activities, and extension programmes.

**Non-Salary Accounts:** The college also conducts audits on non-salary accounts, examining financial transactions not related to employee salaries.

#### **2. Procedures for Auditing**

##### **Internal Audit:**

**Maintenance of Financial Records:** Cash books, ledgers, and vouchers are diligently maintained in the college office. A daily account is kept using a ledger/register by the assistant responsible for financial records.

**Yearly Internal Audit:** At the end of each financial year, a chartered accountant appointed by the management conducts an internal audit. This includes auditing all grants and funds sanctioned by the government/UGC, covering various activities and programmes.



Audit Report and Submission: The auditor issues an audit report along with a Utilization Certificate. All ratified accounts are submitted to the relevant sanctioned authorities for review.

**External Audit:**

Government Stipulations: External audits are conducted in accordance with the stipulations set by the government and other governing bodies.

Verification by Regional Joint Director: The Regional Joint Director of Collegiate Education, Tirunelveli, oversees the external audit. The audit team verifies all financial documents related to public funds utilized by the college.

Periodic Verification by Account General Office: The Account General Office, Chennai conducts periodic verifications of all accounts sanctioned by the Government. Their suggestions and directions are incorporated into the future utilization of funds.

**3. Compliance of Audit Objections:**

Timely Remedial Action: In case of any objections raised during audits, the college takes immediate remedial action to rectify queries within the stipulated period.

Revised Audit Report: After settling audited queries, a revised audit report is obtained. This ensures that the audit objections are appropriately addressed, providing a clean and accurate representation of the institution's financial status.

In conclusion, the college's commitment to conducting both internal and external financial audits, along with a robust mechanism for settling audit objections, underscores its dedication to financial transparency, accountability, and efficient management of resources. These practices contribute to building trust among stakeholders and fostering a financially sound educational institution.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.4.3**

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

**Response:**

Effective fund mobilization and resource utilization are crucial aspects for the sustainable development and growth of any educational institution. This document outlines the well-framed policies and procedures implemented by the college to ensure efficient financial management. The Finance Committee plays a pivotal role in preparing a comprehensive annual budget, considering audit rectification recommendations, and addressing the diverse needs and requirements of the college.

**Sources of Funds**

The College employs a diversified approach to fund mobilization, drawing from various sources. These include:

**Grant in Aid from State Government**

The institution received teaching grant from State Government.

## **UGC Grant**

The institution secures grants from UGC, specifically for development projects such as building construction, procurement of equipment, acquisition of books and journals, and support for research initiatives.

## **Autonomy Grant**

Being an Autonomous College, the college receives financial assistance to meet additional and special needs.

## **Fees collected from Students**

Fees collected from students for various academic activities contribute significantly to the financial resources of the college. The fees collected are essential for sustaining day-to-day operations and academic activities.

## **Management Support**

The management plays a pivotal role in ensuring the smooth functioning of the institution by providing substantial financial support. This support is crucial for meeting various operational expenses.

## **Revenue Generation Initiatives**

The college engages in revenue-generating activities, including renting out space to external bodies, earning interest from endowment, and seeking sponsorships for events, such as webinars, which contribute to the financial well-being of the institution.

## **Utilization of Resources**

The funds acquired are judiciously utilized across various dimensions to ensure holistic development and enhancement of the college. Key areas of resource allocation include:

### **Infrastructure and Maintenance**

Funds are earmarked for the maintenance and augmentation of infrastructure, ensuring a conducive learning environment for students.

### **Faculty and Staff Support**

Salaries for unaided staff, financial support for faculty attending seminars and conferences, and professional development programs are prioritized to enhance the capabilities of the academic team.

### **Academic Resources**

Allocation is made for the acquisition of library resources, supporting curricular and co-curricular activities, and organizing seminars, conferences, study tours, and citizenship training camps.

## Student Welfare

Funds are directed towards various student support activities, including registration fees for inter-collegiate competitions, participation in seminars, and attendance at events hosted by other institutions.

## Participative Management for Optimal Utilization

The institution emphasizes participative management to ensure the optimal utilization of assets and resources, such as playgrounds, seminar halls, classrooms, computer labs, and building spaces. This approach fosters a collaborative environment that maximizes the benefits of available resources.

Effective financial management is essential for the sustainable growth and development of any educational institution. By employing a diversified approach to fund mobilization, including grants, fees, and revenue generation initiatives, coupled with judicious resource allocation, the college ensures a robust financial foundation. The Finance Committee's pivotal role in budget preparation and resource allocation, alongside participative management practices, further enhances efficiency and transparency in financial operations. Through these measures, the college remains committed to providing a conducive learning environment, supporting faculty and staff development, enriching academic resources, and prioritizing student welfare. With a focus on prudent financial practices and collaborative decision-making, the institution continues to thrive and fulfill its mission of fostering academic excellence and holistic development among its stakeholders.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies**

#### Response:

The Internal Quality Assurance Cell (IQAC) has been a pivotal entity within our institution since its establishment in 2007. Its primary goal is to perpetually enhance the quality and academic excellence of the institution, working relentlessly to institutionalize effective strategies for quality assurance. The IQAC plays a crucial role in sustaining and improving quality within the institution by consistently implementing and refining quality assurance processes. Its multifaceted approach, encompassing curriculum development, faculty capacity building, stakeholder feedback, and continuous audits, reflects

a commitment to excellence and a proactive stance toward quality assurance.

### **Enrichment of Curriculum**

One of the fundamental aspects of quality assurance is the design and implementation of effective curriculum. The enrichment of the curriculum is an ongoing process aligned with Outcome-Based Education (OBE) principles. The syllabus is modified to incorporate Graduate Attributes, Programme Learning Outcomes, and Course Learning Outcomes, ensuring that the education imparted aligns with contemporary educational standards. The curriculum framework for B.Ed. and M.Ed. focus on instilling a comprehensive understanding by delineating clear Programme Learning Outcomes (PLOS) and Course Learning Outcomes (CLOs).

### **Planning for curricular transaction**

To foster effective teaching and learning, the IQAC actively promotes pedagogical innovation. This encourages faculty members to apply multi mod approach that enhance the overall learning experience for students.

### **Capacity Building of Faculty**

Capacity building of faculty is a priority for IQAC, which encourages and monitors professional growth. Through various development programmes, seminars, workshops, and international conferences, the IQAC ensures that faculty members stay updated on the latest advancements in their fields. Motivating faculty to engage in research and publication activities is another significant component of quality assurance that ensures faculty members continually contribute to the academic discourse and stay abreast of the latest developments in their respective fields.

### **IQAC Meetings**

Regular IQAC meetings, serve as a platform for appraising the quality of teaching-learning, co-curricular activities, and other programmes. These meetings facilitate data-driven decision-making and strategic planning for continuous improvement.

### **Collection of Feedback from stake holders**

Feedback from various stakeholders, including students, faculty, heads of internship schools, and alumni, is systematically collected and analyzed by the IQAC. This feedback allows the institution to identify areas for improvement and implement remedial measures. The IQAC ensures that feedback on faculty, curriculum, and overall satisfaction is collected comprehensively, providing valuable insights for continuous enhancement.

### **Collaboration with other Organisations**

Facilitating collaborations with other institutions is a strategic move to enrich the academic environment. These collaborations provide avenues for knowledge exchange, joint research endeavors, and exposure to diverse perspectives, ultimately enhancing the overall educational experience.

### **Documentation of work carried out**

The IQAC's commitment to documentation is evident through its meticulous efforts to systematically record all institutional activities. The publication of newsletters by the IQAC serves as a comprehensive documentation of the work carried out, ensuring transparency and accountability.

**Academic and Administrative Audit**

One of the cornerstones of the IQAC's quality assurance framework is the regular conduct of Academic and Administrative Audits. These audits, conducted annually, offer a comprehensive evaluation of the institution's strengths, weaknesses, challenges, and opportunities. The recommendations provided by the audit committee are meticulously discussed in IQAC meetings, leading to actionable initiatives.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.5.2**

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

**Response:**

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in ensuring and enhancing the quality of the teaching-learning process at our college. This report outlines the various methods employed by the IQAC to review and continually upgrade the quality of education.

**Teaching Plan**

At the commencement of each academic year, teachers formulate a comprehensive teaching plan for the courses they are responsible for. This plan, rooted in learner-cantered teaching approaches, undergoes regular scrutiny during staff meetings. The Curriculum Planning Committee, operating under the guidance of IQAC, diligently monitors the implementation of teaching plans, ensuring alignment with educational objectives.

**Review of Technology Integration**

To keep pace with technological advancements, IQAC organizes seminars, webinars, workshops, and training sessions. These programs serve to enhance the technical proficiency of teachers. Notably, the IQAC extends its support beyond training by facilitating the application of acquired knowledge through collaboration with technical staff.

## **Reflections**

Teachers engage in daily, monthly, and yearly reflections to contemplate their pedagogical approaches. Daily reflections on everyday occurrences, monthly reflections on questions posed by the Principal, and reflective portfolios at the year-end contribute to a nuanced understanding of teaching styles and beliefs. These reflective practices aid in continuous improvement of pedagogical strategies.

## **Teacher Performance Evaluation**

Regular Teacher Evaluation Surveys, conducted by IQAC and based on student feedback, form a crucial aspect of performance assessment. The confidentiality of student responses is maintained, fostering open participation. The survey results are systematically analyzed, and individualized reports are shared with teachers. Subsequent private discussions between teachers and the Principal provide valuable insights for improvement.

## **Analysing Learning Outcomes**

Following internal examinations, teachers meticulously analyze student performance to identify any unattained learning outcomes. Efforts are then directed towards addressing these gaps, ensuring a comprehensive understanding of the curriculum.

## **Remedial Coaching and Enrichment Activities**

Remedial coaching, implemented through catch-up hours, forms an integral part of the teaching-learning process. Teachers also plan enrichment activities and seek feedback through mentor-mentee meetings to ascertain the satisfaction of all learners.

## **Academic Audit**

The IQAC conducts an annual academic audit with the involvement of external experts. Their observations and suggestions are crucial in shaping improvements to the teaching-learning process, thereby ensuring continual enhancement of educational quality.

The concerted efforts of the IQAC, in collaboration with teachers and external experts, underscore our commitment to maintaining and elevating the quality of education. The multifaceted approach, spanning teaching plans, technology integration, reflections, teacher evaluations, learning outcome analysis, and academic audits, forms a robust framework for continuous improvement in the teaching-learning process.

The Internal Quality Assurance Cell stands as a pillar of commitment to excellence in education within the institution. Through a meticulous and multi-faceted approach encompassing various strategies such as comprehensive teaching plans, technology integration, reflective practices, teacher evaluations, learning outcome analysis, and academic audits, the IQAC ensures that our teaching-learning process remains dynamic and responsive to the evolving needs of our students and the educational landscape.

By fostering a culture of continuous improvement and innovation, the IQAC, alongside dedicated teachers and external experts, not only maintains but also elevates the standards of education within our college. As we reflect on the achievements and strides made in enhancing educational quality, we reaffirm our dedication to providing a transformative learning experience that empowers our students to excel and thrive in an ever-changing world.

<b>File Description</b>	<b>Document</b>
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 29

**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
38	43	17	26	21

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

### 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

<b>File Description</b>	<b>Document</b>
Supporting document of participation in NIRF	<a href="#">View Document</a>
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

**6.5.5**

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

**Response:**

In this rapidly evolving educational landscape, the institution faces dual challenge of meeting the dynamic demands of academic excellence while ensuring efficient administrative functioning. To navigate this complex terrain successfully, our college recognizes the paramount importance of implementing quality assurance initiatives. These initiatives serve as a compass, guiding the institution in its pursuit of continuous improvement across both academic and administrative domains. By meticulously tracking incremental improvements achieved in various facets of its operations, the institution upholds high standard of quality, adapt to emerging trends, and ultimately, enhance the overall educational experience for students, faculty, and stakeholders alike. The institution has shown a

dedication to continuous improvement and quality assurance in both academic and administrative areas. This commitment is evident through a series of incremental enhancements achieved across various aspects of its operations over the years.

### **Incremental improvements achieved in the first cycle**

- Approval by the NCTE for an additional intake of 25 seats for the M.Ed. programme in 2007, with a further increase of 10 seats granted in 2010, leading to a total student intake of 50. This expansion underscores the institution's dedication to meet the increasing demand for quality education in the M.Ed. field. The increased capacity enables more aspiring educators to benefit from the programmes offered and make meaningful contributions to the education sector.
- Introduction of two additional programmes from IGNOU - the Post Graduate Diploma in Pre-Primary Education and the Diploma in Elementary Education in 2011, broadening the educational offerings of the institution.
- Commencement of the construction of a UGC-funded Women's Hostel, with the foundation stone laid by Shri. T.K.A. Nair, the then Principal Secretary to the Honourable Prime Minister of India in 2008. The building was inaugurated and made available for student use in 2011, enhancing accommodation facilities for female students.
- Construction of a Golden Jubilee block in commemoration of the college's fiftieth anniversary in 2012, alongside the inauguration of a new library block in 2013, reflecting the institution's commitment to modern infrastructure and academic resources.
- Recognition of the college as a Centre for Research in Education by the Tamil Nadu Teachers Education University in 2013, establishing the Centre for Research within the college and furthering its academic prestige and research capabilities.
- Re-accreditation by NAAC with an A Grade (CGPA 3.32) in 2014, affirming the institution's commitment to maintaining and enhancing academic excellence and quality assurance standards.

These achievements demonstrate the institution's ongoing efforts to enhance its academic offerings, infrastructure, and research capabilities, ensuring a conducive environment for learning and growth.

### **Incremental improvements achieved in the second cycle**

- Attainment of autonomous status by the college from the UGC in 2017, marking a significant milestone in academic independence and institutional governance.
- Enhancements in Examination and Evaluation processes, along with the introduction of new courses such as value-added courses, self-study courses, and Online Assessment through online assignments, examinations, and Open Book Examinations. These initiatives aim to diversify educational offerings and enhance learning outcomes.
- Establishment of a SWAYAM NPTEL Local Chapter in 2019, facilitating access to high-quality educational resources and fostering a culture of continuous learning among students and faculty.
- Awarding of doctoral degrees to all aided staff members, with an additional four faculty members being recognized as guides for Ph.D. programmes, highlighting the institution's commitment to scholarly excellence and research mentorship.
- Creation of a science park within the campus premises in 2021 to cultivate scientific curiosity and innovation among students, with open access extended to school students from Kanniyakumari District.
- Establishment of a rooftop Greenhouse featuring vegetable, flowering, and herbal plants, promoting sustainability and hands-on learning opportunities in agriculture and botany.

- Opening of a knowledge park on campus, serving as a hub for intellectual exchange, innovation, and interdisciplinary collaboration.
- Construction of a Diamond Jubilee block comprising classrooms and an auditorium, enhancing infrastructure to accommodate the evolving needs of teaching and learning.
- Updating of the curriculum in 2022 to incorporate Outcome-Based Education (OBE), alongside the formulation of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), aligning educational objectives with industry requirements and student learning outcomes.
- These advancements signify the institution's continuous efforts to adapt to changing educational paradigms, foster holistic development, and maintain excellence in academic and research pursuits.

The institution's journey of incremental improvements, meticulously tracked through quality assurance initiatives, serves as a testament to its steadfast commitment to excellence in both academic and administrative domains. Across multiple cycles of development, the institution has navigated the complexities of the educational landscape with agility and foresight, consistently striving to meet the dynamic demands of academic rigor while ensuring efficient operational frameworks. From securing accreditations and approvals to fostering a culture of innovation and sustainability, each milestone achieved underscores the institution's proactive approach to continuous enhancement.

The expansion of academic programmes, modernization of infrastructure, and elevation of research capabilities stand as tangible evidence of the institution's dedication to holistic growth. Moreover, the establishment of strategic partnerships and the implementation of cutting-edge educational methodologies reflect its adaptability to changing paradigms in education. By embracing initiatives such as Outcome-Based Education (OBE) and cultivating interdisciplinary collaboration, the institution not only prepares students for the challenges of the future but also contributes to the advancement of knowledge and society at large.

As the educational landscape continues to evolve, the institution remains poised to uphold its legacy of excellence, guided by the principles of quality assurance and continuous improvement. Through its unwavering commitment to academic integrity, innovation, and inclusivity, the institution strives to provide a transformative educational experience that empowers individuals to thrive in a rapidly changing world. By fostering a culture of excellence and accountability across all facets of its operations, the institution ensures that it remains a beacon of learning and enlightenment, enriching the lives of students, faculty, and the broader community for generations to come.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

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### 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:**

N.V.K.S.D. College of Education is committed to a policy of energy efficiency, energy conservation, optimum use of alternate energy and minimizing environmental pollution. The goal of the institution is to create an environmentally clean and healthy campus and to use an economically viable alternative energy.

The institution is aware of the need for energy conservation and management. The green policy of the institution revolves around awareness on conservation by all stakeholders. The policy not only includes the generation of awareness but also practical steps for its conservation.

The institution aims to manage energy in such a way as to minimize its impact on environment and to improve energy efficiency by focusing on the alternative use of energy resources. The institution is committed to activities that promote the use of alternate energy sources. Installation of solar panels was an important action aimed to meet the power requirements of the institution. Accordingly, a Solar Energy Panel was installed in the college in the open terrace of the main building and the power generated is utilised in the Administrative office.

The green policy of the institution also focuses on optimal use of energy resources. The institution uses LED electrical bulbs for less consumption of electricity in the campus. All the lights in the institution have been replaced with energy efficient LED lights.

A Bio gas plant is constructed near to the Women's hostel and the food waste from the college and model school is utilised in the plant to generate biogas which will be more cost effective, ecofriendly and reduce carbon-di-oxide and methane emission.

In order to save water, the rain water from roof tops and floors is collected through down pipes and discharged in the Rain water pit. The system ensures maintaining ground water level in the campus.

#### **Energy Conservation Measures**

In the institution, all the students, the teaching faculty and the non-teaching staff are directed to use the electricity as and when required. The stakeholders of the institution are instructed through sign boards by the Nature Club of the college to switch off the lights, fans, and computers when those electrical equipments are not in use. The faculty members and the students are instructed to use at the maximum the broad day light by keeping the windows and doors open.

The institution is known for its green landscaping with a wide range of trees. Trees play a significant role in reducing the heat and cooling costs in the environment. The trees in the institution reduce energy costs

by lowering air temperature, increasing humidity and influencing wind speeds.

Energy Conservation is practised in variety of ways such as

- 1.Promoting non-conventional energy by use of solar panels.
- 2.Saving energy by use of LED bulbs.
- 3.Developing energy consumption by use of energy efficient equipments.
- 4.Developing energy saving habits such as switching of electrical devices when not in use.
- 5.Promoting maximum use of daylight and natural ventilations.
- 6.Biogas plant in the campus.
- 7.Rainwater pit.

N.V.K.S.D. College of Education demonstrates a strong commitment to energy efficiency and environmental sustainability through practical initiatives such as solar panel installation, LED lighting adoption, biogas utilization, and rainwater harvesting. These measures exemplify the institution's dedication to minimizing its ecological footprint while promoting a healthy and eco-friendly campus environment.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.2

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

##### **Response:**

The institution has a well-defined waste management policy, emphasizing sustainable practices to enhance resource efficiency. The Green Policy is aligned with the strategic plan, which aims at sustainable development by preparing student teachers for professional success and instilling civic duty as responsible members of society. The B.Ed. curriculum incorporates environmental education as an elective paper, along with practical awareness activities, to achieve the institution's sustainability goals. Awareness programmes are conducted both within the college and in the community to promote environmental sustainability.

Waste management is a key aspect of daily campus administration, aligning with the institution's commitment to a green and clean campus. The eco-friendly initiative aims to convert waste into reusable resources, reflecting a dedication to mitigating environmental impacts through sustainable practices. The college advocates for holistic waste management, emphasizing the 5 R's: Reduce, Refuse, Rethink, Reuse, and Recycle.

##### **Waste management practices**

The institution actively reduces food waste through continuous awareness campaigns and monitoring efforts, resulting in minimal waste on campus. Water usage is minimized with drip irrigation techniques and fixing water springers in taps, reducing wastewater generation. Daily waste management is handled by supporting staff, including regular cleaning of classrooms monitored by staff coordinator. Student representatives monitor waste practices, and dustbins are provided in classrooms. Green cover is maintained by full-time gardeners who dispose of waste responsibly. The waste management measures include creating awareness, maximizing waste minimization, promoting reuse and recycling, and adopting appropriate technologies for solid, liquid, and e-waste processing.

### **Procedure for waste segregation and disposal**

Waste segregation and disposal represent pivotal aspects of the daily administration of our campus, with concerted efforts aimed at achieving sustainable targets. The institution is committed to minimise, reusing, and preventing waste throughout the campus, employing environmentally sound disposal methods and transforming waste into value-added, eco-friendly products.

### **Solid waste management**

The designated bins strategically placed on campus segregate biodegradable and non-biodegradable materials. Papers and other waste are collected and sold. The plastic waste is collected by Attoor Town Panchayat. Moreover, single use plastic is strictly banned within the campus. Colour-coded bins facilitate proper disposal of materials like papers, cardboards, plastic bottles, bags, and glass bottles.

### **Biodegradable waste Management**

Biodegradable waste from the hostel and garden is managed through a biogas plant and vermicomposting, producing organic manure for campus flora. Sanitary napkins and masks are systematically collected and incinerated.

### **The Art from waste initiatives**

The college actively encourages and provides opportunities for students to utilize available waste materials in the campus such as coconut shells, dried leaves, and other discarded items to craft artworks, showcasing their artistic talents. These creations are then incorporated into the teaching-learning process, serving as educational tools.

### **Non-degradable waste Management**

The effective management of non-degradable waste on the campus, including plastic, metal, and glass, is achieved through a collaborative effort with the Attoor Panchayat.

### **Liquid waste management**

Liquid waste from the canteen, hostel, and washrooms undergoes proper management by being directed into drainage pits, thereby preventing water pollution.

## E-waste management

The electronic waste, which includes batteries, bulbs, fans, and computer components within the campus, is conscientiously disposed of by collaborating with scrap vendors. Both students and staff are educated and sensitized to promote e-waste management practices, ensuring the secure recycling of non-functional electronic equipment.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 7.1.5

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

**Response:**

#### **Cleanliness**

The institution is dedicated in upholding cleanliness and adheres to a well-organized cleaning system. Clean drinking water is readily available, and the overhead tank undergoes regular cleaning. Full-time workers are responsible for the day-to-day cleaning of the campus, including the maintenance and cleanliness of classrooms. Student representatives are also assigned the duty of ensuring the cleanliness of the classrooms. Dustbins are strategically placed in classrooms for waste disposal, and color-coded bins across the campus facilitate the collection, segregation, and proper disposal of waste.

The institution actively conducts clean drive programmes to foster a clean and healthy environment. Additionally, as part of the Swachh Bharat Abhiyan initiatives, campus cleaning drives are regularly organized. A concerted effort is made to maintain a pollution-free environment by eliminating the use of plastic on the campus.

#### **Sanitation**

The lavatories undergo regular cleaning and disinfection, with the institution ensuring a consistent water supply to all restrooms. Essential toiletries are readily accessible and are replenished as needed. Separate receptacles for disposable items are conveniently placed and emptied daily. Air fresheners are strategically positioned to impart a pleasant fragrance. The college offers sufficient number of washrooms and restrooms for both staff and students. The Health Club and Women's Cell actively engage in sensitizing students to sanitation protocols, fostering meaningful behavioural shifts. Sanitary napkins and masks are gathered and disposed of through incineration.



## Green cover

The college campus boasts a vibrant green landscape adorned with numerous trees and a diverse array of plant species. A commitment to environmental sustainability is evident through the presence of various gardens, including an herbal garden, vegetable garden, and fruit orchard. Additionally, fish tanks and lotus ponds contribute to the eco-friendly ambiance.

The campus garden is meticulously maintained, featuring a mix of shrubs, plants, and flowering creepers. A sizable natural area remains untouched, providing ample green coverage and creating an ideal learning environment for student teachers.

Dedicated full-time gardeners, employed by the college, ensure the continuous upkeep of the greenery. Regular pruning of plants is carried out by designated gardeners to maintain the aesthetic appeal of the garden.

Students are actively encouraged to uphold cleanliness on the campus through the display of posters and messages promoting eco-friendliness. These subtle yet impactful messages serve to instill values such as sustainable living and environmental protection in the student body.

The Nature Club plays a pivotal role in the campus's environmental initiatives, organizing dynamic activities to keep the surroundings clean and green. Tree plantation drives and awareness programs are regularly conducted by both the Nature Club and the Social Welfare Club, further fostering a sense of responsibility and environmental consciousness among the college community.

## Pollution free environment

To promote a pollution-free healthy environment, the use of bicycles is encouraged for students. The use of electric vehicle is also promoted. Moreover, most of the staff members, research scholars and students resort to public transportation.

The institution's dedication to cleanliness, sanitation, green cover, and promoting a pollution-free environment underscores its commitment in creating a healthy and sustainable campus. Through well-organized cleaning systems, educational initiatives, and proactive environmental campaigns, the institution fosters a culture of responsibility and awareness among its students and staff.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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

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

### **7.1.7**

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

**Response:** 3.39

**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
5.6	0.78	0	0.23	0.18

<b>File Description</b>	<b>Document</b>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.8

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

#### **Response:**

The institution leverages the local environment, locational knowledge, resources, community practices, and challenges for the benefit of the student community. Kanniyakumari district is abundant in greenery and boasts a rich environmental landscape, surrounded by the sea, mountains, hills, rivers, ponds, lakes, and vegetation fields. The majority of the population depends on these environmental resources for their livelihoods. The institution sensitises students and the community to take steps to conserve the environment and ensures sustainable lifestyle practices.

The institution makes efforts to contribute to local environmental sustainability by conducting various programmes that emphasize environmental awareness. Under the Nature Club initiative, environmental awareness programmes are organised, and significant days such as World Environment Day and Energy Conservation Day are celebrated. The institution also observed Rivers of India Day as part of Azadi Ka Amrit Mahotsav. Webinars, seminars, poster presentation competitions, and awareness programmes are conducted to promote environmental consciousness. As a community practice, students are encouraged to plant saplings on World Environment Day at the institution and also at their respective homes to raise awareness.

The students are regularly taken on field visits to tourist destinations in the district, such as Mathoor Hanging Bridge, Eco Park, Vivekananda Kendra, Vivekananda Rock Memorial, and Kanyakumari Beach as tourism is a significant economic contributor to the district. Additionally, students are familiarized with industries, which play a major role in the economic system of Kanyakumari, as well as hold significant roles in the district's development.

Community engagement among students is actively promoted, enabling them to grasp the educational and social needs of people in various locations. Students frequently visit the service village 'Aruvikkarai' where they participate in cleaning activities, plant saplings, and conduct awareness rallies, among other initiatives.

The students are taken to visit historically significant places in the district, such as Padmanabhapuram

Palace and Udayagiri Fort. These visits help them understand the diverse cultures and communities in which they will teach in the future to their students.

The students are also taken to visit Tamil Nadu Horticulture University to gain an understanding of different plant species in Kanniyakumari District. They have also visited the meteorological department to understand the calculation of rainfall in the district.

The college has developed a terrace garden, herbal garden, and vegetable garden maintained by the students. Moreover, the campus boasts rich varieties of flora that maintain moderate temperatures and provide fresh air and pleasantness to the campus.

The college has also conducted a survey using students on the lifestyle practices of families belonging to Managudi fishing village. Saplings were distributed to each family surveyed. This process enables the students to understand the diverse life practices of the people in our district.

Students were taken to the Managudi mangrove forest, a rich natural environment in our district where sea water and fresh water merge. The students gained an understanding of the richness of nature and the importance of mangrove forests.

They were also taken to Periyakadu sand dunes, providing them with a new experience of witnessing the wonderful landscape of our district.

Skilled human resources available in the locality, government departments, and NGOs were invited to familiarize the students with the lifestyle practices of Kanniyakumari District. As prospective teachers, these activities helped them learn to live a balanced life considering the environment.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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**

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

## 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**

**Title of the practice:** Enhancing communication skills of prospective teachers to make them globally competent through activities

**Objectives:**

- Raise awareness about the significance of good communication skills in English.
- Provide opportunities to communicate clearly and effectively in English.
- Cultivate unique and employable student teachers proficient in listening, speaking, reading, and writing.
- Boost self-esteem among students from rural backgrounds who lack confidence due to limited communication abilities.

**The Context:**

Majority of students in our college hail from rural and Tamil medium backgrounds, encounter difficulties in English communication that affect their confidence and self-esteem. During campus placements, schools prefer candidates with proficient English skills. Therefore, our curriculum incorporates activities to improve communication skills, aiming for enhanced student-teacher interaction and overall development.

## **The Practice**

The hands-on segment emphasizes communication skills through direct observation, group discussions, role-playing, and practise in Language lab. Educational initiatives like the Bridge Course, thought for the day in morning assembly, and drama enactments, along with workshops and seminars, significantly enhance students' communication skills.

## **Evidence of Success**

Student teachers develop effective English communication skills, fostering self-confidence, transforming behaviour, and strengthening relationships. Continuous efforts encourage them voluntary participation in stage programmes and mastery of ceremonies.

## **Problems encountered**

Watching and monitoring individual students' skill acquisition was a tedious process and a time consuming task for the teacher educators.

## **Best Practice-2**

**Title of the Practice:** Fostering social responsibility through community engagement.

## **Objectives**

- Catering to the diverse needs and necessities of local community
- Enhancing social consciousness through community service
- Fostering values in the students for nation building
- Cultivate the habit of goodwill by engaging in small acts of kindness and actively participating in local community.

## **Context**

N.V.K.S.D. College of Education, driven by its vision and mission, fosters values through active student and staff engagement in community service. The primary goal of outreach programs is to raise student awareness about rural communities' needs and their pivotal role in national development. Collaborating with government and non-government organizations, the institution, in its six-decade legacy, has become an indispensable force in local communities, providing both education and impactful social services.

## **Practice**

The college actively engages in diverse social services, earning appreciation from public.

- Book donation campaign, with students, staff, and alumni donating subject books, novels, and short stories that generously donated to Government schools and set up libraries.
- Clean drive programmes in the service village, Public places and in the premises of Government agencies.

- Various community-oriented initiatives include health camps, COVID-19 relief services, awareness cultural programmes on government schemes, and Diwali celebrations with tribal people (Vanasakthi Sangamam) are organised.
- Philanthropic activities like sponsoring sports person and for awareness programmes, etc.
- Two Ambulance service, 'N.V.K.S. Emergency Care Service' running free of cost for the needy.

Top of Form

### Evidence of success

The extension activities of the college and outreach programmes fostered a sense of culture, morality, and social commitment among students and they voluntarily come up with helping hand to the needy . Recognized with awards, the institution's free ambulance service during the COVID-19 pandemic garnered significant support, saving numerous lives.

### Problems encountered and resources required

- Ensuring full student participation in outreach programmes proved challenging.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

#### Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

#### Response:

#### Nurturing Rural Minds with Scientific Knowledge

N.V.K.S.D College of Education, as a linguistic minority teacher education institution, assumes the responsibility of serving the community by providing quality education and engaging in other social service activities aligned with its vision of Gnana, Dharma, and Sneha. One of the strategic goals set by the college is a philanthropic approach, with a specific focus on addressing the need for scientific knowledge in the rural community. The college collaborates with NGOs such as the Tamil Nadu Science Forum and Kumari Arivial Peravai to organize various programs aimed at enriching the scientific knowledge of school students.

The villages surrounding the college are remote rural areas, and the majority of government schools lack laboratories and other facilities necessary for hands-on experiential learning in science. Recognizing this need, the institution has established a Science Pedagogy Park on the campus where students can conduct more than 75 experiments. This initiative aims to bridge the gap in access to practical science education for students in the rural areas and contribute to the overall enhancement of scientific knowledge in the community.

### **Science Pedagogic Park**

It is a matter of great pride that the college has developed the **Science Pedagogic Park** with the motto of nurturing rural minds with scientific knowledge. The park was established in 2021, and its formal inauguration took place on August 15, 2022. The park offers a holistic and forward-thinking approach to science education, serving as a testament to the institution's commitment to innovative pedagogy, hands-on learning, and interdisciplinary collaboration.

The experiments conducted in the park provide hands-on experience to prospective teachers, creating an informal atmosphere for learning science. The "learning by doing" experience in the science park paves the way for experiential learning for students from rural backgrounds. The establishment of the Science Pedagogic Park reflects the institution's dedication to fostering a dynamic and engaging educational environment, particularly in the field of science education.

### **Community Engagement**

Through offering opportunities to students from various schools in the Kanniyakumari District, the Science Pedagogic Park serves as a resource center for promoting scientific literacy beyond the campus borders. This initiative reflects the institution's commitment to social responsibility.

### **Collaborations**

The Science Pedagogic Park serves as a hub for interdisciplinary collaboration, bringing together students and teachers from different schools to conduct experiments. These collaborations not only enrich academic experiences but also promote a culture of cross-disciplinary learning.

The distinctiveness of our institution lies in its unwavering commitment to fostering scientific knowledge in rural communities through innovative initiatives like the Science Pedagogic Park. By prioritizing social responsibility, providing valuable opportunities for students beyond our campus borders, and promoting interdisciplinary collaboration, we contribute to a unique and enriching educational experience. This commitment sets our institution apart, creating a lasting impact on the academic journey and overall development of our students.

The Science Pedagogic Park at N.V.K.S.D College of Education represents a commitment to fostering scientific knowledge in rural communities. Through innovative initiatives and collaborations, the institution is dedicated to providing hands-on learning opportunities and promoting scientific literacy beyond campus boundaries, making a significant impact on student development and community engagement.



<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

N.V.K.S.D. College of Education (Autonomous), Attoor, consistently strives to uphold a high-value system deeply rooted in Indian culture and tradition. Situated at the southernmost tip of India, bordering Kerala and Tamil Nadu, the college seamlessly blends the cultural ethos of both states. It joyously celebrates the festivals of Kerala and Tamil Nadu, enriching the student experience with the vibrant tapestry of regional traditions.

The ethos of "Athithi Devo Bhava" resonates throughout the college, where hospitality towards guests is paramount. Guests are welcomed with utmost reverence through the ceremonial "Thalapoli," wherein students and staff, adorned in traditional attire, hold metal plates with lamps, flowers, forming a graceful lineup to receive them. Another auspicious ritual is the "Thilak" ceremony, performed as a mark of respect upon welcoming guests to the college.

Moreover, students are instilled with the noble habit of joining their hands in reverence, expressing heartfelt wishes to parents, teachers, and elders upon their first encounter. These deeply ingrained values are not just cherished but are upheld with pride by the college, serving as guiding principles for its students.

The College exemplifies a harmonious blend of tradition and modernity, enriching the educational journey of its students with a profound sense of cultural heritage and respect.

### **Concluding Remarks :**

N.V.K.S.D. College of Education (Autonomous) stands as a venerable institution that has been a pioneer of educational excellence and cultural enrichment in Kanniyakumari District. The college embodies the values of Gnana (Knowledge), Dharma (Righteousness), and Sneha (Love), fostering a holistic approach to teacher education.

Being the first teacher education institution in the district and the sole aided college of Education in Kanniyakumari District, the college has played a pivotal role in shaping the academic landscape of the region. Its commitment to serving as a Malayalam linguistic minority institution underscores its dedication to meeting the educational needs of Malayalam-speaking minorities, transcending barriers of caste, creed, and religion.

The picturesque campus, nestled in a serene and eco-friendly environment surrounded by villages, rivers, and foothills, serves not only as an academic hub but also as a cultural and educational haven. The college's accreditation with an 'A' grade by the National Assessment and Accreditation Council (NAAC) in 2014 and the grant of Autonomous status by the University Grants Commission (UGC) in 2017 are testimonies to its unwavering commitment to academic excellence and institutional autonomy.

Affiliated with the Tamilnadu Teachers Education University, Chennai, the college offers a range of academic programs, including B.Ed. and M.Ed., and serves as a recognized centre for research in education. Additionally, its recognition by the Indira Gandhi National Open University since 2005 highlights its commitment to providing diverse educational opportunities.

Under the guidance of a forward-thinking management, the college thrives on the collaborative efforts of a

dedicated staff, active alumni involvement, and excellent infrastructure facilities. It aspires to nurture competent and skilled teachers who are wholeheartedly committed to shaping the future generations of the nation.

Beyond academic achievements, N.V.K.S.D. College of Education has ingrained itself as a pillar of community engagement and social service, earning a permanent place in the hearts of the people in the educational, social, and cultural fabric of Kanniyakumari District. With its rich history, distinguished accolades, and a holistic approach to education, the college stands tall as a torchbearer of knowledge and enlightenment, leaving an indelible mark on the educational landscape of the region.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p><b>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</b> 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>83</td><td>82</td><td>71</td><td>84</td><td>67</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>52</td><td>51</td><td>53</td><td>55</td><td>54</td></tr></tbody></table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	83	82	71	84	67	2022-23	2021-22	2020-21	2019-20	2018-19	52	51	53	55	54
2022-23	2021-22	2020-21	2019-20	2018-19																	
83	82	71	84	67																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
52	51	53	55	54																	
2.3.3	<p><b>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..</b></p> <p><b>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</b> Answer before DVV Verification : 203 Answer after DVV Verification: 205</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.1.1	<p><b>Average number of research projects funded by government and/ or non-government agencies during the last five years</b></p> <p><b>3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years..</b> 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>9</td><td>1</td><td>1</td><td>0</td><td>0</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>10</td><td>01</td><td>00</td><td>00</td><td>00</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	9	1	1	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	10	01	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	1	1	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
10	01	00	00	00																	

Remark : DVV has made changes as per the report shared by HEI.

**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
.69	0	.30	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.03	0.30	00	00	00

Remark : DVV has made changes as per the report shared by HEI.

**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
16	9	9	8	15

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

**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
33	15	6	8	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	3	4	3

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	14	10	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	11	10	6

Remark : DVV has made changes as per the report shared by HEI.

**4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

**4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	22.17	5	12.27	13.55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.13	11.02	0.41	00	00

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39.07	54.16	19.49	45.65	41.7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56.50	31.11	2.16	35.51	9.60

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	23	7	13	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	11	7	10	11

Remark : DVV has made changes as per the report shared by HEI.

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	4	5	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	0	2	0

Remark : DVV has made changes as per the report shared by HEI.

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	8	14	9	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	6	6	6	1

Remark : DVV has made changes as per the report shared by HEI.

**2.Extended Profile Deviations**

<b>Extended Profile Deviations</b>
No Deviations