



## YEARLY STATUS REPORT - 2021-2022

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

<b>Education:</b>					
• Type of Institution	Women				
• Location	Rural				
• Financial Status	Self-financing				
• Name of the Affiliating University	TAMILNADU TEACHERS EDUCATION UNIVERSITY				
• Name of the IQAC Co-ordinator/Director	R SARULATHA				
• Phone No.	04622520042				
• Alternate phone No. (IQAC)	7598415215				
• Mobile (IQAC)	9944937428				
• IQAC e-mail address	sarulatha5674@gmail.com				
• Alternate e-mail address (IQAC)	saradaeducation@gmail.com				
<b>3. Website address</b>	<a href="http://www.saradacollegeofeducation.com">http://www.saradacollegeofeducation.com</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.saradacollegeofeducation.com">http://www.saradacollegeofeducation.com</a>				
<b>4. Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.saradacollegeofeducation.com">http://www.saradacollegeofeducation.com</a>				
<b>5. Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.37	2013	05/01/2013	04/01/2018
<b>6. Date of Establishment of IQAC</b>		10/09/2013			
<b>7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMNMTT etc.</b>					

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

  

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
9. No. of IQAC meetings held during the year	31/07/2021 25/10/2021 21/12/2021 03/03/2022
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	Yes
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
National Level Webinar on 'Effective strategies on nurturing the self for B.Ed. trainees'	
National Level Webinar on 'Mental Health and Psychosocial considerations during physical and mental uncertainty'	
National Level Webinar on 'Innovative library services in Digital age'	
National Level Webinar on 'Educational transformation'	
Rotary club of virudhunagar jointly organized spoken English programme 'Project punch 2.0'	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
National Level webinars through Google meet	Done by teacher educators
Spoken English Programme 'Project Punch'	Successfully done

National Commission for women New Delhi Sponsored webinar on 'Capacity Building & Personality Development Programme (PDP)	Successfully done
World Record programme	Successfully done
Uzhavarappani	Done by student teachers

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
TAMILNADU TEACHERS EDUCATION UNIVERSITY	20/10/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	15/02/2023

15. Multidisciplinary / interdisciplinary

Sri Sarada College of Education for Women focus on a holistic and overall personality development of Student teachers by inculcating 21st century skills of learners. The College aims at producing competent, committed and value based prospective teachers. The College aims at imparting an Education that shall develop the Intellectual, Aesthetic, social, Physical, Emotional and Moral Values in Students.

Our College shall initiative Seminars and Conferences. Important days like international Yoga day, International Women's day, Environment day are to be Celebrated and observed bringing together all the disciplines of the College.

The University has made it compulsory to study "Environmental Education" in their regular curriculum. The flexible and innovative projects in the areas of community engagement and service and Environmental Education towards the attainment of holistic and Multidisciplinary Education.

16. Academic bank of credits (ABC):

The concept of academic bank of credits will be implemented as per the NEP -2020 and directions of the TNTEU, Chennai. In the academic bank of credits the students' academic data and academic awards will be stored as per the university direction

17. Skill development:

Our Curriculum has 4 EPC courses reading and reflecting on courses Reading and Reflecting on text, Drama & fine arts, Intimation and Communication Technology Understanding the Self and These courses are used for students skill development. EPC1

develop the Reading habit of the student teachers. EPC 2 contains the Drawing, Fine arts and Art & Crafts and EPC3 develop the ICT Skills. Our student teachers undergone 4 Months internship for Government and Government aided schools. So, they are get teaching Skill.

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

##### Appropriate integration of Indian knowledge system

Tradition has been transcended through courses like prospective in education. Here philosophy of Vivekananda, Tagore and Gandhiji have a place. Indian knowledge system comprising traditional ways of learning are covered and well introduced across curriculum through the courses of education, philosophy, art, literature, Sciences, yoga and sports. Our B.Ed programme includes various components strengthening cultural identity awareness and uplifting societies are effective in terms of enhancing understanding of cultural identity, language acquaintance and the perception of inheritance language across the curriculum is introduced to ensure proficiency in Indian programmes offered at the college.

This college is trying to sustain teaching-learning practices in effective shape through the Indian knowledge system. The modern problems and challenges are multidisciplinary in nature. Hence, a cross-disciplinary approach is required to solve them. SSCEW has offered best of the content of learning through such concerns.

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

The teaching and learning process at this college has aims and objectives, so there has been a central vision as outcome based process. The twenty first century is being regarded as the age of ICT, where preserving information and to assimilate is very easy, so there are specific outcomes of very specific teaching learning programmes. Our Tamilnadu Teachers Education University has been offering very specific teacher education programmes where a very noble objective is set to achieve and that is to make such a teacher education programme which is globally viable and locally accepted.

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

Corona situation has instructed us for online education. It is also a need of the hour. This college has made effective use of online mode during pandemic. But in past the college has an IGNOU B. Ed study centre - 43036, which was working between 2011 - 2018.

### Extended Profile

**1.Student**

2.1

Number of students on roll during the year

76

File Description

Documents

Data Template

[View File](#)

2.2

Number of seats sanctioned during the year

100

File Description

Documents

Data Template

[View File](#)

2.3

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

9  
8+14  
12

File Description

Documents

Data Template

[View File](#)

2.4

Number of outgoing / final year students during the year:

31  
44

File Description

Documents

Data Template

[View File](#)

2.5 Number of graduating students during the year

31  
44

File Description

Documents

Data Template

[View File](#)

2.6

Number of students enrolled during the year

45  
35

File Description

Documents

Data Template

[View File](#)**2.Institution**

4.1

Total expenditure, excluding salary, during the year (INR in Lakhs):

1550667.62

4.2

Total number of computers on campus for academic purposes

15 ✓

**3. Teacher**

5.1

15 ✓

Number of full-time teachers during the year:

File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded

5.2

15 ✓

Number of sanctioned posts for the year:

**Part B****CURRICULAR ASPECTS****1.1 - Curriculum Planning**

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

The TNTEU structured the syllabus and the college has adopted the syllabus. As the college is affiliated with TNTEU, the college didn't play any role in the framing of the curriculum. This college is committed to provide the distinctive learning environment and skills, for understanding of self and other, to learn solve personal and social problems and continually improving the overall performance the college at local level distributed the subjects, sub topic, unit, sub unit according the area of the respective faculties at the college. While distributing courses and the teaching unite and teaching points study, experience, interest, skills etc. Were kept into mind. The staff together conducted brain storming session and decided different teaching modalities for the curriculum transaction at the local level. As it was the period of corona pandemic online mode of curriculum transaction was adapted with suitable techniques, stimulation, stray lessons and different teaching skills were taught through online. For well-planned curriculum delivery, lesson plan file is prepared by every faculty member before commencement of semester and yearly exams. As per the lesson plan the content are delivered to the student and it is monitored by the senior, experienced faculty.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	No File Uploaded
Plan developed for the academic year	<a href="#">View File</a>

Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

**B. Any 5 of the above**

File Description	Documents
Data as per Data Template	No File Uploaded
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

**B. Any 3 of the Above**

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

Any other relevant information	No File Uploaded
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**1.2 - Academic Flexibility**

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

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

7

File Description	Documents
Data as per Data Template	No File Uploaded
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

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

1

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

1

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

31

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

31

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	No File Uploaded

Any other relevant information

No File  
Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

5

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

5

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

### 1.3 - Curriculum Enrichment

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

**A fundamental understanding of the field of teacher education through practical and theory components of the B.Ed. programme. Delivery of content is demonstrated and practiced through**

microteaching, macro teaching and internships. Emotional intelligence, critical thinking, communication skills, collaboration with others are practiced through theory and field practice.

The college B.Ed curriculum (TNTEU curriculum) focuses on very basic aspects of a life for example psychology, sociology, pedagogy, assessment, self development and school teaching. These are very basics in the field of a teacher. Without knowledge and experience of all such components it is not possible to mould a teacher needed at present hour.

- Learning new skills to realize their intellectual potentials to the fullest
- Acquiring leadership qualities
- Building self-esteem and professional ethics
- Developing strengths and talents through competency based learning and co-curricular activities
- Promoting spiritual development
- Improving social activities through field activities

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

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

Diversity is everything that makes people different from each other. This includes many different factors: Ethnicity, gender, socio-economic status, ability, age, religious belief or political belief. Diversity in the classroom does not just improve special skills; it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence. Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around bringing into the classroom. Listen to what other around you are saying and look for feedback and ways to continuously improve. Change does not happen overnight, but the most important step is getting started.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>

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

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

Our sarada college follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures the college follows student-centered approach, an approach to education focusing on the needs of the students. The staff provide healthy environment for teaching learning process through various activities like group discussion, lesson plan presentation and many group activities. The teaching skills are taught through microteaching and macro lessons per teaching subject. Experts are also invited to deliver lectures on microteaching before commencement of practice teaching. The student teachers interact with the permanent teaching staff of the practice teaching schools. In the course of practice teaching, the student teachers participation in all the curricular and extra-curricular activities of the school and assist the school teachers in decorations, conducting morning prayer and arranging cultural programmes and other activities.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 1.4 - Feedback System

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

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Feedback collected

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

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

79

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

79

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

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

8-0-15

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

8-0-15

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

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

0

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

0

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

**2.2 - Honoring Student Diversity**

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

The institution uses a well-organized program to assess the students' learning levels starting from their admission. Assessment of the learning levels of admitted students is an integral part of the post-admission process. Although admissions are on merit, the college carries out separate assessment to understand the larger spectrum of their learning levels and organise special programmes for advanced learners and slow learners. The institution has made the following provision: Face to face interview with the Principal, PTA meetings, interaction with parents, questionnaire administered to wards to know their necessities in course completion. Considering the importance of different learning needs, students are encouraged to participate in various activities such as presenting papers in seminars, webinars and conferences. Students are stimulated to attend workshops to improve their problem-solving abilities and critical thinking. They also receive certificates and prizes for their outstanding performance. To enhance language competency, Language proficiency sessions for different levels of students are offered through the language lab sessions on accent neutralization, Listening and Speaking skills worked upon to standardize language on par with Received Pronunciation. Students also participated in Offline programmes like Teachers day celebration, Spoken English programme, National Immunization day, PDP and food carnival.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four/Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

10;1

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

13

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

**2.3 - Teaching- Learning Process**

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

Our college has several ways in which experiential learning can be incorporated into the curriculum, including: student seminars & webinars, student English communication workshop, personality development programme and school internships (online mode) programme also.

Participatory learning is a powerful tool for promoting active, engaged learning and helping learners develop the skills and knowledge they need to succeed in their personal and professional lives. Group discussion, Peer instruction, seminar and the skill based courses also fortified the students in methodological and administration skills. Case study during the internships helps the students' increased engagement, improved retention of information, and the development of critical thinking and problem-solving ability.

- The institution organized the online programme such as, Republic day, Independence day, Youth day, National voters day, to enhance their novelty.
- Online quiz is organized for the student to develop their subject knowledge.
- Students participated in webinar and presented papers in seminar provide technical understanding.

Problem solving is an essential skill for college students, as they will encounter a variety of complex issues that require critical thinking and decision-making. For this, the institution organizes programme such as Workshops, seminars, webinars, Online Quizzes, Food carnival Competition, Inter college competition.

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

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

2

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	Nil
Any other relevant information	<a href="#">View File</a>

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

79

File Description	Documents
Data as per Data Template	No File Uploaded
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

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

The college support through various provisions and improve the effectiveness of the faculty in teaching and mentoring of students. The operational surroundings of the college are encouraging for the wholesome development of the students and teachers. Mentor teachers are chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students. The teachers are provided with supplementary space in the college for establishing direct rapport with the needy students. Face to face personalized interactions every semester by the principal for academic and personal wellbeing are conducted with confidentiality. Every assembly has a session on briefing with emerging issues, news updates and reading, reflection on educational innovations, which would indirectly motivate the student teachers the quest for search. Four semesters' activities are monitored by the concerned mentors and in-charge lecturers with learning experience, expressed in their portfolio project for professional growth. Mentors identify students' strengths and weaknesses by interacting regularly, which helps mentors to motivate and encourage mentees to opt for Certificate Courses in order to groom them professionally.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Five/Six of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded

Any other relevant information	No File Uploaded
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**2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students**

The teaching learning process in the institution includes aimed at making students construct knowledge on their own. Providing opportunities to express the critical thoughts of trainees on current issues in a formal programme fosters higher order thinking skills. Teacher Educators offer inputs on different methods of student-centric and participative activities such as seminar, symposium, debate and panel discussion. A model programme of the above activities are conducted in the presence of teacher educator, inviting the trainees to involve seriously so that it promotes creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among students. The students expressed their interest in using flipped classroom during their internship. The discussion skills of the students increased tremendously. Students learnt to express their differences in opinion by respecting the views of others. The teachers share the identified videos using whatsapp group or Googleclassroom. The students are asked to watch the videos and actively participated in the group discussion.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.4 - Competency and Skill Development**

<b>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b> Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	Five/Six of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

Eight /Nine of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback**

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>

Any other relevant information	No File Uploaded
<b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b>	One of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b>	All of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic,</b>	All of the above

cultural and sports events in school  
Planning and execution of community  
related events Building teams and helping  
them to participate Involvement in  
preparatory arrangements  
Executing/conducting the event

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and  
assessed for theory courses through  
Library work Field exploration Hands-on  
activity Preparation of term paper  
Identifying and using the different  
sources for study

All of the above

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

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

Eighty days school internship programme is organized for our second year trainees in which they are expected to observe classes of senior teachers and handle classes. In view of the internship the following preparatory works are undertaken: As the first step, the schools within the radius of 4 Km are identified. Immediately the schools are approached to accommodate our trainees. After obtaining the consent of school administration, the Chief Educational Officer is requested to accord permission for the same. Later the trainees are sent to the allotted schools to meet

the senior teachers and get the teaching units for internship; this will enable the trainees to prepare the lesson plans and other teaching-learning materials with the guidance of the teacher educators. Prior to the missioning of trainees to the internship, the Principal and the senior faculty familiarize the minds of the trainees with the objectives, expectations of the college and schools, do's and don'ts within the school campus, and nuances of facing the challenges. Further the trainees are oriented academically through micro teaching, peer teaching and preliminary teaching.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**2.4.9.1 - Number of final year students during the academic year**

31

File Description	Documents
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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

Practice teaching is conducted in various local schools. Two lessons per day are delivered during their practice teaching sessions. Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans. 80 to 90 per cent of the lessons in schools are observed by the faculty. Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement. Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished; detailed feedback is also provided in the college collectively on subsequent days. Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

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

**2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various**

Five of the above

**activities of schools Regularity, initiative  
and commitment Extent of job readiness**

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

**2.5 - Teacher Profile and Quality**
**2.5.1 - Number of fulltime teachers against sanctioned posts during the year**

13

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

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

0

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

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

3

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

39

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than**

- 100-200 words 1. In house discussions on current developments and issues in education  
 2. Share information with colleagues and with other institutions on policies and regulations

Attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development. Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Learners live in a different setup as compared to teachers. This gap can be bridged by teachers only when they reach out to the mental level of the learners. Over a period of time there have been tremendous changes in the setup of our education system. Teachers have to have demonstrated that they possess some special characteristics to handle the changing times and trends in education sphere. On a rotational basis, projects and competitions are allotted to staff, in order to give maximum exposure to various areas so that they have a cross-sectional perspective of the various projects in all the four semesters.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

Assessment of teaching of students is assigned topics from school curriculum to teach for 5-6 minutes as micro teaching. In this process their level of teaching competencies are assessed primarily and later pedagogical training is attuned accordingly for 80 days teaching practice, which helps the student teacher in designing the methods of teaching. For the B.Ed. programme, CIE has two components namely, internal tests and other modes of practicals, having fifteen marks each. The internal assessment is held as per the academic calendar of every year. The internal exams were conducted for 70 marks for full courses and 35 marks for half courses as per the university norms during the non-semester pattern. The internal tests are conducted twice and one model exam in a semester for 30 marks each by the Controller of Examinations with the help of course teacher-educators. The duration of test is 90 minutes. The other modes of practicals are carried out effectively by the respective teacher-educator. The internals totalling for a maximum of 30 marks, comprise of assignments (compulsory), and any other two items of the following: seminar, group discussions, quizzes, snap test, individual & group projects and other practicum given in the syllabus.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Five of the above

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

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

There is complete transparency in internal assessment. Norms directed by the Tamilnadu Teacher Education University have been adopted in the college. For the internal tests, the controller of examinations invites respective teacher educator to set a question paper and later the same person evaluates the answer scripts. The other practical activities are valued by the respective teacher educators. This means, there will be zero space for grievances from the students regarding the valuation of the papers. However the examination committee acts as the grievance redressal cell whenever a grievance is raised by any student with controller of examinations or Principal. Internal assessment test programs are organized according to the university and students are informed in advance. To ensure proper conduct of formative tests, an observer is allocated in each hall. The exam paper is evaluated by faculty members within a week from the exam date. Correct answer scripts are confirmed by principal at random to ensure standard evaluation process. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The

teachers give appropriate explanation to the doubts raised by the students.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The Institution prepares an 'academic calendar' containing the relevant information regarding the teaching learning schedule, various events to be organized, dates of internals, semester end examination, etc. As attendance is mandatory, the internship programme & practicals are followed as scheduled. The academic calendar includes the dates for the conduct of internal evaluation. The exam committee develops a tentative annual plan for internal evaluation at the beginning of the academic year. The academic calendar follows the NCTE norms and Tamilnadu Teachers Education University regulations of eighty working days per semester followed by examination. The orientation & field work, practicals and showcasing of seminars are earmarked meticulously. The Examination Committee monitors the overall internal assessment process and moderation if needed. The controller of examination ensures transparency and accountability of the conduct of internal evaluation. Teaching practice is scheduled at semester III, to continuously assess the student teacher's progress and improvement in teaching skills. Minor changes are made in the schedules dates based on the request from the cooperating schools. Changes were made now and then in line with the announcements made by the University for Curricular Activities and examinations.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

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

The secondary aim of B.Ed. programme is to establish the socio-philosophical- psychological bases of education in the minds of the students through core courses during three semesters. The psychological outcome of the courses is very much visible as it is mentioned in the programme outcome in the form of creative, critical and compassionate behaviour of the prospective teachers. The programme in its overall outcomes specially creates a space

For an integrated personality; this aspect is very much taken care of by the core courses thereby the prospective teachers are exposed to various streams of thinkers, ideologists, stages of human growth and development and finally the modern trends of educational administration, thus the outcome ensures an all-round teacher personality, moulded in terms of cognition, attitudes and psychomotor. The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches. The essence of teaching lies in the art of convincing the learner through an interactive process. Expected behavioural changes defined in the course outcomes are mapped to programme outcome to identify the differential improvement and final attainments that are sustainable.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

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

The students' performance is measured in terms of cognitive, affective and psychomotor domain. The institution offers a B.Ed., programme with clearly well-defined outcomes. PLO and CLO is relates to each other. The college has well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to language. The students are assessed cognitively by internal and model exams. The progressive development of the learners in professional and personal attributes is monitored by learning tasks prescribed by university.

Two internal exams and one model exams are conducted for B.Ed., students for each semester. The cognitive attainment of students is determined by analysing the attainment of students question wise. Remedial support is planned accordingly to make sure the improvement of students learning outcome. This particular outcome is revealed during the discussions and interactions when the students participate in the seminar, debate and symposium. It

includes written examination, assignment and practicum various modes of internal assessment are in practice. These assessments are in refrain with the CLOs and PLOs. Assessment is self-development and it includes assessing the domains of cognitive, affective and psychomotor.

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

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

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

20

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

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

From academics to practical, student teacher need certain strategies for the specific assessment. To rectify the spoken English language for communication, workshop is organised to help students to overcome their inhibition in speaking English. This workshop is conducted for 3 days and it is activity oriented which trained the students in LSRW. Group and individual activities are conducted to encourage the students and it helps to develop the vocabulary skills. The utilization of ICT among students by the seminars and orientation provide confidence in digital technology and encourage them to use technology for learning. Everyday vocabulary written in the blackboard helps them to improve teaching attitude among the students. The absence of critical social outlook noticed in the beginning of the academic year is completely filled in through various social exposure programmes such as cleaning the temple, old age home visit, visit to museum etc. Through this the students get enlightened and evidenced in critical programmes.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>

ny other relevant information	No File Uploaded
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## 2.8 - Student Satisfaction Survey

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

<http://forms.gle/YWtSZVvo5svREavK7>

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document detailing scheme of incentives	No File Uploaded

Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

Two of the above

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

### 3.2 - Research Publications

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

0

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

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

0

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

### 3.3 - Outreach Activities

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

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

6

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

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

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

79

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

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

1

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

79

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

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

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

Outreach activities undertaken during the year 2021-2022

Good health and wellbeing

- Lifestyle,communicablediseases,AIDS,Cancer and breastfeeding.
- Covid-19 response.

Quality Education

- Education for all
- School linkage
- Education Tools and Books for the Needy
- Special school visit
- District Science Centre Visit
- Art Gallery Visit
- Each one Teach one
- Digital Literacy Awareness

Gender Equality and Women Empowerment

- Independence Day
- International Womens' s Day
- Pongal Day
- Youth Day
- Voter' s Day
- Teacher' s Day
- Republic Day
- Martyre' s Day
- Yoga Day

Clean water and sanitation and save water

Swachh Bharat Initiatives

- Cleaning of Public places
- Swachh Bharat Pakhwada

Affordable and Clean Energy

- Energy Conservation
- Clean India Green India
- Uzhavarapani

#### Sustainability

- Go Green
- Nurture the Nature

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

- Reflection on social problems and searching solutions to solve them
- Demonstration to readiness to serve the under privileged
- Skill development in the areas of leadership, communication, relationship building and problem solving
- Building relationships with organizations that serve all the society.

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

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

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

0

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

#### 3.4 - Collaboration and Linkages

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

12

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

12

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

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

1

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges**

Five/Six of the above

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

pread over an area of five acres of a separate campus 3360 sq. ft, the college has two storied building accommodating all the necessary infrastructure facilities

On the ground floor houses, the administrative section includes the offices for principal, college secretary, examination hall, college administrative office, staff room, prayer hall, auditorium, library, seminar hall, store house and mini canteen also.

#### Classrooms:

There are 10 well ventilated classrooms. Three classrooms are installed with a multimedia projector system (LCD) and audio system. WI-FI network and collar mike. The classroom also has been furnished with boards and furniture.

#### Laboratories:

The seven pedagogy courses namely Tamil, English, Mathematics, Physical science, Bioscience, History and commerce have got separate resource centers that enable the prospective teachers to produce and store the teaching aids.

In addition to the above, the physical science and Bio-science laboratory for experiments. English language laboratory for developing communication proficiency, psychology laboratory for experiments. Special rooms for performing arts and physical education and working room for art and craft resources are available.

#### Sports fields and games room:

The sports field 16 sq. ft that includes courts for Badminton, volleyball, Throw ball, Ball badminton and relay ground. The stadium behind the college is utilized for physical exercise, games and sports competition and college sports day.

#### Equipment:

For better teaching-learning process the institution possess two interactive board, three LCD projectors, documentary reader, OHPS, public addressing system.

#### Computer facilities:

The ICT resource center has got 15 computers with internet connection with speed of .... Mbps.

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

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

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

2

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

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

1650667

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

**4.2 - Library as a Learning Resource**

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

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

Students are motivated to utilize the learning resources available in the library. Extended library services are given to students to complete assignments, paper presentation, projects and to prepare them for cultural events. Reprography and reference services are provided. Guidance and assistance are given to students for publishing articles in magazine/ journal of reputed including an inter disciplinary journal published by the sister institution.

File Description	Documents
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Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	<a href="http://www.saradacollegeofeducation.com">http://www.saradacollegeofeducation.com</a>
Any other relevant information	No File Uploaded

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

We have a well-equipped library with a collection of documents. Subject dictionaries, Gazetteers, Lexicons, Encyclopedia, Yearbooks, back volumes and competitive examination books, Books, Journals, Magazines, Book bank, Specimen copy books etc., new arrivals are displayed in a separate rack. Flyers, photocopies of newspapers cuttings and periodicals containing information related to higher studies, competitions. Competitive examinations and job opportunities are displayed on notice boards. Students can take photocopies. The students can use 2 library tokens (cards). They could take 2 books at a time. They can keep the book for 7 days. Open Access systems is followed.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

0.29

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

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

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

238

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3 - ICT Infrastructure

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

Sri Sarada College of Education's success in the field of prospective teacher making with technology. Techno-pedagogy, techno assignment and digital practical exam solidify its spot as

One of the most technologically advanced teacher training institution in the society(city). Therefore, to satisfy the present demands of the new generation of teacher trainees. Three classroom is affixed with LCD projector and a computer. Our college has 15 computers and two laptops for teaching learning purposes.

All the desktops in the ICT classroom have access to internet and the entire college networking system is controlled by local area network document reader is used during instructional process to show images, hand-written materials and drawings. Individual user-id is created for all the students in the ICT lab.

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

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

1:4

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

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

B. 500 MBPS - 1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

#### 4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture

One of the above

### Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	<a href="http://www.saradacollegeofeducation.com">http://www.saradacollegeofeducation.com</a>
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

#### 4.4 - Maintenance of Campus and Infrastructure

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

1650667

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

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

The maintenance of all the learning resource centers and laboratories depends upon a complete responsibility of the stake holders.

The classroom contains LCD projectors, Computers, audio/video system, public addressing system, LCD screen, Desks and Benches, Steel/ Wooden almirah are to be safely maintained by faculty, students and subject leaders.

- The faculty and trainees of respective subject will preserve the teaching learning resources prepared by the trainees in the learning resource centers.
- ICT lab is maintained by the computer programmer including stock register and informs the management periodically about the needs and status of ICT lab.
- The trainees are allowed to use their own pen drives and access through the username and password

- The trainees must register their attendance and maintain silence in the lab.
- For the welfare of students and staff members a mini canteen is run by the management and also sufficient number of toilets for both students and staff separately are well and hygienically maintained.
- The students and staff with 2 Wheelers have been provided with decent parking shelters
- Fire extinguishers are well maintained
- Management provides a ramp for physically challenged persons
- Solar panel is also available
- Well maintain garden is in our campus

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://www.saradacollegeofeducation.com">http://www.saradacollegeofeducation.com</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls**

Nine or more of the above

**Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls**  
Indicate the one/s applicable

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

**5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

C. Any 2 of the above

File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

**5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

One of the above

File Description	Documents
Data as per Data template	No File Uploaded

Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
2	5

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

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

2

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

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

1

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>

Any other relevant information	No File Uploaded
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### 5.3 - Student Participation and Activities

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

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

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

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

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

6

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>

Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 5.4 - Alumni Engagement

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

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

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

None of the above

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

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

0

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

Any other relevant information	No File Uploaded
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5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The institution does not have registered Alumni Association.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

#### Vision:

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

#### Mission:

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

- To prepare the student-teachers for community service and national development.

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

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

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

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The college maintains complete transparency in its financial, academics, administrative and other functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels. All financial information and reports are prepared with complete transparency. Institution conducts internal and external audits on a regular basis. The management committee

adopts a systematic policy control of expenses and usage of funds. All financial transactions are checked by the financial consultants and internal auditors appointed by the management. External audit is done by a Chartered Accountant appointed by the management, once in a year. Our college management believes in setting up perspective plan for excellence in academic and infrastructural development. One of the perspective plans is the adoption of learner centric, constructivist teaching and learning pedagogical approaches. The college administrative functions are carried out by maintaining a good level of transparency. The management committee scrutinizes all the administrative processes and development of the institution. The academic performance, attendance and discipline of the students are well maintained and communicated to their parents.

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

## 6.2 - Strategy Development and Deployment

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

Our College Management believes in setting up perspective plan for excellence in academic and infrastructural development. One of the perspective plans is the adoption of learner centric, constructivist teaching and learning pedagogical approaches. This is drawn in the form of long term and short term goals in different aspects of college functioning. The teaching staff use Google meet, Whatsapp groups to communicate with the students. They also share their learning materials, notes, videos, power-point presentations through whatsapp groups. Although the college has been realize most of its perspective plans, noteworthy is the augmentation and renovation of infrastructure and increase in laboratory equipment and library resources. Our college has 10 classrooms, 1 seminar hall, 4 laboratories, 1 library, 1 technology hall, auditorium, playground and a computer lab with 15 computers with internet facilities.

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

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

Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The institution strives hard to achieve quality in all its academic and administrative aspects with the involvement of all stakeholders. The institutional governance, responsibility, delegation strategies are set in harmony with the institutional vision and mission. The organizational structure of the college facilitates its smooth functioning. Our College Administrative Body and Governance is comprised of our College management, Secretary, Principal and Academic Director. After discussion it decides the academic policy keeping in view the national policies in higher education, existing priorities and local needs. Regular feedback is also obtained from the alumni, students, parents and faculty members. The Principal, committee / cell in-charges and office staff, monitor and work together for the effective implementation of these policies.

File Description	Documents
Link to organogram on the institutional website	<a href="http://www.saradacollegeofeducation.com">http://www.saradacollegeofeducation.com</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

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

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

Due to the outbreak of COVID-19, all the educational institutions across the globe were closed. This brought far-reaching changes in the traditional educational practices. The distinctive rise of e-learning made teaching undertaken remotely on digital platforms. Due to this sudden transition, many challenges were faced by the teaching faculty of the institution.

The sudden transition to online teaching was a major concern, after the lockdown the teachers were asked to take classes using Google meet and WhatsUp group. The teachers organized webinars, meetings, celebrations and other programmes through Google meet to keep the students engaged and active. They developed e-content, power-point presentation to support the online learning of the students. The teaching faculties also participated in various international, national webinars, workshops conducted by various universities and got e-certificates. The teachers became acquainted with the usage of online-teaching and learning.

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

### 6.3 - Faculty Empowerment Strategies

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

- Our management sanctions Medical leave of 7 days per year with salary for teaching and non-teaching staff.
- Provident Fund, ESI, Maternity leave are in practice.
- Practice of encashment of un-availed CL by the faculty member is a welcoming feature of the management.
- Personal loans are given to staff at times of emergency.
- Staff club is run by the teaching staff, wherein teaching and non-teaching staff are gifted with a respectable amount in cash to mark the occasion of one's marriage / house warming ceremony etc., as a token of love and respect.
- The management recognizes the services rendered by the teaching staff for producing university ranks/ centum result in a special way by complimenting cash awards.
- The Management encourages the staff members for question paper setting, external examiner, and paper assessment.
- Duty leaves are given for faculty members for attending orientation, refresher courses, seminars and workshops.

#### Non-teaching staff:

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

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded

List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

0

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

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

2

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

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

2

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The performance appraisal system is an essential mechanism that helps to provide information for assessing professional skill, knowledge and behavior pattern of the employees. It also helps the management to identify the gap among the employees in their professional life. The performance appraisal system in the institution works towards the improvement of the overall organizational performance of teams and individuals. The performance appraisal system of the institution enables to develop and maintain high standards of performance by all, ensuring accountability, dedication and commitment and thereby contributing to the development of the institution. The performance appraisal system has also significantly helped in motivating the faculty and in analyzing their strengths and weaknesses, thus ensuring better performance. As per the direction of UGC and NCTE, our college has a performance appraisal system. Annual Appraisal Performa was submitted by the Teachers/Librarian/Office/Cell-in-charge to the IQAC which help in collation and cross checking of the information. Every teaching and non-teaching staff has to submit confidential reports to the Principal. Performance of Teachers is also assessed through student feedback, taken at the end of every academic session. Daily Notes Diary is also maintained by the individual staff and submitted to the Principal at the end of every month.

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

#### 6.4 - Financial Management and Resource Mobilization

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

I

**Internal Audit:** The management committee is the apex body to monitor the effective financial resources. The funds are optimally used and standardized auditing procedures are adopted to scrutinize the utilization of the same. The audited statements of expenditure and utilization certificates are checked by concerned agencies on time. Management adopts a systematic policy control of expenses and usage of funds. The college accounts are subjected to internal and external audit. Audit is done annually. All financial transactions are checked by the financial consultants and internal auditors appointed by the management. Office superintendent checks monthly cash ledgers. Accounts relating to funds from various

agencies are properly accounted, vouched and verified in the office and checked by the Principal.

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

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

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

0

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

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

The availability of funds is essential for the effective functioning of any organization but the mobility of fund is even more important. Even with adequate available funds, without the wise and planned usage and co-ordination, all the efforts taken for development will be in vain. Our college has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for infrastructure development, maintenance and for improving academic facilities. The college is an unaided and the management committee helps in the preparation, division, allocation and judicious utilization of fund. The main source of funds of our college is from our college management and from the collection of student's fees only.

Fees received from students are used for staff salaries, and are properly audited. By the optimal budgeting, planning allocation of the essential physical and academic facilities are augmented every year for students. Library services and other essential services are strengthened. Laboratories are augmented and IT infrastructure is increased. Number of academic workshops and seminars are organized. Guest lectures, field trips, industrial visits are organized for students. The management committee decides the policy and procedure for purchasing. Each and every transaction is supported by the vouchers.

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

## 6.5 - Internal Quality Assurance System

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

The institution strives to make quality as its defining feature. The vision of our college is to ensure a quality culture that is the defining characteristics of all the academic and administrative initiatives of the college. Due to the outbreak of COVID-19 all the educational institutions across the globe were closed. This brought far-reaching changes in the traditional educational practices. The distinctive rise of e-learning made teaching undertaken remotely on digital platforms. Due to this sudden transition, many challenges were faced by the teaching faculty of the institution.

The sudden transition to online teaching was a major concern, after the lockdown the teachers were asked to take classes using Google meet and whatsUp group. needs of the students were fulfilled by the whatsUp group. The teachers organized webinars, meetings, celebrations and other programmes through Google meet to keep the students engaged and active.

Due to the outbreak of covid-19, many webinars (State level and National level), Independence Day Celebrations, Teachers Day Celebrations, Republic Day celebrations, Spoken English programmes, Women's Day Celebrations were conducted through online mode (Google meet). AnnaiyarJeyanthi Celebrations, SirappuVazhipadu were conducted in our college campus and special speeches were delivered by our teaching staffs.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded

Any other relevant information		<a href="#">View File</a>
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**6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.**

Our college has undergone the 1st cycle of accreditation in 2013. IQAC, through discussions and recommendations, identifies the need of improvement towards teaching-learning and prepares a plan of action for upcoming session. Eight of our students got placements in various schools during the outbreak of covid-19 and pandemic situation. Academic performance analysis is made based on our academic results, research projects, research outcome, effective curriculum implementation and use of ICT- integrated pedagogical methodologies. Based on the analysis, the IQAC suggest constructive plans to institution with prescribed measures for internal quality enhancement. It makes recommendations for the institution to do self-evaluation and to set higher goals to meet new challenges. IQAC suggests innovative pedagogical methodologies like power-point presentations, field trips, old age home visits, special school visits, workshops etc., In addition to the completion of the curriculum through assignments, internal and model exams, seminars etc. After the conduct of internal and model examinations teachers analyze the marks obtained by the students and identify the unattained learning outcomes if any and make efforts to achieve them. IQAC promotes the culture of research among students by assigning research project works.

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

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

2

File Description	Documents
Data as per Data Template	No File Uploaded
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

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

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

IQAC plays a central role in assuring quality in all aspects of institutional functioning. The teachers are motivated to develop individual action plans. The teaching-learning process of the institution is made more systematic and accountable by IQAC. Planning the instructional delivery is through teaching plans. The teachers are encouraged and motivated to take up research projects to create a culture of research in the institution. Documentation and report-writing of all activities organized in the institution is done systematically by IQAC. During the Pandemic, measures were taken by IQAC for the smooth conduct of various academic activities in the institution. The transition to online mode by students and teachers was facilitated by IQAC. The activities of the different cells of the institution are encouraged to organize programmes that help in teacher preparation

The teachers became experts in delivering their lessons online through Zoom and Google meet. They developed e-content, power-point presentation to support the online learning of the students. Webinars and online FDPs were organized for teaching faculty of the institution. The teachers organized many seminars, webinars

for the students through online mode (Google meet). The teaching faculties also participated in various international, national webinars, workshops conducted by various universities and got e-certificates.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Sri Sarada College of Education for Women, Tirunelveli has facilitates for alternate sources of energy and energy conservation measures. The institution has solar panels and Bio gas plants to generate energy resource.

Solar panels are pollution free and no green house gases to be emitted, solar panels installed on the roof of our college building that used to generate energy and saves electricity occupation in college and college hostel.

It reduced dependence electricity and fuels/oils. The college and college hostels on campus are provided hot water through solar water heaters, thus saving a huge amount of electricity.

Biogas is environment friendly source, two biogas plants are installed that used to convert kitchen waste into a daily supply of cooking gas. The waste after gas generation is converted into manure used at campus gardens.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

The solid waste materials generated by agriculture practices and other means are used for vermicomposting manure produced, is used for organic forming. The campus agriculture is gradually becoming organic and synthetic fertilizers. The solid matters from the building construction are used for pavement of pathway and for bund making in the agriculture fields.

Liquid waste discharged in the campus by way of use from bathrooms, toilets, washrooms are disposed in a systematic way

through proper drainage system to drain out waste water to the outskirts pond. The drainage discharge collected along with rain water harvested in stored in a semi-perennial pond after a brief recycling by the installation of settling pond, which helps in reducing the potency of water pollution, which is optimally used for fish culture.

In the campus the students and teachers are very well sensitized about the adverse effects of e-wastes. E-source reduction is achieved through minor repairs os devices by the lab assistants and major repairs by technicians and reused. The re-writable CDs and USBs are only used.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

Three of the above

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

**7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution**

towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The creation of eco-friendly atmosphere is remarkable mission of the Eco-club. Giving training in nature conservation and Eco-development, giving awareness about de-forestation and global warming, preparing vermicompost pits, organic farming, planting saplings, visiting the natural ecosystem like local water bodies. Planting of plants and trees (both perennial & seasonal) inside the campus.

Involvement of students in gardening to create aesthetic sense. Rainwater tanks are constructed for harvesting rainwater to prevent soil erosion and meet the water requirements partially. The classrooms have proper ventilation and the natural illumination which reduces the use of electrical lighting, Usage of solar energy inside the campus reduces the dependence on conventional energy and conservation of electricity too. The glass windows of the classrooms facilitate the maximal utilization of natural light.

Measures have been taken to reuse the waste water from the hostels for cultivating animal feeds, kitchen garden with banana plantations. The campus is kept clean of natural wastes, e-wastes and plastic wastes through regular sweeping, wiping and cleaning of such waste. Seminars and discussions on current environmental issues. Fire extinguishers are strategically placed at multiple locations including the departments, laboratories, office, principal's chamber, auditorium, library etc. Safe disposal of laboratory wastes, practice of Green, Red bins for waste disposal. The college is declared as 'No Tobacco Zone'.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Four of the above

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

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

1550667

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

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

Sri Sarada College of Education for Women is always sensitive and emphatic towards social, environmental and community problem. From time to time the college organized various awareness programmes, vocational training and other services to society and community.

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

The college has been organizing different activities for students and local community to inculcate values of tolerance, harmony towards cultural diversities that made positive impact on society's cultural and communal through directly. The college there by celebrates lighting ceremony, patha pooja, National important days every year with great honour and respect.

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

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics**

C. Any 2 of the above

programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

### GREEN INITIATIVES

#### Goal:

- Reducing energy consumption, using renewable energy sources, and using sustainable practices
- The college is aware of its duty to educate the youth on the important of conserving the environment

#### The Context:

- The college is located in outer area of the Tirunelveli city.
- Areas of land along with its concern. With it scenic beauty, tranquil and serene atmosphere it refreshes the learners and completely conducive for education.
- The green campus initiatives will enable the institution to develop their campus as a living laboratory for innovation.

#### The practice:

- Rain water harvesting: The college is steadily working towards the creation of an infrastructure to facilitate rainwater harvesting on a large scale. The green grounds around the college building allow the rain water to percolate through the soil so that deep underground water reserve gets replenished.
- Evidence of success:
- Financial constrains remain the biggest problem for expensive green initiatives like rain water harvesting.

- Best practice :2

Value Based Education

- Goal:

- The Context:

The very purpose and main function of education is the development of an all-round and well

Balanced personality of the students, and also to develop all dimensions of the human intellect so

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

### 7.3 - Institutional Distinctiveness

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

The harmonious development of the Hand, the Heart and the Head is what is wanted for a fully

educated young generation of women each of whom will be a 'kamadhenu' which is a cow of

plenty and plentitude.

The girl who enter the portals of this temple of learning should leave it as "Nirai Nngaiyar" ( the

perfect women) enlightened with excellence in education and research.

The vision of the college will be accomplished by infusing spiritual, ethical and moral values in

the minds of the students of all disciplines. In our college, we provide an inclusive environment for the students from various cultural,

regional and socioeconomic background. Every year, we celebrate samathuva pongal, sakthi

pooja, annaiyar jeyanthi with the co-operation and active participation of all the students.

Every day we conduct prayer which include Verse reading, Daily Divine Digest, Thought for the

day, News, Thirukkural. Everyone participate in the above program conducted in prayer in turn

with full interest.

In our Institution, we conduct programs which promote the tolerance and harmony towards

diversities.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	No File Uploaded

