



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	N.V.K.S.D.COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr.B.C Sobha
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04651282130
• Mobile No:	9446969747
• Registered e-mail ID (Principal)	nvksdiqac@gmail.com
• Alternate Email ID	nvksdcollege@gmail.com
• Address	Attoor, Attoor P.O. Kanniyakumari District
• City/Town	Marthandam
• State/UT	Tamil Nadu
• Pin Code	629177
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural

• Financial Status	Grants-in aid				
• Name of the Affiliating University	Tamil Nadu Teachers Education University				
• Name of the IQAC Co-ordinator/Director	Dr.Devika.S				
• Phone No.	9497639612				
• Alternate phone No.(IQAC)					
• Mobile (IQAC)					
• IQAC e-mail address	nvksdiqac@gmail.com				
• Alternate e-mail address (IQAC)	iqacdocuments21@gmail.com				
3.Website address	http://www.nvksd.edu.in/education/index.php				
• Web-link of the AQAR: (Previous Academic Year)	http://www.nvksd.edu.in/education/pdf/aqar2019-2020.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.nvksd.edu.in/education/pdf/NVKSD_Calender20-21.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	81.50	2006	17/10/2006	16/10/2011
Cycle 2	A	3.32	2014	04/02/2014	31/12/2022
6.Date of Establishment of IQAC			31/07/2007		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	0	

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	6	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>* Faculty Development Programmes on "Publication Metrics" and "Academic Identity: An Overview" were conducted on 29th August 2020 and 14th September 2020 respectively by IQAC and Department of Library through online mode. * An online National Colloquium on National Education Policy 2020: The Game Changer of Indian Education was organised on 5th September 2020 was organised by IQAC in collaboration with Council for Teacher Education Foundation (CTEF), Kerala and Council for Educational Administration and Management(CEAM), Tamil Nadu chapter * A National conclave on Skill Enhancement for Capacity Building in the context of Higher Education research and launching of AIRIO, Tamilnadu chapter was organised by IQAC and AIRIO on 6thNovember, 2020. * An International Multidisciplinary Webinar on Virtual Pedagogy: A Catalyst For Effective Resource Management In Higher Education was organised by IQAC in collaboration with Council for Educational Administration and Management (CEAM), Tamil Nadu chapter from 11thFebruary to 13thFebruary, 2021. * An institutional strategic plan for 5 years was developed during May 2021 on seven different goals identified based on the vision and mission of the college. A research discourse on Strategic Preparedness to Publish in Top Level Journals was</p>		

organised by IQAC and AIRIO was organised on 26th June, 2021 through online mode.

Nil

Nil

Nil

Nil

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
<ul style="list-style-type: none"> To conduct faculty development programmes 	<p>A Faculty Development Programme on "Publication Metrics" was conducted on 29th August 2020 by IQAC and Department of Library through online mode. A Faculty Development Programme on "Academic Identity: An Overview" was also conducted through online mode on 14th September 2020 by IQAC and Department of Library. A faculty training programme on the usage of smart board was conducted on 23rd March 2021.</p>
<ul style="list-style-type: none"> To organise academic conclaves 	<p>An online National Colloquium on National Education Policy 2020: The Game Changer of Indian Education was organised on 5th September 2020 was organised by IQAC in collaboration with Council for Teacher Education Foundation (CTEF), Kerala and Council for Educational Administration and Management (CEAM), Tamil Nadu chapter A National conclave on Skill Enhancement for Capacity Building in the context of Higher Education research and launching of AIRIO, Tamilnadu chapter was organised by IQAC and AIRIO on 6th November, 2020.</p> <p>An International Multidisciplinary Webinar on Virtual Pedagogy: A Catalyst For Effective Resource Management In Higher Education was organised by IQAC in collaboration with Council for Educational Administration and Management (CEAM), Tamil Nadu chapter from 11th February to 13th February, 2021.</p>

<ul style="list-style-type: none"> To organize research enhancement initiatives 	<p>A research discourse on Strategic Preparedness to Publish in Top Level Journals was organised by IQAC and AIRIO was organised on 26th June, 2021 through online mode.</p>
<ul style="list-style-type: none"> To sensitise the community on issues of concern 	<p>Road Safety Awareness programme was held on 24th January 2021 to promote awareness on safe driving.</p>
<ul style="list-style-type: none"> To address societal needs to students 	<p>An awareness programme was organised for B.Ed I year students on 22nd March 2021 in collaboration with Tamilnadu Science Forum on creating awareness to cast vote through postal cards. A webinar was conducted on 5th June 2021, the world environment day in collaboration with Tamilnadu Science Forum to promote environmental consciousness through a talk on the topic "Fallen seeds to huge trees" with the aim of preserving indigenous plants. A webinar on Yoga for Respiratory Health and Immunity was conducted on 15th June, 2021, the International Yoga Day in collaboration with ISHA Foundation to create awareness on good health.</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>No</p>
<ul style="list-style-type: none"> Name of the statutory body 	
<p>Name of the statutory body</p>	<p>Date of meeting(s)</p>
<p>Nil</p>	<p>Nil</p>
<p>14. Whether institutional data submitted to AISHE</p>	

Year	Date of Submission
2020-2021	26/02/2022

15.Multidisciplinary / interdisciplinary

The institution plans to start four years integrated programmes and two years B.Ed. programme in parallel.

16.Academic bank of credits (ABC):

Institution takes initiatives for Academic Bank of credits.

17.Skill development:

Efforts are made to strengthen the life skills and digital skills of students. Institution conducts various training programmes for the development of life skills and 21st century skills. Training in life skills is given to the students through bridge course and citizenship camp. For M.Ed. programme life skill education is included as an elective paper. Training is given to the students in the preparation of teaching aids, art from waste, preparation of lotion, workshop on origami, training in digital skills like preparation of blog, powerpoint presentation, MS excel, statistical analysis packages are given to the children. Students undertake life skill related social project.

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

in the curriculum of B.Ed &M.Ed programme, Indian knowledge system is integrated appropriately. The legacy of ancient Indian Educational system and the philosophies of great Indian Philosophers provided better understanding of great educational tradition of India to the students.

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

The curriculum frame work of B.Ed and M.Ed has clearly defined the PLOs and CLOs. The teaching activities and assessment of students are in line with the learning outcomes. The teachers develop teaching plans for their courses concerned. The collaborative tasks, assignments, methods to be employed and enrichment of content to be given are planned unit wise. Efforts are taken to transform the curriculum to OBE.

20.Distance education/online education:

The teachers and students are given training in using various online platforms. Teachers use google meet, zoom, google classroom and

whatsapp to communicate and share learning resources with students. Students submit their assignment online and online tests are also conducted. Students and teachers are encouraged to do online courses in SWAYAM NPTEL. Separate period is allotted in time tabel for preparing online courses.

Extended Profile

2.Student

2.1 193

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 150

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 75

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

File Description	Documents
Data Template	View File

2.4 101

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 101

File Description	Documents
Data Template	View File

2.6	90
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	1869616
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	102
Total number of computers on campus for academic purposes	

5.Teacher

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

File Description	Documents
Data Template	View File
Data Template	View File

5.2	13
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 institution follows the provision of in-house meeting of curriculum revision. The Planning of the curriculum is done according to the vision and mission of the college, objectives of the programme, courses offered, feedback collected from stakeholders, government higher education guidelines, national requirements and

availability of resources. During the staff council meeting, faculty members handling existing courses provide information on the course and issues related to curriculum and transaction. A pre-board meeting is convened, analyzes the present curriculum and updates the societal requirements. The faculty members prepare curriculum for their subjects concerned and the member secretary consolidates the curricular aspects which are monitored by principal and senior faculty members. Finally the curriculum modifications are prepared and submitted before the Board of Studies for discussion. The Board of Studies finalizes the draft curriculum proposal and recommends the action plan for implementation of curriculum. Based on the suggestions of the experts in the Board of Studies and Academic Council, modifications are incorporated in the curriculum. Finally the curriculum is accorded and approved by the Academic Council after fine tune and ratified by the college Governing Body.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the 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	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.nvksd.edu.in/education/pdf/po-2020-21.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

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**

5

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://www.nvksd.edu.in/education/pdf/ncte.pdf

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

2

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

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

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

192

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

192

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

All of the above

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

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

167

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

167

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

The curriculum is transacted to acquire knowledge, skills, values and attitude to transform student teachers excel academically and compete professionally.

Fundamental understanding of Teacher Education

Suggested activities, assignments, seminar presentation, library hours, group discussions, brain storming, Citizenship Training camp, Socially Useful Productive Work and various other school-based activities during internship are provided.

Procedural knowledge for teachers at different levels

- Video analysis of micro teaching, demonstration and criticism classes contribute to develop teaching skills.
- Case study, social projects, psychology experiments, dissertation etc. help the students to develop enquiry attitude and problem solving ability.
- Technological skill is acquired through blog creation , online courses (NPTEL), preparation of video scripts, online submission of assignments, online test and ICT integrated curriculum transaction.
- Twin Internship programme helps student teachers apply the competency and skill in respective pedagogic subjects.

Preparation of achievement tests, tools and techniques for evaluation, school based activities, visit to special school, students' portfolio make them successfully complete the internship.

Skills and Competencies developed by student teachers

- Personality development, self-management, leadership qualities etc. are developed through life skill education programmes and citizenship training camp.
- Communication skills are developed through reading and reflection of text, language lab activities, text book review, thought for the day programme.
- Technological skills are provided through training in ICT and computer lab activities.

Observation and celebrations of festivals, national and international important days, extension and outreach activities develop various skills and competencies of student teachers.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Development of school system

- Theoretical knowledge about the development of school education system, functioning of different boards of school education and its differences are transacted through core courses, Education in Contemporary India for B.Ed. programme, History, Politics and Economy of Education, Level based specialization course for M.Ed. programme provides knowledge

about different levels of school education system. The internship programme for B.Ed. at middle, secondary and higher secondary levels provide knowledge about the various pattern of school education in India.

Functioning of various Boards of School Education

- During the internship the student teachers undergo practice teaching in State Board, Matriculation and CBSE schools. They visit, observe and interact with students and teachers of the school to understand the functioning of different board schools. Suggested activities of core course familiarize students with the functioning of school of different boards.
- They are also motivated to collect details of different educational systems and levels from internet sources and understand the variations in curriculum, syllabus and its functioning.

Assessment systems

- Theoretical and practical knowledge of the present practices in assessment and evaluation such as continuous and comprehensive evaluation, ranking system, grading system, are provided through discussions and workshops.

International and comparative perspective

The M.Ed. students get a comparative perspective on various educational related curricular and teaching learning aspects through the studies of related literature pertaining to dissertation work.

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

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

Various learning engagements provided by the institution make students gain wide range of curricular experience to make them ready for the professional field.

- The curricular activities such as micro teaching, observation of demonstration classes, criticism classes, seminars, workshops on preparation of lesson plan, teaching learning materials, construction of evaluation tools and twin internship programme and related activities help students to become better pedagogues.
- ICT related activities provided by the institution help the students to become technologically competent individual.
- Thought for the day programme, language lab activates, group discussions, club activities, reading and reflection of texts, bridge course and other activities help students to become better communicators.

Various co-curricular activities like life skill education programme, workshop on drama, Socially Useful Productive Work , citizenship training camp, club activates, education field trip, school based activities, extension and outreach activities mould the student teachers as better leaders, facilitators, mentors, socially responsible individuals.

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

1.4 - Feedback System

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

All of the above

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

90

2.1.1.1 - Number of students enrolled during the year

90

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

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

71

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

71

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

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

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.

An interaction with the students was conducted at the time of admission in order to identify the students interest in joining the professional course. It was followed by certificate and documentary verification of the students to get an idea of their achievement. Students profile was collected at the time of admission to analyse

their area of interest and weakness. Entry behaviour test was conducted to the students in the first day of the commencement of the programme. The test comprises of five dimensions including general knowledge related to education, interest in teaching, teaching aptitude, teaching profession and teaching skills. Based on the analysis of the test results, activities are planned for the academic year. An induction programme was organised for the students to bridge the gap between the academic and professional course. Faculty members, alumni and other resource persons interact with the students in-order to equip them with their professional competencies. It helps the students to warm-up for the present course.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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

All of the above

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when 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	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

16:1

2.2.4.1 - Number of mentors in the Institution

12

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

2.3 - Teaching- Learning Process

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

Multiple modes of teaching are adopted by the teachers for catering to the varied learning styles of students. Moreover it helps to create a more exciting and encompassing learning environment for students. Major modes of learning adopted for B.Ed. and M.Ed. programme include Seminars, brain storming, participative learning, lectures through visual presentation, online and offline assignments, group discussion, jigsaw technique, collaborative learning and online teaching. The teachers adopt these strategies depending upon the nature of the subject, students and class room environment. Learning through multiple modes reinforces knowledge comprehension and development of skills among student teachers for maintaining novelty in class room and improving quality of learning multiple modes of teaching adopted by the teachers. Due to covid pandemic, teachers adopted various online platforms for the teaching learning process.

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

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

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://www.nvksd.edu.in/education/lms.php
Any other relevant information	View File

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

188

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

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

Three of the above

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

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

The college provides continuous mentoring for developing professional attributes in students. Development of teacher personality among student teachers is ensured through different activities. Students were provided opportunity for working in teams through group discussion, group project, group assignment, citizenship training camp. These group activities intern develop leadership qualities among student teachers. Student's diversities are identified based on the examination marks, peer tutoring. For keeping the student teachers abreast with recent developments in education webinars are organized. For developing a positive attitude towards teaching induction programme is organised in the beginning of the course. In induction programme life skill training is also given to student teachers.

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

Four of the above

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

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

The college designed curriculum that nurtures creativity, innovativeness, intellectual thinking skills, empathy and life skills.

1. Intellectual and thinking skills

Brainstorming session

Brainstorming is conducted periodically for students that promote divergent thinking and to foster creativity and thinking ability of students.

Discussion

Group discussion is used for curriculum transaction to promote thinking skills of students

Seminars and assignment

Seminars and online assignments are given to students to increase the thinking capacity.

Thought for the day programme

Thought for the day is conducted during morning assembly. Students are encouraged to present thoughts on different themes.

1. Life Skills

Life skill programmes are organized for students to work in groups and promote tolerance, team work, time management and conflict

management.

Self-awareness and self-management training sessions were conducted periodically to develop personal skills.

Social skills development programme

It was organized periodically to enhance social skills of students

Communication skills

Training on LSRW, verbal and nonverbal communication skills were given periodically to improve their communication skills.

Stress management programme

Stress management programme was conducted to help the students to manage the stress and strain

Cleanliness programme

To highlight the dignity of labour, Campus cleaning campaigns were conducted.

Citizenship training Camp

Five day residential camp is organized to develop civic sense and responsibilities, social skill of student teachers.

Celebrations of national important days and festivals

National important days and regional festivals were celebrated to help students to understand the diversity and rich culture of the country and develop integrity.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed

Seven/Eight of the above

activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

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

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

Ten/All of the above

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

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	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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

Four of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

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

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

The College plans the internship programme systematically to shape the student teachers into effective teachers of tomorrow. For organizing the internship programme, first list of schools is prepared based on the convenience of students. Selection of schools by the students is done using Google form. Then permission from the head of the schools is sought regarding the number of students to be admitted in each school, using prescribed form. After this permission from CEO is sought for conducting internship in selected schools. Students are sent to the schools for collecting timetable and syllabus. Orientation regarding the activities of internship is given to the headmasters and teachers of selected schools. Orientation is given to the students regarding their duties and

responsibilities in school. The student teacher should correct their lesson plans and teaching aids and get the signature of the concerned teacher educator before going to the school. The performance of the students during internship is assessed by the teacher educators, mentor teachers, head of the institution and the peer group using the teaching assessment scale. The students are asked to post their daily experience in blog and to submit a comprehensive report of school based activities.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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

99

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
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**

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

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

The college adopts effective monitoring mechanism during internship programme. The concerned mentor teachers in the school observe the classes of the student teachers and provide their suggestions. The feedback of their teaching is provided in the assessment scale. The concerned subject teachers observe the classes and suggestions are given to the students teachers immediately after observation. The comments and suggestions are written in the students record and observation diary. The principal of the college visit the practice teaching schools observe the classes and gives suggestions. The classes of student teachers are observed by a peer of the same optional subject or any other subject. Their observation is noted in the Performa for peer observation. The headmaster of the school also assess the teaching of student teachers.

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

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

Three of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	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 activities of schools Regularity, initiative and commitment Extent of job readiness

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	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	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

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

12

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

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

15

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

15

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

Every year faculty development programmes are organised by the management to update the recent developments in Education and Research and to enhance the teaching skills and research skills of faculty members. In this regard two faculty development programmes namely Publication Metrics and Academic identity were conducted to enhance the knowledge on publication of articles and creating academic identity in various online databases. Teachers put forth efforts to keep themselves updated professionally to improve their skills by attending refresher courses, short term courses in education and participated and presented papers in various seminars. After attending seminars teachers share the information with colleagues. Teachers served as resource persons and gave talks on various themes related to Education and Research in various institutions and also served as doctoral committee members in colleges and universities.

File Description	Documents
Documentary evidence to support the claim	View File
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

N.V.K.S.D.College of Education, an autonomous college affiliated to Tamil Nadu Teachers Education University has a standard process of internal examination system in the college. The institution follows Continuous and Comprehensive Evaluation with Choice Based Credit and Semester system(CBCSS).Internal and external evaluation are conducted for theoretical and practical components in each semester for both B.Ed. and M.Ed. The Internal Assessment is done through online assignments, seminars, suggested activities as specified in the syllabus and internal examinations - Open book Examination, Online examination and mid semester examinations. The seminars and assignments are evaluated using rubrics concerned. Internal and external evaluation is conducted for 30 and 70 marks respectively .For internal Evaluation, out of the 30 marks,5 marks for seminar,5 marks for assignment,10 marks for suggested activities and 10 marks for internal examination. The average of the scores obtained in the Openbook exam, Online exam and Mid semester examinations are calculated for assigning the scores for internal examination. The schedule of the internal examination is decided at the beginning of the session, and is included in the academic calendar. The exam schedule is intimated to the students through notices, exam whatsapp group and through academic calendar.

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

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

Five of the above

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

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

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

The mechanism for grievance redressal related to examination is made effective through grievance redressal at 3 levels. In level 1 grievance redressal is by the concerned course teacher. In level 2 grievance redressal is by a committee including course teacher, mentor teacher (tutorial teacher) and staff advisor. In level 3 the grievance redressal is by a committee including the principal, controller of Examinations and dean. The internal marks is communicated to the students before the end semester examination. If any student has a grievance regarding internal assessment he/she has to approach the concerned course teacher. If this grievance is not resolved , he/she has to approach the higher level committees. There is provision for redressing grievances related to external examination. If there is any grievance regarding the result of end semester examination there is provision for obtaining photo copies of answer scripts, retotalling of marks and revaluation by remitting the fee prescribed by the college. The candidates who secure a minimum of 18 marks in the external examination only can apply for revaluation, For this they have to submit an application along with prescribed fee, within 10 days of the publication of the semester result.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
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 academic calendar is prepared by the college. The college tries its best to adhere to the academic calendar for conducting internal evaluation. Internal evaluation for each course is based on tests, assignments, seminars and suggested activities as specified in the syllabus. Teaching competence is evaluated by observing the classes by the teacher educators. The institution adheres to the academic calendar through the following methods:

1. Internal examination schedule of a semester is prepared in the beginning of each semester by the COE office and is incorporated in the academic calendar.
2. The activities to be completed in a month are discussed in the staff meeting.
3. The monthly action plan for the conduct of internal evaluation is prepared as per the academic calendar.
4. Messengers are sent to the teachers and students about the evaluation activities scheduled for a month.
5. The question papers for the midterm examination, online examination, open book examination are scrutinized by the controller of examinations or examination committee and examinations were conducted as per the data given in the academic calendar.

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 college aims at producing high quality teachers with leadership qualities, professional commitment and academic excellence providing enlightenment, enrichment and empowerment to the budding teachers. The PLO's and the CLO's are reflected in the vision of the college , ie "Gnana, Dharma, Sneha". The vision of the college is to become a

centre of excellence in the field of teachers education by providing opportunities through knowledge, righteousness and love. The PLO's and CLO's also reflected in the mission of the college and the college prayer. The teaching learning process of the institution is aligned with the stated PLO's and CLO's. Certain activities which help in the realization of PLO's and CLO's include thought for the day, microteaching sessions, demonstration classes, peer observation classes, internship programme, gardening, cleaning the campus, co curricular activities, citizenship training camp, awareness programmes etc. For identifying their leadership qualities student teachers was given various responsibilities. The reflective session after internship programme help them to understand their strengths and limitations. Evaluation of internship programme by the headmaster, mentor teacher, teaching educators and peer teachers enable the student teachers to rectify their defects and improve their teaching skills.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	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 curriculum for the B.Ed programme is designed to mould teachers who are professionally competent and capable of meeting the challenges in the society. The course learning outcomes are decided in such a way as to obtain the broad programme learning outcomes. The PLO'S, CLO'S, the instructional strategy and assessment tasks followed by the institution complement each other to ensure the

attainment of professional and personal attributes of student teachers. The attainment of CLO for B.Ed and M.Ed is assessed through seminars, online assignment, tests and suggested activities. The internal assessment enables the students to test their attainment of course learning outcomes, which in turn helps to test the attainment of programme learning outcome. The professional development of student teachers is monitored through various practical components such as internship programme, microteaching, demonstration classes, peer observation classes, school based activities, yoga, physical education etc. The constant feedback given by the faculty motivates the students to enhance their performance. Thus the progressive performance of students and attainment of professional and personal attributes is in line with the PLO's and CLO's.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
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

99

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

When the students join for the B.Ed programme their entry behavior is identified through an entry behavior test. The learning needs of the students are identified in the first week itself. Initially identified learning needs include development of communication skills, self-confidence, techno pedagogical skills, leadership quality, class management skills etc. These learning needs are catered through a variety of programmes. These programmes include induction programme, bridge course, microteaching classes, criticism class, ICT training, internship programme, organization of camp, competitions, thought for the day programme etc. The college follows its own mechanism for the assessment of student teachers. The various assessment tasks for the internal assessment include tests, seminars, online assignments suggested activities and practical activities. The professional competencies of student teachers are developed through yoga for professional excellence and dramatics and Arts in Education. Through internal assessment students get feedback about their performance. The college organizes special programmes for enhancing communication skills, self-confidence, life skills, leadership quality etc of student teachers. Opportunity is provided to participate in seminars, lectures, competitions organized by the college and inter collegiate competitions. Extension programmes like rallies, awareness programmes, environmental education, working with community etc, sensitize them about social issues. Citizenship training is given through citizenship training camp.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

1

File Description	Documents
Sanction letter from the funding agency	View File
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

Four of the above

File Description	Documents
Data as per Data Template	View File
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	View File
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

One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
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

3

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

1

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

11

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

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

192

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

192

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

192

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

The institution relentlessly striving towards the fulfillment of its vision and mission by transforming students into sensitive and responsible citizens who have social responsibility. The college has been continuously engaging in extension and outreach programmes in collaboration with government and non-government organisations. During COVID 19 lock down the institution has taken COVID preventive initiatives by distributing facemasks, hand gloves, sanitizers, immunity booster medicines recommended by AYUSH, food and other refreshment to COVID frontline workers. COVID preventive materials were distributed to school education department for the Public exam paper evaluation camp. Relief materials were provided to Containment zones. For the service during pandemic, the institution got lot of appreciation from police department, Panchayat, National Cadet Corps, Health Department and Public. The institution also have conducted awareness programmes such as road safety awareness, vaccination awareness to the public. Nationally important days like World environmental day, International Women's day International Yoga day and National Voters day were celebrated by involving the students through various activities. Our students have prepared various COVID-19 awareness videos and uploaded in social media for public view

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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

7

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

7

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

0

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

Three/Four of the above

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	No File Uploaded
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

The college facilitates sufficient infrastructure accessibility as per the requirement of the university and needs of the students. There are adequate number of classrooms, laboratories, reading room, library and other facilities for the execution of teaching-learning process.

The classrooms are well-equipped with green boards, comfortable furniture and Wi-Fi facility. A seminar hall and an auditorium are available with adequate seating capacity where workshops, seminars and conferences are organised. The ICT facilities like projector, smartboards and smart classrooms are available to enhance the quality in teaching learning process.

There are well-equipped laboratories for carrying out curriculum-oriented activities such as Psychology Lab, Computer Lab, Language Lab, Mathematics Lab and Science Lab. Resource Centres such as Art and Craft Room, Computer Lab and Physical Education Room with adequate facilities.

The college has computers with Wi-Fi connectivity which are installed in computer lab, library and administrative office. The

computer labs are well furnished with a server, LAN connection, internet and Wi-Fi facility.

The college provides adequate facilities for sports. There is a well-maintained playground for conducting outdoor games and also provisions for indoor games.

There is a gymnasium in the college utilized by the students and yoga activities are conducted on a daily basis.

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

10

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.nvksd.edu.in/education/pdf/geotag.pdf
Any other relevant information	No File Uploaded

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

5.746

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

4.2 - Library as a Learning Resource

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

The integrated Library management software INFOLIBRARY (web version 13.0) was used from 2007. It customizes and manages the library with the following modules: Master, Accession, periodicals, Member, Circulation, Transactions, Digital Library, Tools, OPAC, Reports and Permission. It used to help controlling the resources better and serve the faculty members, students and scholars in an organized manner. The master resources are entered with details of department, resource category, resource group, subject, language, country, periodicity, binding type, etc. Accession Details of books, back volume, Thesis and multimedia. Periodical master, periodical subscription and periodical issue and indexing. Member registration, member promotion, individual fine, common fine, and fine receipts. Issue, Return, Renewal, and Reservation. Transactions include Lost/damage register, recovery register, stock withdrawal /recall register, login register, barcode scanner, and login register-manual entry. Digital library E-resources, question bank and syllabus. Tools module include Return alert, year end process-stock verification, Letter Register, message banner, and software setting. OPAC with Search using Title / Author / Subject / Keywords / Accession number, Boolean Operators, Wild Card Matching. Reports module with Book details, multimedia, back volume, thesis, periodicals issue, periodical indexing, issue details, return details, renewal details,, all resources in circulation, expired due date resource details, member fine details, login register, missing resources,, library statistics, barcode and call no labels, no due certificate, top no of issued books, top no of issue member list and member details.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://library.nvksd.edu.in/
Any other relevant information	View File

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

The institution has remote access to library resources which students and teachers use frequently. The college library serves as a gateway of knowledge for the prospective teachers by providing a wide spectrum of books to ignite their minds and to develop their reading habits. The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (N-List) consortium (A Component of E-Shodh Sindhu). N-List provides access to 1,64,309 full text e-books, 6150 full text e-journals and two databases. All the e-resources can be accessed locally within the campus as well as through remote means. Also the KOHA library software is installed in the library. The Koha web OPAC cum remote access catalogue has been enabled and can access anywhere in the world. The faculty and students of the institution search for the needed resources through KOHA software from remote access.

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

All of the above

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

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

0.71876

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

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

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

71

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://library.nvksd.edu.in/ledger.php
Any other relevant information	View File

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

One of the above

File Description	Documents
Data as per Data Template	View File
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

The college provides a wide range of ICT facilities for executing academic and administrative activities in an efficient and transparent manner to meet the challenges in this digital era. There are adequate number of computers, printers, scanners, smartboards and interactive boards to help students and faculty to carry out academic activities effectively. There is a well established mechanism for upgrading and deploying ICT to ensure effective

teaching-learning process. Every year, sufficient budget is allocated by the college management for upgrading ICT facilities. Technical staff is appointed for maintaining hardware and ICT infrastructure in the campus. Formatting of computers and timely replacement of hardware is done. Also anti-virus is installed periodically. However, for any major damage, computer technicians and service providers are hired. Free Wi-Fi facility is provided to all stakeholders. The library is fully automated with InfolibRARY and KOHA software and operates under Open Access System which gives a user friendly interface for accessing e-resources. The college has subscribed INFLIBNET-NLIST and Bio-metric and Barcoding facility.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

4:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

E. < 50 MBPS

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

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
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)

29.26513

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

There is an established system for maintenance and utilization of all facilities. Cells and committees function to monitor physical, academic and support facilities.

Adequate budget is sanctioned by the management to maintain infrastructural facilities. The furniture is repaired regularly. Electronic gadgets are regularly serviced. Free access to internet is provided to faculty and students.

Classrooms have adequate infrastructural facilities and maintenance works are carried out under the supervision of maintenance staff.

Laboratories function with necessary materials, apparatuses and equipments. Computer laboratories have adequate number of computers loaded with latest antivirus software. Library is well maintained and library resources are updated with addition of books and journals. Library has Wi-Fi connectivity and reader's surveillance camera. Department library is also maintained.

Electric and plumbing work is done regularly. During disruption of power supply, diesel generator functions. Sports facilities including both indoor and outdoor are made available. Maintenance of sports courts, playgrounds and gymnasium is done regularly.

Maintenance committee looks after general cleanliness and support facilities like safe drinking water, clean washrooms etc. Green cover of the campus is well maintained by the gardeners. The regular maintenance and cleaning of classrooms, laboratories, seminar rooms, library etc. are done by supporting staff.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
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

All of the above

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Five or more of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
26	100

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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).

57

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

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

3

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

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

Due to COVID pandemic, student council election was not conducted. Hence Student Council of this year was constituted by retaining two members of the previous year's Student Council and the remaining members were the class representatives selected from the concerned optional subjects. From these members, Chairman, Vice Chairperson, Secretary, Joint Secretary, Arts Secretary, Sports Secretary and Magazine editors were selected. The council is responsible for looking into most of the student activities on campus including clubs, union activities and festivals.

The student council participates in institutional decision-making process and academic programs, conveys opinion to administrative bodies, organizes educational and recreational activities for students, develops opportunities for personal and academic growth and addresses students' needs.

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

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

5

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

5.4 - Alumni Engagement

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

Alumni take part in the induction programme to motivate the freshly enrolled students, conduct Demonstration classes, Serve as resource persons and Board of studies members (Meeting held on 20th August 2020), Question paper setters and examiners (Dr. Ravi Chandran, Assistant professor, Government College, Pudhukkottai, Dr. Merlin Sasikala (Assistant Professor, Alagappa College of Education), Dr.Padmarekha, Dr.Lenin, Assistant Professor, Manonmaniam Sundaranar University). They also donate books for the books donation programme conducted by our Library. Financial Contribution of alumni is another support to students.

Participate in curriculum development by expressing their suggestions on curriculum and provide their feedback on curriculum by evaluating it and participate in in-house planning. Conduct mentoring in practice teaching schools, evaluate students during theory and practical examination. Alumni mentors act as role models for the students, and guide to build self-confidence in their future career. The mentors also offer career guidance, advice on significant courses and field work, encourage in academic program, and make professional contacts. They boost the self esteem of the mentees through supportive discussions. Alumni provide support to the students by motivating and identifying their unique talents, interests and potentials.

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

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

All of the above

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

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

Nil

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

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

Alumni offer mentoring and coaching to develop special talents, skills and abilities among the current students which play a role in their career success. By observing excellent role models with robust skills and talents, the students get an opportunity to hone special talents needed for their later life. Alumni provide support to the students by motivating and identifying their unique talents, interests and potentials during workshops where they serve as resource persons.

File Description	Documents
Documentary evidence in support of the claim	View File
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.

The Institution meticulously follows its vision and mission in producing committed teachers to serve for the development of the country. The Governance of the Institution goes hand in hand with the vision and mission of the Institution. The institution functions in compliance with the directions of U.G.C., Higher Education Commission, Government of Tamil Nadu and Tamil Nadu Teacher's Education University, Chennai. The institution is governed by N.V.K.S. Educational Society. Four statutory bodies are formulated as per the guidelines for autonomous colleges in 2014 for academic, administrative and financial management of the institution - Governing body, Academic council, Board of studies and Finance committee. The perspective plan of the Institution is developed by its vision, 'Gnana, Dharma Sneha'. The institution has identified six core areas based on the vision and mission for strategic planning such as Academic Excellence, Research Excellence, Collaborations, Philanthropic Outreach, Environmental Sustainability, Infrastructural Augmentation and Holistic Development. The Institution ensures participatory governance and emphasises on collaborative administration by incorporating all its stakeholders

in the decision making process. The effective representations of students in the governance through various decision making bodies provides more transparency. The participatory mechanism followed by the institution and the responsibility bestowed upon various levels enhances the governance of the institution.

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

The institution practices decentralization by sharing the responsibilities by various positions such as Member Secretary, Controller of Examinations, IQAC Coordinator, Research Coordinator, Director of Physical Education, Librarian coordinated by the Principal. The combined effort, involvement and cooperation of Management, Principal, staff, students and all stakeholders in devising and implementing decision making policies in academic and administrative affairs have a major role to play in building an institution with higher standards.

The principal serves as head of the institution takes policy decisions related to academic and administration in consultation with management and members of different committees. Various committees and cells are represented by teaching faculty and administrative staff. All policy decisions related to academics and operational are based on unanimous decisions of various stakeholders of academic and administrative level. Work profile specifying roles and responsibilities has been chalked out and issued to ensure accountability and transparency. Student council meetings are held periodically to review the academic and non-academic activities of the college. The opinion of the student representatives are discussed in IQAC to make necessary changes. The roles and responsibilities of the students in various clubs and committees reinforce the practice of decentralization. Administrative

staff of the institution also represents in various committees, suggestions and opinions of Administrative staff are considered while taking decisions.

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
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.

Institution practised transparency in financial, academic, administrative and other functions. The institution has installed financial account automation software. Income and expenditure undergo financial scrutiny at various levels including management, governing body and finance committee that ensures transparency. Annual internal audit by chartered accountant and external audit by Regional Joint Directorate office, Tirunelveli are carried out. Financial transactions are done through cheque and NEFT, cash books, vouchers, financial statements and balance sheet are maintained. Aquittance register for staff are maintained. Salary for aided staff is through IFHRMS.

Curriculum is framed and approved by statutory bodies. Institution strictly adheres academic calendar that details various activities in advance. Entire academic plan is explained to students during orientation programme by Principal, faculty and is distributed to students and uploaded in website. Question paper setting and evaluation of answer scripts are done by external examiners. Internal marks are uploaded in the students portal before end semester exam. Result is published in college website after approval of passing board.

Faculty recruitment is as per university and Tamilnadu Government norms. Details of the faculty members are uploaded in website. Institution follows the NCTE, Govt. of Tamilnadu and University norms for admissions in various programmes. The institution has a transparent and concrete administrative system. Details of the programmes offered along with the eligibility, fees structure, prospectus, curriculum framework and admission procedure are uploaded in website. Recruitment process of staff, code of conduct of the staff members are clearly framed and notified. Information

related to academic, non-academic and other events are communicated through circulars and notice.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
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

N.V.K.S.D.College of Education has formulated a perspective five year strategic plan in compliance with our Vision and Mission, to strive towards excellence in teaching and learning by flooring an exemplary system of education. To accomplish the targeted strategic plan, the efforts are meticulously planned accordingly. The desirable outcome of the strategic plan for holistic development is conceptualized through the following initiatives:

National Conclave on NEP-A host of academia across the nation shared their views on the gaming changing policy of education-the NEP 2020.The conclave architected in building a sound base on the new policy that worked out well in developing professional, personal and institutional development . Students, Teachers, Research scholars from our college and various other institutions participated in the conclave.

National webinar on Virtual pedagogy-An interactive national webinar on virtual pedagogy during the days of pandemic helped handling the unprecedented experiences and created new avenues in teaching and learning .The academic morale of the educationists were boosted to strengthen their sprits by helping them to acquaint themselves with the various innovative Pedagogical skills ,tools and techniques and the application of virtual pedagogy in the real scenario.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.nvksd.edu.in/education/pdf/strategic-plan.pdf
Documentary evidence in support of the claim	View File
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.

N.V.K.S.D.College of Education has a well-designed organisational structure, maximizing stakeholders participation in various academic and administrative endeavors for the meticulous accomplishment of our enshrined vision and mission. Our college is steered by N.V.K.S.Educational Society, a registered society. Distinguished team of educational enthusiasts helmed by President and secretary govern the fundamental affairs of our institution. The Governing Body, the apex policy making body of the Institution with its members comprising eminent educationalists, philanthropists and industrialists ensure effective management of the Institution and plans for future development. The statutory bodies, Academic Council, Board of studies and financial committee reviews and contribute to the progress of the college and offers suggestions for improvement. The Planning and Evaluation Committee under the guidance and leadership of the secretary along with the Principal plans and looks after the affairs of the Institution. The institution also teams up with one of its loyal supporters, the Alumni Association to establish iron bounded networking which stabilises its growth toward excellence. The daily routine academic and administrative responsibilities are delegated by the IQAC, the controller of examinations, the faculty, the administrative staff and the various other academic committees including the research and the examination committees under the efficient headship and supervision of the Principal. The neatly layered student support system, which is a hardcore stakeholders' friendly mechanism establishes cordial liaison through PTA, Student advisory committee, student council, grievance redressal cell, anti ragging cell, harassment and complaint committee, career placement cell, co curricular committee and financial assistance committee.

File Description	Documents
Link to organogram on the institutional website	http://www.nvksd.edu.in/education/pdf/organo.pdf
Documentary evidence in support of the claim	View File
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

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

In the IQAC meeting of the college held on 20-08-2020, it is decided to conduct classes through online during the pandemic period. Based on the decision the teachers have created whatsapp group, google classroom, google meet and zoom platforms for conducting classes and sharing resources. Special timetable is prepared for online classes and exams were conducted through online. Students and teachers are directed to take up online courses in SWAYAM NPTEL, a mentor mentee whatsapp group was formed and students were prepared for exam.

The deciiion of the IQAC helped the teachers and students to expertise themsilves using online resources and handling learning management system. .

The office of Controller of Examinations has resolved to conduct the exams through online due to covid-19 pandemic as directed by Tamilnadu Teachers Education University..Mock online exams were conducted for practicals and theory to overcome the fear of online semester exams and to familiarise students using technological devices.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

The institution implements effective welfare measures for teaching and administrative staff by availing all government schemes such as maternity leave, medical leave, study leave, EPF, gratuity, CPS, festival allowance, on duty leave for seminars and conferences, permission to attend FDP, orientation programmes, refresher courses, short term courses etc. A health clinic in tie-up with Retna Multispeciality hospital is located within the campus and a nursing staff is available during working hours on all days. Staff members can visit the clinic for medical assistance and basic medicines are provided free of cost. Fee concession of 50% for the children's education of teaching and administrative staff is provided in the model school of our institution run by the same Management. The organisation climate is congenial and the faculty are provided with spacious staff room with individual computer and internet facility. Wellfurnished office, air conditioned seminar hall, rest rooms and facilities like purified water, cafeteria and mess facilities.

Faculty development programmes are organised by the college for the professional development of the faculty. Faculty members are encouraged to attend orientation and refresher courses and necessary support is provided for their Ph.D programme.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

Nil

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	No File Uploaded

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

7

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

15

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
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 institution has an excellent performance appraisal system that works towards the improvement of the overall performance of teams and individuals for ensuring the achievements of the organizational vision and mission. Performance of each faculty is assessed by self-appraisal assessment of teachers that focuses teaching learning and evaluation, co-curricular activities, extension and professional development, research and development, research guidance and editorship of journals. Based on the performance appraisal, the Principal after scrutinizing in consultation with the management, provides training programmes and opportunities for the faculty to fill the gap. The performance appraisal system is followed for administrative staff to the enhancement of quality of work, the performance of the staff is assessed by the principal using the self-appraisal on different levels such as Professional Competence, Quality of Work, Interpersonal Skills, Planning & Organization, Decision Making, Initiative, Safety Measures, Team work and overall performance. Based on the assessment, capacity building programmes are arranged for their professional development.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

The institution conducts internal and external audits regularly. The internal audit is carried out by the administrative staff of the institution by collecting the cash book, vouchers and receipts of online transactions. After collecting the documents, they file it under different heads. The external annual audit by chartered accountant is done and the balance sheet is prepared. Another external audit by the government is done by the audit section of Regional Joint Directorate office, Tirunelveli. They prepare the audit report and submit to Audit General Office.

There is no audit objection for the institution from external audit office.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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 institution utilize the fund received from different sources effectively for the development of infrastructure, maintenance, enriching academic facilities and philanthropic outreach activities. The different sources of funds are

- Funding by the Management
- Fees collection from the students
- UGC grants
- Donation by Alumni

The main source of income is provided by the Management by taking care of the smooth functioning of the institution.

The funds received are utilized for the maintenance and infrastructural augmentation, salary expenses of unaided staff, fuel expenses for generator, financial support to faculty for attending seminars and conferences, purchasing of library resources, curricular and cocurricular activities, students welfare, organizing seminars, conferences, FDP and orientation programmes, publication expenses, hospitality, philanthropic outreach and miscellaneous.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 IQAC is playing its conducive role in quality sustainability and improvement within the institution by consistently striving to institutionalize quality assurance strategies. It is taking initiatives in conducting varieties of academic endeavours that includes academic conclaves ,faculty development programmes, hands on experience programmes and is attempting to expand the horizons of our learners towards multiple learning .The IQAC convenes meetings , submitting the AQARs to NAAC, collecting feedback in appropriate forms from different stakeholder categories, analysing the same and using it for qualitative improvement and also organising Academic and Administrative Audit and has initiating follow-up action as per the suggestions and recommendations of the evaluators. The Board Meetings were conducted to update the curriculum as per its relevancy and requirements. The teachers are encouraged to attend educationally relevant programmes to equip themselves to approach the digitally enriched advanced contemporary learners.

IQAC has developed a quality policy concerning teaching learning, participatory planning and good governance, student support services, capacity building, ICT, public information, accreditation and auditing, stakeholders feedback, grievance redressal mechanism, promotion of research and extention, equity and inclusion,commitement towards nation, code of conduct for students, teachers and administrative staff.

IQAC take efforts in implementing green policy and green protocol within the campus and insist all the stakeholders to practise it.

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

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.

The IQAC reviews the teaching-learning process through various

strategies. The feedbacks from students, mentor teachers, teacher educators and the headmasters of the practice teaching schools are collected and analysed to help the learners to become confident in their teaching competency. The initiatives like academic and administrative audit which was conducted to analyse the teaching-learning process, collecting feedbacks from students and analysing it and implementing Mentor-Mentee system to study about learning process were undertaken.

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

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

Nil

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.nvksd.edu.in/education/pdf/minits-20-21.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.nvksd.edu.in/education/pdf/aqar2019-2020.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• 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

Incremental improvements achieved since the previous accreditation in the institution include the following.

Improvements in Examination and Evaluation and introduction of new courses through autonomy

- Our institution has achieved autonomous status.
- New courses including value-added courses, self-study courses were introduced.
- Online Assessment through online assignment, online examination and Open Book Examinations are conducted

Improvements in Research and Development

- Our institution has become a recognised research centre of the university.
- Doctoral Committee meetings and research colloquiums are

conducted regularly.

- Research publications in the form of abstracts and compendiums
- Online course initiated. Our institution is the Local chapter for SWAYAM -NPTEL Courses

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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.

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

The institution is committed to activities that promote the use of alternate energy sources. Installation of solar panels was an important action aimed to meet the power requirements of the institution.

Energy Conservation Measures:

Energy Conservation is practised in variety of ways such as

1. Promoting non-conventional energy by use of solar panels
2. Saving energy by use of LED lights
3. Developing energy consumption by use of energy efficient equipments.
4. Developing energy saving habits such as switching of electrical devices when not in use.
5. Promoting maximum use of daylight and natural ventilations.

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

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

The institution has a clear policy on waste management. Waste management is one of the prominent features of daily campus administration and steps are taken to achieve the target. Provision is done for segregation of all forms of waste including solid waste, liquid waste and e-waste

Solid waste management: Dustbins are kept for disposing wastes and to keep the campus clean. Waste is segregated into biodegradable and non-biodegradable waste. A compost pit is established within the campus to convert solid waste into manure. The Biogas plant in the hostel premises caters to the treatment of food waste and is used as an alternate source of energy. Waste material like plastic, papers etc. are collected and sold out. Moreover, single use plastics are banned inside the campus.

Liquid waste management: Waste water from canteen, hostel and washrooms are collected in drainage pit.

E-waste management: Students and staff members are sensitized to encourage e-waste management practice. Non-functional computers, printers and other electrical equipments are safely disposed and are sold to ensure their safe recycling.

Art from Waste Initiative: Waste bottles and worn-out tyres are reused for campus garden beautification. Moreover, students use waste materials and eco-friendly products to prepare teaching aids.

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

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

Three of the above

Sewage Treatment Plant

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	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 institution is committed to maintenance of cleanliness by having the provision of clean drinking water. Clean drive programmes are organised in the institution to promote clean and healthy environment. Campus cleaning drives under the Swachh Bharat Abhiyan initiatives are also held. The campus is also being provided a pollution free environment by making it plastic free by avoiding use of plastic materials.

The maintenance and cleaning of classrooms and washrooms are done on all days. Dustbins are kept in classrooms for disposing wastes. Waste buckets of different colours are kept in the campus to segregate wastes.

The green cover of the institution is reflected through maintenance of the campus garden. Full time gardeners are appointed to maintain the garden. The Activities of Eco Club are very dynamic in keeping the campus clean and green. Awareness is given to all students to keep the campus clean by the use of posters and sign boards.

To promote a pollution-free healthy environment, entry of automobile inside campus is prohibited. Moreover, the staff members and students are advised to resort to public transportation to control air pollution.

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

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

Three of the above

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

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

NIL

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
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

The institution puts forth efforts to leverage local environment by sensitising students to know deeply about Kanyakumari District which is known for its greenery. The place named Maruthuvamalai in Kanyakumari District is known its medicinal herbs and other indigenous plants.

The B.Ed. curriculum includes Environmental Education as an elective paper so that the institution has significant scopeto adhere to sustainable principles. Students have a record on environmental awareness where they mention about preservation of indigenous plants.

During this academic year, students were sensitised about preserving indigenous plants who in turn took steps to sensitise the local community as a means of protecting our environment. Under the initiative of Eco Club, environmental awareness programmes are conducted and environmentally significant days are celebrated. A webinar was conducted to celebrate world environment day on 5th June 2021 in collaboration with Tamilnadu Science Forum to promote awareness. A talk on "Fallen seeds to huge trees" was given with the aim of preserving indigenous plants. As a community practice, students were made to plant saplings on that day at their respective homes to create awareness. They took initiative in planting saplings on 5th June 2021 and continued the plantation drive till 10th June 2021.

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

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

C. Any 2 of the above

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

BEST PRACTICE-1: Virtual Academia Engagement during COVID-19 Pandemic

Objectives:

1. To continue academic activities during lockdown period
2. To enhance quality of education by organizing academic initiatives

Context

To continue with academic activities during pandemic, all activities were held online.

Practice

During pandemic, teachers created Google classrooms, WhatsApp groups for students to attend classes from home.

Study materials were posted in Google classrooms and WhatsApp groups. Online classes were through Google Meet and Zoom. Internal evaluation, workshops and extracurricular activities were conducted online.

For remote access facility, a WhatsApp Group called "Noolaga Nanbargal" was created. To enhance E-Library services, orientation was given to students.

Faculty Development Programmes were held online.

Evidence of Success

For online classes, students' attendance was ensured. Since study materials were posted, students benefitted. Examinations were successfully conducted.

Problems encountered

Students from remote areas faced network issues. Teachers also faced challenges in creating academic content.

BEST PRACTICE-2: Developing social responsibility through service to society

Objectives:

1. To cater to community needs
2. To foster values in students

Context

Outreach programmes sensitize students to community needs.

Practice

During pandemic, masks and essential items were provided to frontline workers.

To promote sustainable development, students were motivated to plant locally available seeds in households and public places.

Road safety awareness rally was conducted.

Evidence of success

Students developed social commitment.

Problems encountered

It was difficult to collect relief materials. There were restrictions in containment zones.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

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

With the ideals of Gnana, Dharma and Sneha, the institution strives to achieve excellence in all academic ventures and takes steps to mould students to be professionally competent. Keeping in the vision to develop new generation teachers with right attitudes, ideals, values and global standards, the college continues with its policy of offering rich experiences by providing courses that help the students to be equipped with technological and interpersonal skills. The institution stands distinct in the sense that it serves as a recognised SWAYAM- NPTEL (National Programme on Technology Enhanced Learning) Local Chapter offering technologically enhanced learning through the online portal of SWAYAM's NPTEL. Through this portal, the faculty members and students are opened with the possibilities of enrolling themselves with various courses twice in a year. The faculty members of the institution are serving as mentors and

guiding the students for better performance in the course. The students have successfully completed various courses and achieved medals and certificates through various courses. During this academic year, many students qualified various courses as course toppers with achieving Gold medals, Silver ranking, Elite ranking and so on. There is always a high demand for admission to the college comparatively. Moreover, the students perform well during campus interviews and the college products excel in all areas in addition to teaching in the schools where they are recruited.

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