



YEARLY STATUS REPORT - 2021-2022

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. S.Sreelatha
• 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.D.S.Prasobh Madhavan																		
• Phone No.	7598623797																		
• Alternate phone No.(IQAC)																			
• Mobile (IQAC)	8754723797																		
• IQAC e-mail address	nvksdiqac@gmail.com																		
• Alternate e-mail address (IQAC)	iqacdocuments21@gmail.com																		
3.Website address	http://www.nvksd.edu.in/																		
• Web-link of the AQAR: (Previous Academic Year)	http://www.nvksd.edu.in/education/pdf/aqar2020-2021.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_Calender21-22.pdf																		
5.Accreditation Details																			
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B++</td> <td>81.50</td> <td>2006</td> <td>17/10/2006</td> <td>16/10/2011</td> </tr> <tr> <td>Cycle 2</td> <td>A</td> <td>3.32</td> <td>2014</td> <td>04/02/2014</td> <td>31/12/2022</td> </tr> </tbody> </table>		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
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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/PMMMNMTT etc.																			
<table border="1"> <thead> <tr> <th>Institution/ Department/Faculty</th> <th>Scheme</th> <th>Funding agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>0</td> </tr> </tbody> </table>		Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	Nil	Nil	Nil	Nil	0								
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Nil	Nil	Nil	Nil	0															
8.Whether composition of IQAC as per latest	Yes																		

NAAC guidelines		
<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)		
Implementation of strategic plan for five years		
Establishment of Pedagogic Science park in the campus		
Singing of MoUs with more number of organisations		
Philanthropic outreach programmes		
Research activities		
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
Setting up of science park	Established pedagogic science park for student use
Singing of MoUs with more number of organisations	Signed MoUs with eight Educational Institutions and other organisations
Contribute chapters in edited books and publish books with ISBN	Edited books with ISBN and contributed chapters in books by students and teachers
Organise community outreach programmes	Organised a good number of outreach programmes in collaboration with Govt. and NGOs

13. Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	11/11/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	31/12/2022

15. Multidisciplinary / interdisciplinary

N.V.K.S.D.College of Education with its sprawling campus of 4.5 acres has all the potential to be converted as into a multi disciplinary institution. In future also, institution is willing to take up the conduct of programmes of interdisciplinary nature, international events that address multidimensional interest and this produce globally competent teacher. Apart from offering regular programme under CBS, the college conducts value added programmes in pedagogy subjects offered such as English Education, Biological Science Education, History Education, Mathematics Education and Physical Science Education are interdisciplinary in nature. Seminars and workshops are organised to inculcate multi dimensional thinking among students. By ensuring student involvement in NSS, UBA,

Citizenship Training Camp, Swacch Bharat, Azadi Amrut Mahotsav, other societal commitments is catalysed. Activities such as social projects, community surveys, research circles, projects etc research culture is developed. Our institution is a programme study centre for IGNOU and thus offers interdisciplinary programmes like MA Education, PGDPPED., Diploma in Elementary Education, Functional English and Guidance and Counselling. Also our college is a SWAYAM-NPTEL local chapter and all the students enrolled in courses of interdisciplinary nature in each semester.

16.Academic bank of credits (ABC):

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

17.Skill development:

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

and research scholars

- Students are insisted to take up value added courses which includes courses to improve soft skills, communication skills, life skills, professional skills and digital skills.

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

- Indian knowledge system is integrated in the various courses of B.Ed. and M.Ed. programmes. The course 'Perspectives on Education' in B.Ed. programme includes 'Indian schools of philosophy' and 'Educational thoughts of Indian philosophers'. 'Educational Heritage of Ancient India' included in the same course familiarises the students with education during Vedic, Jain and Budhist period. Also ancient universities of India like Vikramsila, Thakshasila, Nalanda and Valabhi are included in the curriculum. 'Education in Ancient Tamilnadu' also helps the students to integrate with Indian knowledge system
- Indian language 'Tamil' has an important place in teaching learning process. Since the college is a malayalam linguistic minority institution, the classes are heterogenous with English medium, Tamil medium and Malayalam speaking students. So a trilingual policy is adopted in teaching learning. Students are given freedom to write the examination in Tamil or English. Question papers are also prepared in both Tamil and English.
- During the morning assembly, News reading in English, Malayalam and Tamil are conducted daily. College prayer is in Malayalam language and 'Thinam oru kural' programme familiarises the students with the kural of Thiruvalluvar, the famous Tamil Poet.
- International Mother tongue day is celebrated to emphasise the importance of mother tongue in education. Also in the college magazine, students write articles in Tamil and malayalam.
- Traditional culture of the country is given importance. Observation of national important days and 'Amrit Mahotsav' familiarises the students with the rich culture of our nation.
- Celebration of National and regional festivals like Onam, Pongal, Deepavali, Vijayadhasami helps the students to understand the rich culture and traditions of our country. Traditional food fest is also organised in the institution
- Efforts are made to train the students in the classical and folk forms of India through the activities of 'Performing Arts club'. Training is given to the students in the traditional art forms like Karakattam, Bharatnatyam, Oyilattam, Kuchipudi, Villupattu, Therukoothu, Bommalattam, Kolattam Vanchippattu,

Mohiniattam etc

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

- The institution has taken efforts to transform the curriculum based on appropriate Outcome Based Education. Graduate Attributes (GA), Programme Educational Objectives (PEO), Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO) for all courses are prepared in tune with the spirit of NEP 2020. Mapping of PLOs with CLOs are done. The teaching learning and assessment of students are in alignment with the learning outcomes.
- IQAC organised multiple faculty development programmes on Outcome Based Education. All the faculties are trained in OBE.
- During student induction programme, students are given an orientation on OBE, PLOs are explained to the students. The PLOs and CLOs are published in the website.
- Teachers develop teaching plans for the respective courses and the teaching methodologies and assessment practices are planned in terms of the unit wise student learning outcomes
- Apart from the Domain specific skills based on Revised Bloom's Taxonomy, OBE ensures generic skills so that students contribute to economic, sustainable and social well being of the nation

20.Distance education/online education:

- N.V.K.S.D.College of Education has been offering online education using online platforms since Covid-19 pandemic. During the covid pandemic, it enabled the conduct of online classes, management of attendance, submission of assignments, webinars, training programmes, virtual workshops and conducting meetings. Google class rooms, Google meet, Zoom and Webex were used by the faculty and students. Assignments, quizzes, surveys and assessments are done online.
- Blogs, preparation of e-content, video scripts, interactive presentations, posters and brochures helps to develop the creative talents in students. Institution now offer blended learning in value added courses, NET and TET coaching etc. Use of digital repositories, virtual labs are ensured.
- Students are encouraged to join courses offered by online portal SWAYAM to broaden their sphere of knowledge and understanding and sharpen their skills. The college is an active local chapter of NPTEL courses

Extended Profile

1.Student	
2.1	194
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	89
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	89
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	105
Number of students enrolled during the year	
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1869616
4.2 Total number of computers on campus for academic purposes	102
3.Teacher	
5.1 Number of full-time teachers during the year:	20
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	13
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	
<p>Being an autonomous college, the institution follows the provision of in-house meeting for curriculum planning, reviewing and revision. As autonomy enables updation of curriculum, planning is done according to the vision and mission of the institution, objectives of the programmes, courses offered, feedback collected from stakeholders, government higher education guidelines, national education policies and availability of resources. The problems and issues related to curriculum and its transactions are discussed and analysed by faculty members during the staff council meeting. A pre-board meeting is convened to analyze the present curriculum and updates with the societal requirements. Based on the needs and requirements of the student community and expectations of the stakeholders special attention is given for modification and updation.</p>	

The relevancy and flexibility of the curriculum is also assessed through feed-back analysis from stake holders. Finally, the proposal of curriculum modifications is presented before the Board of Studies for discussion and approval. The Board of Studies discusses and finalizes the modifications in the curriculum and recommends the action plan for implementation of curriculum to the Academic Council. 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 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	View File

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-2021-22.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	View File

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**

26

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

4

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

4

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	View File

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

190

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

190

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	View File

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

301

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

301

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	View File

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 activities, 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 peer observation classes contribute to develop teaching skills.
- Case study, Social projects, Psychology experiments and dissertation help the students to develop enquiry attitude and problem solving ability.
- Technological skill is acquired through blended learning, blog creation, online/self study courses (SWAYAM/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 and students' portfolio make them to 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, communication skill classes, text book review and thought for the day programme.
- Technological skills are provided through training in ICT, computer lab and language lab activities.

Observation and celebrations of festivals, national and international significant 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. The core courses like 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 practical knowledge about 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 co-operative schools to understand the functioning of the schools belong to different boards. Suggested activities in core courses familiarize students with the functioning of schools of different boards.
- Students are motivated to collect details of different educational systems and levels from internet sources and understand the variations in curriculum, syllabi and its functioning.

Assessment Systems

- Theoretical and practical knowledge of the present practices in assessment and evaluation are provided through discussions, workshops, construction of achievement tests and analysis of marks during internship make them thorough with assessment system.

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, link practice, observation of demonstration classes, peer observation classes, seminars, lesson plan writing exercise, preparation of teaching learning materials, construction of evaluation tools, twin internship programme and related practical activities help student teachers to become better pedagogues.
- To acquire pedagogical knowledge the student teachers are initiated to various methods of teaching.
- ICT related activities and well furnished electronic gadgets provided by the institution help the student teachers to become technologically competent and communications are transformed through e-resources.
- Awareness programme and rally on voter's day, Road safety, drug abuse etc were organized to develop social outlook among student teachers.
- Daily thought for the day programme, language lab activates, group discussions, club activities, reading and reflection of texts, anchoring in the events organised by the college, bridge course and various other activities help student teachers 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 tour, School based activities, extension and outreach activities and student council election mould the student teachers as better leaders, facilitators, mentors and 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	Four of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

104

2.1.1.1 - Number of students enrolled during the year

104

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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	View File

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

79

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

79

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	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

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 is conducted at the time of admission in order to identify the students interest in joining the professional course. It is followed by certificate and documentary verification of the students to get an idea of their achievement. Students profile is collected at the time of admission to analyse their area of interest and weakness. Entry behaviour test is 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 which cater the individual needs of the students are planned. An induction programme is 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 adapt to the requirements of the teacher education programme.

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	View File

2.2.2 - Mechanisms are in place to honour

All of the above

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

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. Experiential learning strategies are adopted to provide concrete experience, curiosity, real life application and community linkage. Participative learning methods are used to provide active involvement in learning, self confidence and making the teaching learning process memorable and interesting. Also problem based methodologies are adopted to enhance the problem solving skills, higher order thinking skills and research skills. 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, panel discussion, jigsaw technique, collaborative learning, team teaching, web based learning, flipped learning, online quizzes and online teaching and learning Apps. The teachers adopt these strategies depending upon the nature of the subject, students and class room environment. Learning through multiple modes provides mastery over the content and development of skills among student teachers. The multiple modes of learning ensure the uniqueness in learning and develop novelty and improve the quality of learning.

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

191

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

Five/Six 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	http://www.nvksd.edu.in/education/ecf.php
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 personal and professional attributes in students. Mentoring for enhancing communication skills starts with morning assembly where students are assigned various programmes like, special talk, news reading, Thirukural recitation, quiz on current affairs and education, Book review, observation of national and international days of significance. Mentoring for development of teacher personality among student teachers is ensured through different activities like Citizenship training camp, Awareness programmes on various themes, Invited resource talks and other Outreach programmes. Team building skills are developed through group discussion, group project, group assignment, citizenship training camp. Mentor Mentee tutoring is conducted periodically to acknowledge the diverse needs of the students. Remedial teaching and Peer tutoring are conducted to academically backward students to improve their achievement. Cultural activities and talent search are conducted to develop self confidence and leadership qualities among the students. In order to maintain mental and physical health yoga related activities are provided to them. For keeping the student teachers abreast with recent developments in education webinars, workshops and seminars are organized. Life skill training and counselling session are conducted periodically to develop a positive attitude among student teachers.

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	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

Intellectual and thinking skills

Brainstorming session is conducted periodically in the teaching - learning process. It is an effective technique for generating ideas and promotes divergent thinking. The brain storming session was effective for fostering creativity and thinking ability of the students.

Group discussion is used as one of the methods for curriculum transaction to promote thinking skills of students

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

Thought for the day was conducted every day during morning assembly session. Students are encouraged to present thought provoking ideas on different themes.

Life Skills

A training session on self awareness and self management was conducted periodically to develop personal skills.

Social skill development programme was organized periodically to enhance social skills of students

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

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

To highlight the dignity of labour, Campus cleaning campaign was conducted regularly.

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

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

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement

All of the above

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 possible	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

All of the above

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

File Description	Documents
Data as per Data Template	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

All 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

All of the above

learning sequences (learning activities) for online as well as face to face situations	
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	View File
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	View File
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above

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

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	View File
Any other relevant information	View File

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

97

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
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 visits the practice teaching schools interact with the student teachers and school heads. 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)

All 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	View File

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

Five 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	View File

2.5 - Teacher Profile and Quality

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

14

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	View File
Any other relevant information	View File

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	View File

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

16

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

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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	View File

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

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	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	View File

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	View File

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 of the student teachers are 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 each semester is prepared in the beginning of each semester by the CoE office and is included in the academic calendar.
2. The activities to be completed in a month are discussed in the staff council 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.

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

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 framed according to the vision and

mission of the college. 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 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	View File

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	View File
Any other relevant information	View File

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

87

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	View File

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.

The learning needs of the students are initially identified through

personal interview, entry behavior test, and language proficiency test. Based on the result analysis communicative English classes were conducted periodically to enhance the LSRW skills and vocabulary skills. Morning assembly is conducted regularly which includes thought for the day, news reading, word power, observing national and international days which directly have an impact on developing their language proficiency. Also book review series and library reading are organized to enhance their reading, speaking and writing skills. Periodic talk series, webinars, seminars and conferences are organized to enhance their and listening and communication skills. Mentor mentee system is conducted to identify the learning needs, personal needs and problems of the students. Based on their needs regular counseling, remedial teaching follow ups are done. To enhance their digital skills, periodic ICT training is given to develop e content, multimedia presentation, usage of various AI tools and learning apps. Also life skills training, personality development, yoga and meditation programmes are organized regularly for their wellbeing. An exit behavior test is conducted to understand the behavior change and it showed the remarkable change in the performance of the students in the above said areas.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://www.nvksd.edu.in/education/sss.php>

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	No File Uploaded
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	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
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	View File

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

All of the above

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

3.2 - Research Publications

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

8

File Description	Documents
Data as per Data Template	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

19

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	View File

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

13

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	View File

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

100

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	View File

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

100

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

100

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	View File

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 College strives to inculcate values to the students by involving them in social service activities and providing opportunities to participate in national priority programmes. The extension and outreach activities organised by the college helps the students mingle with the public and encounter the real life situations and the problems faced by common men. The institution has organised various programmes like personality development for women, programme, anti drug rally, covid awareness cultural trip, award presentation honouring persons involved in educational service, social service and language service. The national priority programme like Gandhi Jayanthi celebration, Swacch Bharat campaign, road safety week, vaccination awareness , environmental day, international Yoga day, National Voter's day, Bonded labour's abolition day, Zero shadow day, National Science day etc are observed to create awareness to the students and prepare them to fulfill the social requirements.

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	View File

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	View File

3.4 - Collaboration and Linkages

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

1

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

1

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	View File
Any other relevant information	View File

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

7

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	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Ncte 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, smart boards 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, 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. 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 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	Nil
Any other relevant information	View File

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

8.50

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.

Automation of Library

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

The following are the modules:

Master

This module helps to make entry for the resources and add them to the library management system. The resources are entered with details of department, resource category, resource group, subject, language, country, periodicity, binding type, course, class, etc.

Accession

Accession Details of books, back volume, Thesis and multimedia.

Periodicals

Periodical master, periodical subscription and periodical issue and indexing.

Member

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

Circulation

Issue, Return, Renewal, and Reservation

Transactions

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

Digital Library

E-resources , question bank and syllabus

Tools

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

OPAC

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

Reports

Book details, multimedia, back volume, thesis, periodicals issue, periodical indexing, issue details, return details, etc.

Permission

Login permission, change password, and change user login type and reset password.

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 special feature of KOHA library management system provides web based OPAC cum remote access OPAC at anywhere and anytime. KOHA software is installed in the library which provides an integrated management tool covering all major functions in the library such as acquisition, bibliographic databases management, user management, transactions, serial control, and online end-user searching on local and external bibliographic databases. The faculty and students of the institution search for the needed resources through KOHA software from remote access. KOHA provides Web-OPAC cum remote access through mobile or personal computer. Web-OPAC facilitates the following types of searches namely Title, Subject, Series, Author, Call Number, Keyword, Publisher, Publisher location, Barcode. Our Koha weblink is <http://61.2.46.60:8090>.

The college library has subscribed to the Project entitled "National Library and Information Services Infrastructure for Scholarly

Content (N-LIST)", provided by INFLIBNET Centre, an initiative of MHRD. Through this, we have registered all the staff, scholars, and departments and have obtained and provided the individual login ID and Password to access the subscribed E-Resources remotely from the N-LIST platform. Students and teachers have access to the INFLIBNET facilities both in the campus as well as remote. More than 6,00,000+ e-books and e-journals can be accessed to the enhance the teaching-learning process and to better equip them with required knowledge and skills.

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	View File

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)

0.78157

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

1279

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/pdf/ledger-2022.pdf
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

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

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, 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 Infolib, KOHA, and Dspace softwares and operates under Open Access System which gives a user friendly interface for accessing e-resources. The college has subscribed INFLIBNET-NLIST, Bio-metric and Barcoding facility are available in the library.

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

4.3.2 - Student – Computer ratio during the academic year

Nil

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	View File

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

D. 50 MBPS - 250MBPS

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

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	http://www.nvksd.edu.in/education/ecf.php
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	http://www.nvksd.edu.in/education/ecf.php
Any other relevant information	View File

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)**54.1619**

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	View File

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

Infrastructure Utilization policy

The institution promotes optimum use of all the infrastructure resources by the stakeholders. Facilities are made available for government and non-government organization in request for conducting events and competitive exams.

Maintenance of facilities

The purchase and maintenance committee monitors the maintenance of all the campus buildings and facilities.

General Maintenance

An annual maintenance schedule is developed in which the maintenance team investigates the general aspects of infrastructure maintenance. While washing painting, pruning of trees, clearing of drainage system, cleaning roofs, maintenance of washrooms etc. are done during holidays.

Repair and Maintenance Register

The college office keeps a maintenance register to record all maintenance or repair requirements. All requests for the maintenance will be entered in the maintenance register before initiating the work. The maintenance committee check and verify the complaints and on their recommendation, the repair works will be initiated. The

outcome of the maintenance work will be recorded in the register.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.nvksd.edu.in/education/policies.php
Any other relevant information	View File

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

Nine or more of the above

Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	
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)	Three 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	View File
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
12	88

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	View File

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).

40

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	View File

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	View File

5.3 - Student Participation and Activities

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

The student council aims to provide opportunity for students to develop leadership by organising various programmes represented by students. It creates an environment where students can voice out their concern and need. The student council members are elected in a democratic way. It gives students an opportunity to develop leadership by planning, organizing and carrying out student activities and community welfare. The student council shares student ideas, interests and concerns with the administrative bodies of the Institution. The major roles and responsibilities of student council is Participating in institutional decision-making process, improvement of academic programs and student-learning experiences, organising educational and recreational activities for students, developing opportunities for personal and academic growth and

addressing students' needs to ensure their satisfaction.

The Student Council makes the decisions only after consultation with the principal and staff advisors. It also promotes active and meaningful participation of students in intra and inter college competitions. It initiates capacity building activities for the benefit of student-teachers and the community, coordinates arts and sports fest, manages union activities, campus cleaning and publication of annual magazine. The student council election for the academic year 2021-2022 was held on 2nd December 2021. The oath taking of the office bearers of the students council for the academic year 2021-2022 was held on 30th December 2021 in the college auditorium. The inaugural ceremony of the students council was held on 31 December 2021.

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

45

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

Motivate the fresh students through Induction program by sharing their experiences in the college. Participate in curriculum development by expressing their suggestions on curriculum and provide their feedback on curriculum by evaluating it. Interacting and sharing of resources, familiarizing the students about science park and labs, library resources, acting as judges in competitions, donating teaching materials and books, acting as experts during visits to BRCs , special schools and innovative schools. Demonstration classes, bridge course, mentoring in practice teaching schools, act as resource persons, evaluation of 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. Donate voluntarily to the charity box during their visit to the alma mater. Provide placement advice by discussing with the student their career goals and coach them on how to attain their goals. Students get a chance to share their career related issues, ask questions, learn about the latest trends, provide job information and observe the workplace.

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

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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. Alumni interactions help students to develop in various capacities.

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

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 based on 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 representation 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	View File
Any other relevant information	View File

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

Being an autonomous aided college, the institution practices decentralization by sharing the responsibilities by various positions such as Member Secretary, Controller of Examinations. IQAC Coordinator, Research Coordinator, coordinators of various committees 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 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 feedback 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	View File
Any other relevant information	View File

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 practises 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 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. Acquittance register for staff are maintained. Salary for aided staff is through IFHRMS. Scholarship for students were given through government portal.

Curriculum is framed and approved by statutory bodies. Institution strictly adheres academic calendar that details various activities in advance. Academic plan is explained to students during orientation programme 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 examination. 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, Government of Tamilnadu and University norms for admissions in various programmes. Details of the programmes offered. The eligibility criteria, fees structure, prospectus and curriculum framework 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	View File

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

A strategic plan was developed for a period of five years (2021-2026). The strategic plan was developed under seven goals namely Academic Excellence , Research Excellence, Collaborations, Philanthropic Outreach, Environmental Sustainability, Infrastructural Augumentation and Holistic Development. Objectives under strategic GOAL 4: PHILANTHROPIC OUTREACH includes developing a sense of social responsibility among faculty, and students to address the issues and priorities for empowering local community . The desirable outcome of the strategic plan for philanthropic outreach is conceptualized through the following initiatives:

- During the Independence day celebration, the health inspector of Government Primary health centre, Executive officer of Attoor Town Panchayat and Inspector of Police, Thiruvattar were honoured for their self less service during Covid 19 pandemic
- During Gandhi Jayanthi celebration Gandhian Sewa awards were distributed to three personalities in the field of education seervice, social service and language service.
- Swach Bharat cleaning campaign organised in the service village (Mathoor), students and faculty cleaned the surroundings of Mathoor hanging bridge.
- Seminar on sustainable life in Kanniyakumari district was organised in colloboration with Kumari Ariviyal Peravai, where 75 students from differenct schools of Kanniyakumari District and our faculty and students presented their studies and a book with ISBN was released.
- Covid-19 awareness cultural trip was organised in colloboration with Tamilnadu Science forum. Students performed Oyilattam and songs in the public and Governemnt schools
- Donated books and set up a library in Government Primary School, Thirunanthikkarai
- Donated a fund collected through the food fest to the children

of 'Nambikayalayam' a school for differently abled children

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	View File

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 review and contribute to the progress of the college and offer 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 and co curricular 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	View File

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

All of the above

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

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.

As an autonomous aided college the institution enjoys the privilege of constituting various bodies, cells and committees which strive to provide better outputs. The various statutory and non-statutory bodies, cells and committees effectively functioning in the college are Governing Body, Academic Council, Board of Studies, Planning and Evaluation Committee, IQAC, Finance Committee, Exam Committee, Research and Publication Committee, Extension and Outreach Committee, Repair and Maintenance Committee, Admission Committee, Career Placement Cell, Library Committee, Co-curricular Committee, Grievance Redressal Cell, Journal Committee, Student Advisory Committee, Physical and Health Education Committee, Women's Cell, Anti-Ragging Committee and Harassment Compliant Committee. All these bodies, cells and committees are striving their

best for the effective functioning of the college.

Women's Cell of the college plays an active role in organising programmes related to women empowerment. A seminar on Gender Sensitisation was organised by Women's Cell in collaboration with Tamil Nadu Science Forum on 5th January 2022. a webinar on Capacity Building and Personality Development of Women was organised by Women's Cell of the college in Collaboration with Tamil Nadu Teachers Education University, Chennai under National Commission of Women, Government of India on 26th March 2022.

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	View File

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, canteen and mess facilities.

Faculty development programmes are organised by the college for the professional development of the faculty.

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	View File

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

2

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

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

3

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	View File

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

7

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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 selfappraisal 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 selfappraisal on different levels such as Professional Competence, Quality of Work, Interpersonal Skills, Planning and 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	View File

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 systematically. The internal audit is conducted by the chartered accountant. The external audit is carried out by 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	View File
Any other relevant information	View File

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

Nil

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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 and 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, organizing study tour and citizenship training camp, Faculty Development Programmes 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	View File

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 , submits the AQARs to NAAC, collects feedback in appropriate forms from stakeholders, analyses the same and uses it for qualitative improvement. Academic and Administrative Audit is conducted by the IQAC every year and as per the suggestions and recommendations of the peer committee. Followup actions are taken. Statutory Body meetings are 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, feedback mechanism, grievance redressal mechanism, promotion of research and extinction, equity and inclusion,commitment 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	View File

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	View File

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

52

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	View File

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

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	http://www.nvksd.edu.in/education/igac-minutes.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.nvksd.edu.in/education/aqar.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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 in the first cycle -

- Additional intake of 25 seats for M.Ed programme was approved by NCTE during 2007 and 10 more seats in 2010. The total intake of students for M.Ed programme thereby increased to 50. Two more additional programmes of IGNOU - Post Graduate Diploma in Pre Primary Education and Diploma in Elementary Education were started in 2011.
- Foundation stone for the UGC funded Women's Hostel was laid by Shri.T.K.A.Nair, the then Principal Secretary to the Honourable Prime Minister of India in 2008. the building was inaugurated and provided for student use use during 2011. A Golden Jubilee block was constructed in commemoration of the fiftieth year celebration of the college in 2012 and a new library block of the college was inaugurated in 2013.
- The college became a recognised Centre for Research in Education by Tamil Nadu Teachers Education University in 2013.

The college was Re-Accredited by NAAC with A Grade(CGPA 3.32) IN 2014.

- The college was conferred with autonomous status by UGC during 2017.Improvements in Examination and Evaluation and introduction of new courses including value-added courses, self-study courses, Online Assessment through online assignment, online examination and Open Book Examinations were introduced. SWAYAM NPTEL Local Chapter was started in 2019. Majority of staff members are awarded with Doctoratedegree. Four more faculty members became recognised guides for Ph.D programme.
- A science park was established in the camps inorer to develop scientific temper among the students . The park is open to the school students of Kanniyakumari District.

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

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.

- N.V.K.S.D. College of Education is committed to a policy of energy efficiency, energy conservation and optimum use of alternate energy. The green policy of the institution focuses on optimal use of energy resources and revolves around awareness on conservation by all stakeholders. The policy not only includes the generation of awareness but also practical steps for its conservation.
- The institution 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.

- The institution uses LED electrical bulbs for less consumption of electricity inside its campus. Almost all the CFL lighting in the institution have been replaced with energy efficient LED lights.
- In the institution, all students, teaching faculty and non-teaching staff are directed to use the electricity as and when required. They are instructed to switch off the lights, fans, and computers when those electrical equipments are not in use. Moreover, the students are instructed to use at the maximum the broad daylight by keeping the windows and doors open.

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.

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.
- 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 Sewage Treatment Plant

Four of the above

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	View File

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	No File Uploaded
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 regular maintenance and cleaning of classrooms and toilets are done by two workers who are available on all days. They also sweep the whole campus 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, E-vehicles are encouraged. Moreover, the staff members and students are advised to resort to public transportation.

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	Four 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 and the community to take steps to conserve the environment. The B.Ed. curriculum includes Environmental Education in both theory and practical components so that the institution has significant scope to adhere to sustainable principles.	

- Under the initiative of Eco Club, environmental awareness programmes are conducted and environmentally significant days are celebrated. Students are made to plant saplings on World environment day and also during other occasions.
- A seminar on 'Sustainable Life' was held in collaboration with Kumari Arivial Peravai. Students from neighbouring schools and colleges participated in the seminar. Papers were also presented related to the theme. An edited book on Environmental sustainability was also released on that day.
- A seminar on 'Pristine Environment' was organised in collaboration with Tamil Nadu Science Forum and Mahatma Gandhi National Council of Rural education and Rural Entrepreneurship Cell. As part of World Environment Day Celebration, a fruit orchard was also set up on the campus on that day.
- The institution also celebrated Rivers of India Day as part of Azadi Ka Amrit Mahotsav.
- The students are taken for field visit to places like Eco Park and Horticulture Centre to promote awareness.

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

A. All 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	View File

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

Title: Mission Library Launch

Objective:

To enhance reading habits of students of neighbouring schools

Context

While visiting neighbouring schools, teacher educators and student teachers found that schools lacked infrastructural facilities. Moreover, school students did not have reading habit. The college took initiative in serving schools by setting library.

Practice

- Book donation campaign was organised where students, staff and alumni donated books
- Collected books were donated to school.
- School library was set up with necessary infrastructure and books.

Evidence of Success

- Creating library in school with infrastructural facilities resulted in enhancing school students' reading habits

Problems encountered

- Difficulty in collecting books in time
- Challenge in coordinating students in library setting

BEST PRACTICE-2

Title: Exploring the world of Science

Objective:

To promote scientific attitude among school students through utilisation of Science park in the college

Context

As recommended by NEP 2020, scientific temper is an idea to be scrutinized. Moreover, teachers have to teach the future generation learners with innovative methods. Hence the college undertook training programmes for B.Ed. students to help school students develop scientific temper.

Practice

- College set up Science Park, training given to prospective teachers
- B.Ed. students undertook training in conducting science experiments
- School students visited college to learn science experiments

Evidence of Success

- Wide scope of experimentation in practice teaching school

Problems encountered

- Difficulty in training all students in a single phase.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

Promoting holistic development of students through Pensive Dawn

The institution stands distinct in the sense that it organizes various programmes in the morning assembly to promote holistic development of students. Multifarious activities including College prayer, Trilingual News reading, Dinam oru kural, Vocabulary development etc are conducted in the morning assembly for the holistic development of the students.

In accordance with the mission of college which is a linguistic minority institution, morning college assembly starts with the college prayer song in Malayalam which helps to promote religious tolerance and cultural diversity.

News reading is an important activity of the morning assembly where students read news in three languages - English, Tamil and Malayalam.

Dinam oru kural is an important activity in the morning assembly where the students recite one verse from Tirukural each day and interpret the meaning.

Vocabulary development is another activity in the morning assembly where the students read one word each day and illustrate its usage.

Thought for the day is conducted during morning assembly. Students

are encouraged to present thoughts on different themes.

Nationally significant days are also celebrated in the morning assembly. Students conduct programmes on related themes during these days.

Birthday celebration of students are also done during the morning assembly hours.

The institution thus offers a series of activities that enriches students to promote spiritual, moral and cultural development and also psychological/emotional and social wellbeing.

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