# YEARLY STATUS REPORT - 2022-2023

## 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)    https://www.nvksd.edu.in/education/pdf/aqar_report-21-22.pdf

## 4.Whether Academic Calendar prepared during the year?                     **Yes**

- if yes, whether it is uploaded in the Institutional website Web link:    https://www.nvksd.edu.in/education/pdf/NVKSD_Calender22-23.pdf

## 5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|-------|-------|------|-----------------------|---------------|-------------|
| **Cycle 1** | **B++** | **81.50** | **2006** | **17/06/2006** | **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.

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---------------------------------|--------|----------------|-----------------------------|--------|
| **Nil** | **Nil** | **Nil** | **Nil** | **0** |

## 8.Whether composition of IQAC as per latest    **Yes**

**NAAC guidelines**

- Upload latest notification of formation of IQAC    No File Uploaded

**9.No. of IQAC meetings held during the year**    **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?    **Yes**

- (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**

- If yes, mention the amount

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

**Organised Faculty Development Programme on Institutional Values and Best practice on 17-04-2023 An open Pedagogic Science Park was inaugurated on15-08-2022 A awareness on PYTHON Programming was organised for the students on 17-04-2023 A two day International conference on Valdutainment - The need of present scenario was organised on15 and 16 November 2022 A Research Talk series was conducted on 17/06/2023 and 29/06/2023**

**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 |
|---|---|
| Organise digital literacy programmes for faculty and students, providing comprehensive training on essential digital skills and technologies. | Digital literacy certificate programmes was organised for the students |
| Host national and international seminars and conferences on NEP-2020 and related topics to facilitate knowledge sharing and academic discourse. | National Seminar and International Conference were organised on NEP 2020 |
| Conduct faculty development programmes inviting resource persons to enhance teaching methodologies and academic practices. | Faculty development programmes were organised for faculty on various topics |
| Organise capacity building programmes for model school teachers aimed at improving their pedagogical skills and classroom effectiveness. | Capacity building programmes were organised for school teachers |
| Coordinate awareness programmes in the community jointly with governmental and non-governmental organizations to address pertinent social issues and promote civic engagement. | Organised awareness programmes jointly with Government and Non government organisations |
| Establish MOUs with relevant stakeholders to formalize collaborations for community engagement and initiate outreach programmes to address the educational needs of the local community. | MOUs were signed with NGOs and other institutions |

**13.Whether the AQAR was placed before statutory body?**          **Yes**

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| Governing Body | Nil |

**14.Whether institutional data submitted to AISHE**

| 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** |
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| • Pin Code | **629177** |
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| • Location | **Rural** |
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| • 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) | |
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|---|---|

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|---|---|---|---|---|
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| • Upload latest notification of formation of IQAC | No File Uploaded |

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| --- | --- | --- |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | **Yes** | |
| • (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** | |
| • If yes, mention the amount | | |

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

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|---|---|

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| Governing Body | Nil |

## 14.Whether institutional data submitted to AISHE

| Year | Date of Submission |
|---|---|
| 2022-2023 | 03/04/2024 |

## 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 coverted 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 onducts 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 SWAYAMNPTEL 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 bneficial 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 kurals 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 Number of students on roll during the year | **207** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.2 Number of seats sanctioned during the year | **150** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year: | **69** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.4 Number of outgoing / final year students during the year: | **101** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.5Number of graduating students during the year | **101** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.6 | **106** |
|---|---|
| Number of students enrolled during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

## 2.Institution

| 4.1 | **39.07** |
|---|---|
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |

| 4.2 | **143** |
|---|---|
| Total number of computers on campus for academic purposes | |

## 3.Teacher

| 5.1 | **15** |
|---|---|
| Number of full-time teachers during the year: | |

| File Description | Documents |
|---|---|
| Data Template | View File |
| Data Template | View File |

| 5.2 | **17** |
|---|---|
| Number of sanctioned posts for the year: | |

# Part B

## CURRICULAR ASPECTS

### 1.1 - Curriculum Planning

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

words

The curriculum for the B.Ed. and M.Ed. degree programmes, , adheres rigorously to the guidelines outlined in the NCTE curriculum framework of 2014 and the directives set forth by the Tamil Nadu Teachers Education University, Chennai.

To facilitate the process of curriculum revision ,college organizes in-house meetings involving faculty members, esteemed alumni, school administrators, and subject experts. The collective expertise of the stakeholders is leveraged to refine and enhance the curriculum.

Drawing upon the Vision and Mission of the college, core values, Graduate Attributes, Programme Learning Outcomes,, stakeholder input, , Governmental Higher Education guidelines, National imperatives, and resource availability, faculty members engage in thorough deliberation to ensure that the curriculum empowers students to excel in their respective fields.

. Feedback from stakeholders, including students, faculty, practice teaching school, School Heads, administrators, and alumni, is gathered and presented in pre-board meetings. Faculty members identify academic gaps and consider societal demands, thereby laying the groundwork for the development of draft proposals for revised curricula .

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

| 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 | No File Uploaded |

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

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

| | |
|---|---|
| **1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which** | A. All of the Above |

**are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

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

## 1.2 - Academic Flexibility

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

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

**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 | **Nil** |

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

14

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

14

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

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

199

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

199

| 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**

**182**

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

**182**

| 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.

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

| 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

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

specialization courses such as Early Childhood Care and Education, Elementary Education, Secondary and Higher Secondary Education for M.Ed. programme familiarizes the prospective teacher educators about the strategies and management of school at different levels.

| 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

The institution's commitment to fostering a holistic approach to education is evident through its multifaceted curriculum and diverse range of activities aimed at cultivating the all-round development of student teachers.

Activities such as micro-teaching, link practice, observation of demonstration classes, critical analysis of peer teaching, lesson plan writing, preparation of instructional materials, construction of evaluation tools, twin internship programme and its related activities help student teacher to become better pedagogues .

ICT related activities and hands on training provided by the institution help the student teachers to become technologically competent.

Various programmes organized such as celebration of International, National and regional festivals, observation of National and International days of significance help to inculcate values, principles and positivity among students.

Curriculum transaction through seminars, discussions, workshops and activities of women's cell equip the student teachers to address gender issues in educational institutions.

Self-study courses of NPTEL / SWAYAM, online assignment

submission, online test, help the students to understand and choose the best supporting digital platform.

The aesthetic values are developed among the student teachers by providing opportunities in participating cultural competitions and organizing different co-curricular activities.

Leadership skills are developed through the student council, morning assembly, club activities and other related academic programmes.

Sports, games and yoga activities help the student teachers to maintain a sound mind in a sound body.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | [View File](#) |

## 1.4 - Feedback System

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

| File Description | Documents |
|---|---|
| Sample filled-in feedback forms of the stake holders | [View File](#) |
| Any other relevant information | [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, action taken and available on website |
|---|---|

| 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

106

## 2.1.1.1 - Number of students enrolled during the year

106

| 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

83

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

83

| 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

**1**

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

**1**

| 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.

**In order to identify different learning needs of students and their level of readiness to undergo professional education programme our institution employs a comprehensive assessment and support system.**

A personal interview is conducted at the time of admission by the faculty.An Entry Behaviour test comprising of general knowledge related to education, interest in teaching, teaching aptitude, teaching proficiency and teaching skills is conducted on online mode using Google form on the commencement of classes.A language proficiency test is conducted to both B.Ed. and M.Ed students. The Research aptitude test is conducted for the M.Ed students to assess the essential knowledge, skill and aptitude required for a researcher. A talent search programme is organised to identify the special talents of students.

To inculcate in the new entrants the ethos and culture of the institution and expose them to the field of teacher education, induction programme is organised. To ensure a smooth transition to the professional programme one week bridge course is conducted before the commencement of regular course activities. Each member of the faculty is assigned the mentorship of a fixed number of students to attend their academic, co-curricular and emotional wellbeing throughout the programme.Communication skill classes are organised to develop communication skills.Intensive training on digital skills is organised, which equip the students to use digital resources for their teaching and learning process.

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

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

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

**15.92**

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

**13**

| 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.

The adoption of multiple modes of teaching and learning in B.Ed. and M.Ed. programmes represents a progressive approach towards education that aims to meet the diverse needs of learners. By integrating participative, collaborative, and online learning strategies, colleges provide student teachers with a rich and dynamic educational experience. Through active engagement in demonstrations, role plays, group projects, and online activities, students not only gain a deep understanding of subject matter but also develop essential skills such as critical thinking, problem-solving, and effective communication.

Modes of Teaching and Learning Utilized:

Participative Learning:

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

Rationale for Selecting Participative Learning Modes:

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

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

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

**Role play and puppetry enhance understanding and imagination.**

**Visual tools aid in exploring new ideas and understanding relationships. Experiments foster research and innovation.**

**Collaborative Learning Strategies:**

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

| 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**

**13**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to LMS | **Nil** |
| 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**

**203**

| 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** | **Four of the above**

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

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

**Continuous mentoring isprovided to the students to equip them with the necessary skills and knowledge to thrive in their academic and professional endeavours.**

Programmes like Morning Assembly and Citizenship Training Camp play a major role in developing team building skills. Collaborative learning strategies used in the classrooms ,Celebration of festivals, club activities, extension activities, , house wise cultural programmes and sports and games develop team building skills. Social projects, research colloquiums, and research circle are organised for M.Ed. students for working in teams.

Student teachers are made aware about student diversities through the course 'Gender Justice and Inclusive Education'. For M.Ed Programme the course 'Inclusive Education' gives opportunity to understand the student diversity. Conferences and invited talks, Visit to special schools for B.Ed. students and Internship in special schools for M.Ed familiarise students with the different types of diverse learners. Orientation sessions are conducted to familiarize them with the code of conduct and professionalism.

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

For keeping the student teachers abreast with recent developments in education webinars, workshops and seminars on NEP2020, innovative teaching strategies and recent updates in the field of research are organized.

| 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** | Five/Six of the above |

| the linkages of various contexts of education-from local to regional to national to global | |
|---|---|

| 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

Case 1 delves into the intricate dynamics of teaching "Psychological Perspectives in Learning," where innovative strategies are employed to engage prospective teachers in a transformative educational journey. A debate on the topic 'Heredity vs Environment' developed critical thinking among students.

Concept maps are developed through which the intellectual and thinking skills.

Mind maps prepared for each topic immediately after the discussion of the topics improve concept mastery and creativity. Online quizzes and Role plays are conducted on selected topics to provide intellectual skills, realistic experience and visual memory.

Small group discussion, Flipped learning, Mobile learning Hands on experience develops problem solving skills. Short films on selected topics are screened to provide interesting learning experience. Students are encouraged to develop digital interactive text on 'psychologists' using hyperlinks.

Case 2 illuminates the innovative teaching strategies employed in the realm of English language education. From simulations and flipped learning to creative writing excursions and dramatic enactments, this case epitomizes a holistic approach to language

instruction. Through interactive activities like brainstorming, letter writing, and language games, students are not only equipped with linguistic proficiency but are also nurtured to become creative thinkers and effective communicators

The videos of native speakers of English were displayed and the students are asked experience the realism of the language . Through brain storming the students are encouraged to think out of the box and come up with innovative ideas . Manuscript magazine 'Mindroid' - creative thoughts are expressed in poetry form.

| 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 Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP) | All 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 with video graphic support wherever possibl | View File |
| Any other relevant information | View File |

| 2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice | Eight /Nine of the above |
|---|---|

**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**

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

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

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

| 2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales | 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 learning sequences (learning activities) for online as well as face to face situations | All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Documentary evidence in support of each response selected | View File |
| Sample evidence showing the tasks carried out for each of the selected response | View File |
| Any other relevant information | 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 ofcommunity 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

With a meticulously structured programme the internship is designed to immerse student teachers in real-world classroom settings, bridging theory with practice. The B.Ed. internship spans 16 weeks, divided into two phases – six weeks in the second semester and ten weeks in the third semester.

To streamline the selection process of schools for internship, students choose their preferred school through a Google form. Approval is sought from school heads using a prescribed format. The list of selected schools, along with student allotments, is submitted to the Chief Educational Officer (CEO) to grant official permission for the internship. School principals and teachers undergo a comprehensive orientation detailing the internship's nature.

Student teachers receive instructions encompassing their duties and responsibilities, emphasizing regular attendance, punctuality, mentor teacher observation, peer feedback, classroom teaching, sports activities, yoga classes, record completion, action research, psychology experiments, diagnostic tests, online tests, and adherence to school rules. Before the internship commences, teacher educators prepare students for lesson planning, teaching aid preparation, and other school-based activities.

Teacher educators, mentor teachers, heads of institutions, and peer groups, assess student performance using teaching assessment scales. Students post reflections on their school experiences in a

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blog and submit a comprehensive report on school-based activities.
Teacher educators observe a minimum of three classes for each
student.
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| 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**

| 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.

**Our institution has implemented a dynamic mechanism to monitor the classroom teaching activities of student teachers during their internship programme.**

**Observation of the Classes Role of teacher educators**

**Teacher educators conduct regular classroom observations using a comprehensive teaching assessment scale. Throughout these observations, students' performances are thoroughly evaluated, and constructive feedback is provided to enhance their teaching proficiency. Immediate communication of feedback to individual students is ensured by the teacher educators following each observation session.**

**Role of school principal**

**The role of the school principal is pivotal in ensuring the successful implementation and monitoring of internship programs within the institution.**

**the principal plays a crucial role in assessing the performance of student teachers through the utilization of provided assessment tools.**

**School teachers play a crucial role in guiding and mentoring students. They facilitate learning by allowing students to observe classes taught by experienced mentor teachers. These mentor teachers, in turn, observe student teachers' classes and offer constructive feedback aimed at enhancing their teaching skills.**

**Peers observe the classes of student teachers and provide feedback for improvement.**

| 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

15

| 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

14

| 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

Nil

## 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

The institution prioritizes faculty professional development and knowledge sharing to address current educational challenges. Through conferences, research publications, and online forums, teachers stay updated on pedagogical trends and research methodologies.

Teachers put forth efforts to keep themselves updated professionally to improve their skills by attending refresher courses, faculty development programmes, short term courses in education and research. Also, they participate and present papers in various seminars, conferences, workshops, symposia conducted by various organisations .Teachers are encouraged to publish articles on various peer reviewed, and UGC care list journals and publish books or chapters in edited books.

Book review series and Online Talk series on research methodology are organised by the institution on every Saturday to enhance the research aptitude and research skills of our faculty.

Through 'Article Alert service', Librarian gives information about the recently published articles in different journals .All the teaching faculty who attends various seminars, workshops, conferences are encouraged to share their knowledge with colleagues.Institutional LMS platforms and whatsapp groups are used by the teachers to share the recent updates in education and research among themselves. Research Circles and Research advisory committees are conducted periodically to share knowledge on recent developments in research to teaching faculty and research scholars.

| 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 follows continuous and comprehensive evaluation. For each course of all programmes, there are both continuous Internal Evaluation and External Examinations at the end of the semester. Internal evaluation is for 30 marks and external evaluation is for 70 marks. There is a passing minimum of 50% for internal evaluation. Students will be declared to have passed the course if he/she scores 50% in Internal and 50% in External evaluation.

For B.Ed. and M.Ed. programmes, various components of internal evaluation are tests (Average scores of Open Book Examination, Mid Semester examination and Online examination- 10 marks), Online assignments( 5 marks), Seminar presentation( 5 marks), attendance and suggested activities( 5 marks).

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

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

| 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

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

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

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

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

If grievances are related to the examination schedule, inclusion of out-of-syllabus questions, or lack of clarity in questions, students are encouraged to directly communicate their concerns to the Controller of Examinations through Whatsapp, the Grievance box, or by completing a grievance redressal recording form via email.

| 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.

Before the start of each academic year, the Planning and Evaluation Committee convenes to discuss and plan the activities for the upcoming year.

This committee evaluates various factors such as the number of working days, major events, and internship schedules.

Based on the committee's discussions and evaluations, a comprehensive plan for the academic year is formulated.

The Academic Calendar is then prepared by the committee, taking

into account the planned activities, including internal and external examinations for each semester.

The Academic Calendar, once finalized, is published and made accessible to both faculty and students.

It is disseminated through various channels, including the college website, notice boards, and communication platforms like WhatsApp groups.

The Examination Committee reviews the Academic Calendar and assesses the proposed schedule for examinations.

The Examination Committee ensures that all components of internal assessment, such as open-book examinations, online examinations, mid-semester examinations, and assignment submissions, are conducted according to the scheduled dates.

By adhering to the Academic Calendar, the institution promotes transparency and accountability in its academic processes.

Students and faculty members have clear visibility into the timeline of activities, allowing them to plan their schedules accordingly.

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

The journey begins with the careful formulation of PLOs, which encapsulate the desired attributes of graduates, emphasizing professionalism, academic excellence, and global competence.

The mapping of PLOs to CLOs allows for a comprehensive assessment of the alignment between overarching programme goals and specific course objectives.

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

Students are encouraged to take an active role in their learning process, leveraging experiential, collaborative, and participatory methods to achieve the stated CLOs.

Throughout the teaching-learning process, continuous assessment and monitoring mechanisms are employed to track student progress and ensure alignment with unit-wise learning outcomes and course CLOs.

First by meticulously aligning Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with curriculum design and teaching practices, the college ensures a holistic approach to student development.

| 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

**Periodic internal assessment helps to monitor the students' progress in cognitive, affective and psychomotor domains and the attainment of CLOs for B.Ed. and M.Ed. programmes.**

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

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

| 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**

**92**

| 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.

**A language proficiency test is administered at the beginning of the programme to assess students' proficiency in English, interventions such as communicative English classes or morning assemblies focusing on language proficiency development are implemented to enhance their skills.**

**An entry behavior test includes questions assessing students' familiarity with digital tools and technology, essential for modern teaching practices is conducted.**

**periodic ICT training sessions are conducted to develop their proficiency in e-content creation, multimedia presentations, and the use of AI tools.**

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

**Interventions such as mentor-mentee sessions or seminars on research methodology are organized to nurture their research capabilities.**

**Workshops on stress management, personality development, and yoga and meditation programs are conducted to enhance their life skills and promote holistic well-being.**

| 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

**Nil**

## RESEARCH AND OUTREACH ACTIVITIES

## 3.1 - Resource Mobilization for Research

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

**9**

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

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

**0.69**

| 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 | View File |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | View File |
| 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** | **All of the above** |

**supports**

| 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

`16`

| 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 | *View File* |

### 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

`33`

| 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

**30**

| 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

**189**

| 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**

189

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

189

| 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 plays a pivotal role in the local community, fostering a strong bond through dedicated efforts in education, social service, and philanthropy. Through various outreach programmes and initiatives, the college actively engages in social service. From volunteering to community events, our students, staff and management actively participate, addressing local needs. The college contributing resources and support to various community-based activities. From sponsoring local students and sports persons, donating relief materials and funding during natural calamities, we actively participate in uplifting the local community, improving the infrastructure facilities of nearby

Government Schools. Some of the programmes organized by the college are

National conference on NEP 2020

Exhibition of Millet Foods

Capacity Building Programme for School Teachers on NEP 2020

Guide Teachers Training programme for National Children Science Congress

Awareness Programme on Kavalan App

Seminar on Impact of Drug

Capacity Building and Personality Development for Women

Workshop on Role of Teachers in Disaster Management

Seminar on Sustainable life in Kanniyakumari District

Book Donation and Setting Library in Government Schools ,

Awareness Paintings in the Compound Wall of Government offices

,Medical Insurance Camp,

Anti-Drug Awareness Rally

Disaster Management First Hand Responders Training Programme ,

Cleaning Campaign at Service Village Aruvikkarai

Road Safety Awareness Programme

A Day with the Children of Home for Homeless children

Awareness videos on Covid-19

| 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

**17**

| 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

**24**

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

**24**

| 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

**11**

| 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** | **All 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

**Administrative Office with Office Automation software, Principal's Office, Office of Controller of Examinations with Examination Automation software, ICT enabled classrooms to enhance the quality of teaching learning process, Air conditioned Seminar Hall with Projector and Smart Board facilities, Multipurpose hall with 250 seating capacity, Well furnished Auditorium with 500 seating capacity, Library and Reading Room with Library Automation**

software, Research Room with computer and internet facility, Air conditioned ICT Resource Centre with 50 computers, LAN facility with Wi-Fi and broadband internet with a speed of 200 Mbps, Well equipped Psychology Lab, Biological Science Lab, Physical Science Lab, Language Lab with English Cloud software (25 student consoles with 1 master console), Mathematics Lab, Media Lab, Art & Craft Resource Centre, Heritage Museum, IGNOU room, Alumni room, Gymnasium, Staff Rooms with personal computers and internet facility, Play Ground, Shuttle court, Tennikoit , Throwball & Volleyball courts, Indoor Games facilities, Pedagogic Science Park, Clinic with nursing staff, CCTV surveillance system ensuring safe and secure environment for students and staff, Separate waiting rooms for Boys and Girls, UGC funded Women's hostel, Cafeteria, Terrace Green House, Rest rooms for Boys and Girls, Model school in the campus, Pedestrian pathways, herbal garden, solar panel, rain water pit, lift facilities, water purifiers, vehicle parking facilities and other facilities ensures a conducive atmosphere for teaching learning process.

| File Description | Documents |
|---|---|
| List of physical facilities available for teaching learning | [View File](#) |
| Geo-tagged photographs | [View File](#) |
| Any other relevant information | [View File](#) |

**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**

17

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Geo-tagged photographs | [View File](#) |
| Link to relevant page on the Institutional website | https://www.nvksd.edu.in/education/Audio/nvksd-video.mp4 |
| Any other relevant information | [View File](#) |

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

**26**

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

## 4.2 - Library as a Learning Resource

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

**The 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**

**Accession**

**Periodicals**

**Member**

**Circulation**

**Transactions**

**Digital Library**

**Tools**

**OPAC**

**Reports**

**Permission**

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

| File Description | Documents |
|---|---|
| Bill for augmentation of library signed by the Principal | [View File](#) |
| Web-link to library facilities, if available | [https://library.nvksd.edu.in/](https://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 provides Web-OPAC cum remote access through mobile phone or personal computer. Koha provides SMS alert facility to the students and faculty members. Web-OPAC facilitates the following types of searches namely Title, Subject, Series, Author, Call Number, Keyword, Publisher, Publisher location, Barcode. Our college library Koha weblink is http://61.2.46.60:8090.**

**The college library has subscribed to the Project entitled N-LIST,**

provided by INFLIBNET Centre, an initiative of MHRD. Through this, we have registered all the staff, scholars, and departments and have obtained and provided the individual login ID and Password to access the subscribed E-Resources remotely from the N-LIST platform. The N-LIST provides access to 6,000+ e-journals, 1, 99,500+ e-books and 6, 00,000 e- Books under NDL through a proxy server.

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

| 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)**

```
0.43
```

| 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**

```
1374
```

| 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 | https://www.nvksd.edu.in/education/pdf/Percentage-per-day-usage-of.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** | All of the above |

**Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

| 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 ICT resources available encompass a variety of tools, including multimedia projectors, electronic podiums, desktops, digital cameras, video cameras, and interactive boards, ensuring a rich technological environment conducive to learning.

Specifically tailored ICT-enabled classrooms cater to pedagogy classes in subjects such as English, Mathematics, Physical Science, Biological Science, and History. These classrooms are equipped with projectors and laptops, facilitating interactive teaching methods.

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

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

The campus-wide Wi-Fi facility, established in 2018, operates on a

```
Fiber-to-the-Home (FTTH) connection with a speed of 200 MBPS,
ensuring high-speed internet access across key areas such as the
main building's front office, library, and hostel.
```

| 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

```
1.45
```

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

| 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one: | D. 50 MBPS - 250MBPS |
|---|---|

| File Description | Documents |
|---|---|
| Receipt for connection indicating bandwidth | View File |
| Bill for any one month during theacademic 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 | Five or more of the above |
|---|---|

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Link to videos of the e-content development facilities | https://www.nvksd.edu.in/education/pdf/e-content-videos.mp4 |
| List the equipment purchased for claimed facilities along with the relevant bills | [View File](#) |
| Link to the e-content developed by the faculty of the institution | https://www.nvksd.edu.in/education/e-content.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)

**39.07**

| 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

**Through regular inspections, timely repairs, and strategic planning, the institution ensures that its infrastructure, including physical, library, ICT, laboratory, and sports facilities, operates seamlessly to meet the diverse needs of students, faculty, and other stakeholders.**

**Regular maintenance is conducted for civil, plumbing, and**

electrical systems. Stock verification takes place annually, including the RO drinking water plant. CCTV and biometric systems undergo regular maintenance.

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

Data maintenance utilizes library software, with stock verification at year-end. Continuous maintenance is applied to library systems and software. N-LIST subscription is renewed annually.

The ICT Resource Centre is open from 9.30 a.m. to 5 p.m. on all working days. Monthly maintenance for laptops and systems is performed, with antivirus installations on all systems. Software is updated as required. The staff in charge performs periodic maintenance on computers and accessories. System faults are noted and rectified monthly.

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

Annual maintenance of sports equipment is conducted. Usage is extended to model and government school students.The track undergoes regular weeding and levelling. The stock register is maintained and verified annually.

| File Description | Documents |
|---|---|
| Appropriate link(s) on the institutional website | https://www.nvksd.edu.in/education/Audio/nvksd-video.mp4 |
| 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** | All of the above |
|---|---|

| | |
|---|---|
| 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 | |

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

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

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

| | |
|---|---|
| **5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for** | **A. All of the above** |

**submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

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

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

| File Description | Documents |
|---|---|
| Data as per Data template | View File |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | 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 |
|---|---|
| 44 | 101 |

| 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).**

33

| 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 opportunities for students to develop leadership by organizing various programmes, representing the students. It creates an environment where students can voice their concerns and needs.

The major roles and responsibilities of the Student Council include participating in institutional decision- making processes, improving academic programs and student-learning experiences, organizing educational and recreational activities, developing opportunities for personal and academic growth, and addressing students' needs for satisfaction.

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

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

| 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**

**36**

| 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

Established as a registered body, The Alumni Association of N.V.K.S.D. College of Education plays a pivotal role in the college's organizational structure. It actively participates in philanthropic endeavors, scholarships, and outreach programmes aimed at advancing educational opportunities and societal welfare.

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

Their involvement extends beyond the classroom, encompassing curriculum development where alumni contribute suggestions and evaluate existing curricula to ensure relevance and responsiveness to the evolving educational landscape.

Alumni play an integral role in various activities within the college community, including judging competitions, donating teaching materials and books, and serving as subject matter experts during visits to educational institutions. Their active participation in academic life, through activities such as conducting demonstration classes and facilitating bridge courses, not only enhances the educational experience for current students but also establishes alumni as indispensable role models and mentors.

| File Description | Documents |
|---|---|
| Details of office bearers and members of alumni association | [View File](#) |
| Certificate of registration of Alumni Association, if registered | [View File](#) |
| Any other relevant information | [View File](#) |

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

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

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

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

The College cultivates a strong bond with its alumni through WhatsApp groups and social media, fostering a supportive relationship. Alumni actively engage in mentoring, guiding, and promoting current students. Through motivational talks and workshops, distinguished alumni share insights, contributing to a rich learning environment.

Alumni serve as valuable resources during induction programmes, sharing their experiences and insights with newcomers.

Alumni members are extended invitations to participate in faculty development programmes, seminars, and conferences. They actively contribute to the students through short lectures on soft skills, communication, personality development, and provide expertise on facing interviews and crafting effective resumes.

A significant number of mentor teachers in internship schools are alumni of the college, serving as mentors for students during their internship period. Their alumni status brings a unique perspective and valuable support to the students' learning experience.

Offering counselling and career guidance sessions, alumni provide valuable support to students in their pursuit of employment opportunities.

Alumni play an active role in the Internal Quality Assurance Cell (IQAC) and other administrative bodies within the college. Their participation contributes significantly to the institution's overall quality enhancement and governance initiatives.

Conducting model classes prior to the internship, alumni take the lead in providing exemplary instructional sessions.

Facilitating connections with schools for campus interviews and employment opportunities, alumni play a pivotal role in bridging the gap between students and potential employers.

| 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.

Since its inception in 1963, N.V.K.S.D. College of Education, governed by the esteemed N.V.K.S. Educational Society, has been unwavering in its commitment to nurturing prospective teachers from rural backgrounds.

The institution embraces a decentralized and collaborative approach, involving all stakeholders- faculty, administrative staff, students, alumni, parents, employers, and heads of model schools through various bodies.

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

The participatory mechanism extends to the annual Action Plan derived from the strategic perspective plan. The institution ensures representation and participation of teachers, non-teaching staff, and students in decision-making bodies. Teachers contribute to statutory bodies, admission committees, and planning and evaluation committees, promoting democratic management and transparency. Administrative staff and students are active participants in vital decision-making processes and administrative bodies, fostering a sense of shared responsibility and involvement in the college's governance.

| 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

N.V.K.S.D. College of Education has entrenched a robust system of decentralization and participative management, shaping the ethos of the institution across academic and administrative spheres.

At the heart of the institutional framework are four statutory bodies-Governing Body, Academic Council, Board of Studies, and Finance Committee- these bodies boast representation from teachers, administrative staff, and other stakeholders, ensuring a dynamic participative management approach.

Non-Statutory bodies such as the Admission Committee, Examination Committee, Planning and Evaluation Committee, IQAC, Students' Grievance and Redressal Cell, Library Committee, Co- curricular Activities Committee, Alumni Association, and Research and Publication Committee play a pivotal role in facilitating optimal participation of academic, administrative staff, and students across various activities.

The institution harbors committees dedicated to Career Guidance and Placement, Sports and Health, Students Welfare, Magazine, Extension Service, Youth Red Cross, Guidance and Counselling, Anti-Ragging, Red Ribbon Club, various clubs, and a Students' Council, creating ample space for increased participation in both curricular and co-curricular activities.

Work profiles, outlining roles and responsibilities, have been meticulously delineated and disseminated to ensure accountability and transparency in the decision-making process.

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

| 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.

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

The institution reinforces financial transparency through an annual internal audit conducted by a chartered accountant, coupled with external audit by the Regional Joint Directorate office in Tirunelveli. Comprehensive record-keeping plays a crucial role in financial transparency. The institution maintains detailed records, including cash books, vouchers, financial statements, and balance sheets.

In academic affairs, transparency is evident throughout the admission process. Monitored by the admission committee, adherence to guidelines from NCTE, the Government of Tamil Nadu, and Tamilnadu Teachers Education University ensures a fair and transparent process.

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

Administrative transparency is evident in the institution's recruitment processes. Adhering strictly to university, UGC and Tamil Nadu Government norms for both teaching and non-teaching staff, the institution maintains a clear framework for recruitment.

Faculty appraisal systems and feedback contribute to administrative transparency. The institution's commitment to self-assessment is showcased through the annual Academic and Administrative Audit (AAA).

| 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

The strategic plan of NVKSD College of Education outlines key goals including Academic and Research Excellence, Collaborations, Philanthropic Outreach, Environmental Sustainability, Infrastructural Augmentation, and Holistic Development.

The B.Ed. programme starts with an Induction Programme, easing the transition to teacher education with a one-week Bridge Course. The Women's Cell, Career Placement and Counseling Cell, N.S.S., and Library Readers Forum ensure students are prepared for the 21st century.

Students engage in community outreach with NGOs like Tamil Nadu Science Forum, Kumari Arivial Peravai, and HEAL Movement, shaping them into teachers with humanitarian concerns.

Life skill education and yoga classes promote emotional and spiritual well-being, helping students manage stress. The campus boasts a well-equipped library, Science Pedagogic Park, Knowledge Park, and green spaces like a Herbal Garden and Nakshatravanam and Terrace Green House Garden.

Global exposure comes through international and national seminars, workshops, and interactions with resource persons.

A 'Monthly Literary Meet' fosters creativity and higher-order thinking. College prayer and 'Dhinam Oru Kural' nurture core values among students.

Events like birthday celebrations and Fresher's Day strengthen community bonds, contributing to student happiness.

With academic and personal mentoring, NVKSD College aims to mold teachers to global standards, ensuring holistic development.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | https://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 embodies a commitment to a transparent and inclusive organizational structure, as reflected in its hierarchical, democratic, decentralized, participative, and inclusive approach.

The organizational structure, depicted through the organogram, is designed to ensure functional autonomy for each unit. The institution has in place a robust set of policies encompassing the Code of Conduct and crucial procedures related to administration, academics, and maintenance.

The administration of the college is steered by the N.V.K.S. Educational Society, a registered society with a distinguished team of educational enthusiasts at its helm, including a President and Secretary. This team governs the fundamental affairs of the institution.

Statutory bodies, the Governing Body, Academic Council, Board of Studies, and Finance Committee, play crucial roles in reviewing and contributing to the progress of the college. The Planning and Evaluation Committee, led by the Secretary of the college along with the Principal, oversees the strategic planning and day- to-day affairs of the institution.

The daily routine, academic responsibilities and administrative tasks are efficiently managed through IQAC, Office of Controller of Examinations, and academic committees.

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

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | https://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.

**The college, in adherence to the resolutions set forth by the Internal Quality Assurance Cell (IQAC), has successfully implemented Outcome Based Education (OBE).**

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

To ensure a comprehensive understanding of GAs and POs, the Principal addresses enrolled students during the induction programme. This proactive approach sets the tone for the students' academic journey, providing clarity on the overarching goals of the educational experience.

Prior to the commencement of B.Ed. and M.Ed. programmes, the meticulous allotment of courses to teachers and the preparation of the academic calendar are undertaken. The timetable is then structured according to the academic calendar, The faculty is equipped with the necessary skills and insights through training sessions dedicated to Outcome Based Education.

Teachers, as instrumental players in the OBE implementation, diligently prepare course plans for their respective subjects. Throughout the semester, they ensure the timely coverage of syllabi as per the outlined course plans.

Examinations, a pivotal aspect of the educational process, are conducted in accordance with the schedule provided in the academic calendar.

| 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 effective implementation of welfare measures for both teaching and non-teaching staff is practices in the institution.

The institution has formulated a policy on Professional Development Grants. Faculty development programmes, seminars, and workshops are regularly organized, for both teaching and non-

**teaching staff to enhance their skills and knowledge.**

**By encouraging staff to participate in national and international workshops and conferences, the college promotes knowledge sharing within the organization.**

**The provision of spacious staff rooms with individual computers and internet facilities ensures comfortable and efficient workspace. Well-furnished offices, restrooms ,availability of purified water, cafeteria, and mess facilities contribute to an overall positive work environment. The inclusion of a health clinic within the campus in collaboration with Retna Multispeciality hospital is a noteworthy initiative.**

**Hostel facilities for both male and female staff underline the institution's commitment to providing a holistic living experience. Moreover, the fee concession for the education of children of teaching and administrative staff in the model school aligns with the institution's belief in supporting the family well-being of its employees.**

**A well-defined leave policy covering maternity leave, medical leave, special casual leave, casual leave, earned leave, and restricted holidays ensures that staff can manage both personal and professional responsibilities effectively.**

**The emphasis on physical fitness through a fitness center and yoga sessions is a proactive approach to maintaining the well-being of staff members.**

| 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**

**11**

| 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 | View File |
| 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.**

**7**

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

**2**

| 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 effective performance appraisal system, a pursuit of excellence alignment with organizational goals.

For teaching staff, the Performance Appraisal Process involves a dual evaluation method, combining self-appraisal and comprehensive assessments by the Principal and students.

The self-appraisal mechanism adds depth to the evaluation process for teaching staff. At the end of each academic session, faculty members undertake self-assessment using a prescribed format. Subsequently, the Principal scrutinizes the self-appraisals in consultation with the management, providing constructive feedback.

Student appraisal is a pivotal aspect of the performance appraisal system. Through a structured feedback mechanism, students are invited to evaluate their course teachers across various dimensions. This direct student input provides valuable insights into the effectiveness of teaching methodologies, enabling the institution to make informed decisions regarding adjustments to teaching approaches.

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

Crucially, the institution's commitment to continuous improvement is evident in the actions that follow the appraisal process. Identified areas for improvement, whether in teaching or non-teaching roles, prompt the institution to design and implement capacity-building programs.

| 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

Financial audits are indispensable components of effective financial management in educational institutions, ensuring transparency, accountability, and prudent resource utilization.

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

Management Fund:

Student Fee Collection:

Government Funds:

Non-Salary Accounts:

Maintenance of Financial Records: Cash books, ledgers, and vouchers are diligently maintained in the college office.

At the end of each financial year, a chartered accountant appointed by the management conducts an internal audit.

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

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

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

The Account General Office, Chennai conducts periodic verifications of all accounts sanctioned by the Government.

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

| 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)

0

| 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.

**Effective fund mobilization and resource utilization are crucial aspects for the sustainable development and growth of any educational institution.**

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

**Grant in Aid from State Government**

**UGC Grant**

**Autonomy Grant**

**Fees collected from Students**

**Management Support**

**Revenue Generation Initiatives**

**The funds acquired are judiciously utilized across various dimensions like Infrastructure and Maintenance, Faculty and Staff Support, Academic Resources, Student Welfare, Participative Management for Optimal Utilization**

| 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

**IQAC has been a pivotal entity within our institution since its establishment in 2007. Its multifaceted approach, encompassing curriculum development, faculty capacity building, stakeholder feedback, and continuous audits, reflects a commitment to excellence and a proactive stance toward quality assurance.**

**The enrichment of the curriculum is an ongoing process aligned with Outcome-Based Education (OBE). The syllabus is modified to incorporate Graduate Attributes, Programme Learning Outcomes, and Course Learning Outcomes, ensuring that the education imparted aligns with contemporary educational standards.**

**To foster effective teaching and learning, the IQAC actively promotes pedagogical innovations. This encourages faculty members to apply multi mode approach to teaching learning.**

**Through various faculty development programmes, seminars, workshops, and conferences, the IQAC ensures the capacity building of staff.**

**Regular IQAC meetings, serve as a platform for appraising the quality of teaching-learning, co-curricular activities, and other programmes.**

Feedback from stakeholders, is systematically collected and analyzed by the IQAC. This feedback allows the institution to identify areas for improvement and implement remedial measures.

Facilitating collaborations with other institutions is a strategic move to enrich the academic environment. The publication IQAC newsletter serves as a documentation of the work carried out, ensuring transparency and accountability.

One of the cornerstones of the IQAC's quality assurance framework is the regular conduct of Academic and Administrative Audit which offer a comprehensive evaluation of the institution's strengths, weaknesses, challenges, and opportunities.

| 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 Internal Quality Assurance Cell (IQAC) plays a pivotal role in ensuring and enhancing the quality of the teaching-learning process at our college.

At the commencement of each academic year, teachers formulate a comprehensive teaching plan for the courses they are responsible for.

To keep pace with technological advancements, IQAC organizes seminars, webinars, workshops, and training sessions. These programs serve to enhance the technical proficiency of teachers.

Teachers engage in daily, monthly, and yearly reflections to contemplate their pedagogical approaches.

Regular Teacher Evaluation Surveys, conducted by IQAC and based on student feedback, form a crucial aspect of performance assessment. The confidentiality of student responses is maintained, fostering open participation. The survey results are systematically analyzed, and individualized reports are shared with teachers.

Following internal examinations, teachers meticulously analyze student performance to identify any unattained learning outcomes.

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

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

| 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**

38

| 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 | View File |
| Link to the minutes of the meeting of IQAC | https://www.nvksd.edu.in/education/pdf/minutes22-23.pdf |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | https://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

The institution has demonstrated a commitment to continuous improvement and quality assurance through various initiatives:

- Approval by the NCTE for additional seats in the M.Ed. programme, reaching a total intake of 50 by 2010, reflects a response to increasing demand for quality education.
- Construction of a UGC-funded Women's Hostel in 2011 and subsequent infrastructure developments such as the Golden Jubilee block (2012) and new library block (2013) has enhanced accommodation and academic resources.
- Recognition as a Centre for Research in Education by the Tamil Nadu Teachers Education University in 2013 and re-accreditation by NAAC with A Grade in 2014 underscore academic prestige and commitment to excellence.
- Attainment of autonomous status in 2017, establishment of a SWAYAM NPTEL Local Chapter in 2019, and promotion of doctoral degrees and research mentorship further highlight scholarly excellence.
- Initiatives like the science pedagogy park (2021) and rooftop Greenhouse Garden promote innovation and sustainability.
- Recent developments include the establishment of a knowledge park, construction of a Diamond Jubilee block, and curriculum updates in 2022 to align with Outcome-Based Education, catering to evolving educational needs.

| 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, optimum use of alternate energy and minimizing environmental pollution.

The green policy of the institution focuses on optimal use of energy resources.

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

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

The trees in the institution reduce energy costs by lowering air temperature, increasing humidity and influencing wind speeds. Energy Conservation is practised in variety of ways such as

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

Rainwater pit.

| 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 well-defined waste management policy, emphasizing sustainable practices to enhance resource efficiency. Awareness programmes are conducted both within the college and in the community to promote environmental sustainability.

The college advocates for holistic waste management, emphasizing the 5 R's: Reduce, Refuse, Rethink, Reuse, and Recycle.

Daily waste management is handled by supporting staff, including regular cleaning of classrooms monitored by staff coordinator. Green cover is maintained by full-time gardeners who dispose of waste responsibly.

Waste segregation and disposal represent pivotal aspects of the daily administration of our campus. The designated Colour-coded bins bins placed on campus segregate biodegradable and non-biodegradable materials. Papers and other waste are collected and sold. The plastic waste is collected by Attoor Town Panchayat. Moreover, single use plastic is strictly banned within the campus.

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

The college actively practices the students to utilize waste materials in the campus to craft artworks- Art from Waste.

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

**preventing water pollution.**

**The electronic waste, which includes batteries, bulbs, fans, and computer components within the campus, is conscientiously disposed of by collaborating with scrap vendors.**

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

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

| File Description | Documents |
|---|---|
| Documentary evidence in support of each selected response | 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 | **All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Income Expenditure statement highlighting the specific components | View File |
| Documentary evidence in support of the claim | View File |
| Geo-tagged photographs | View File |
| Any other relevant information | View File |

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's dedication to cleanliness, sanitation, green cover, and promoting a pollution-free environment underscores its commitment in creating a healthy and sustainable campus.

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

The lavatories undergo regular cleaning and disinfection, ensuring a consistent water supply to all restrooms. Essential toiletries are readily accessible and are replenished as needed. The college offers sufficient number of washrooms and restrooms for both staff and students. Incinerators are installed for the disposal of sanitary napkins.

The college campus boasts a vibrant green landscape adorned with numerous trees and a diverse array of plant species, herbal garden, vegetable garden, fruit orchard, and lotus ponds.

The Nature Club plays a pivotal role in the campus's environmental initiatives, by organizing Tree plantation drives and awareness programs to keep the surroundings clean and green.

To promote a pollution-free healthy environment, the use of bicycles is encouraged The use of electric vehicle is also promoted. Moreover, most of the staff members, research scholars and students 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 | All 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)**

`5.6`

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Income Expenditure statement on green initiatives, energy and waste management | View File |
| Any other relevant information | View File |

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

Students frequently visit the service village 'Aruvikkarai' where they participate in cleaning activities, plant saplings, and conduct awareness rallies, among other initiatives.

The students are taken to visit historically significant places in the district, such as Padmanabhapuram Palace, Jain temple at Chitharal, Mathoor Hanging Bridge, Eco Park, Vivekananda Kendra, Vivekananda Rock Memorial and Udayagiri Fort. These visits help them understand the diverse cultures and communities .

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

Visit to the Managudi mangrove forest,and Periyakadu sand dunes, provided an understanding of the richness of nature ,the wonderful landscape of our district and the importance of mangrove forests.

| 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 | A. All of the above |
|---|---|

| | |
|---|---|
| **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** | |

| 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: Improving Prospective Teachers' Global Competence**

**Objectives: Enhance English communication skills. Develop effective communication in student teachers. Boost student self-esteem.**

**Context: Students, mainly from rural and Tamil medium backgrounds, struggle with English and confidence. Curriculum includes communication improvement activities.**

**Practice: Utilize direct observation, group discussions, role-playing, language lab practice, Bridge Course, morning assembly,**

**drama enactments, workshops, and seminars to enhance communication skills. Success**

**Evidence of Success: Student teachers improved English skills, showcased through voluntary participation in stage programs and as masters of ceremonies.**

**Problems encountered: Tracking skill acquisition was challenging.**

**Best Practice-2**

**Title: Promoting Social Responsibility through Community Engagement**

**Objectives: Support local community needs. Cultivate social consciousness and national values. Engage in active local involvement to foster goodwill.**

**Context: Active student and staff participation in community service with outreach programs raising awareness about rural communities' needs and their role in national development. Practice: Conduct book donation campaigns, establish libraries in government schools, organize clean drive programs, health camps, COVID-19 relief services, cultural awareness programs, Diwali celebrations with tribal communities, and philanthropic activities like sports sponsorship and awareness programs.**

**Evidence of Success: Extension and outreach programs fostered a culture of social commitment among students.**

**Problems encountered: Ensuring full student participation in outreach programs proved difficult.**

| 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

One of the strategic goals set by the college is a philanthropic approach, with a specific focus on addressing the need for scientific knowledge in the rural community. The college collaborates with NGOs such as the Tamil Nadu Science Forum and Kumari Arivial Peravai to organize various programs aimed at enriching the scientific knowledge of school students.

The villages surrounding the college are remote rural areas, and the majority of government schools lack laboratories and other facilities necessary for hands-on experiential learning in science.

It is a matter of great pride that the college has developed the Science Pedagogic Park with the motto of nurturing rural minds with scientific knowledge. The park was established in 2021, and its formal inauguration took place on August 15, 2022. This initiative aims to bridge the gap in access to practical science education for students in the rural areas and contribute to the overall enhancement of scientific knowledge in the community.

Through offering opportunities to students from various schools in the Kanniyakumari District, the Science Pedagogic Park serves as a resource center for promoting scientific literacy beyond the campus borders.

The Science Pedagogic Park serves as a hub for interdisciplinary collaboration, bringing together students and teachers from different schools to conduct experiments. These collaborations not only enrich academic experiences but also promote a culture of cross-disciplinary learning.

| 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](#) |