



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution		DHANALAKSHMI SRINIVASAN COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. K.SANTHAKUMARI	
• Designation	PRINCIPAL	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	7094466484	
• Mobile No:	9443484779	
• Registered e-mail ID (Principal)	dsce_bed@yahoo.co.in	
• Alternate Email ID	k.santhakumari@gmail.com	
• Address	227-C-Thuraiyur Road, Perambalur-621212	
• City/Town	Perambalur	
• State/UT	TAMIL NADU	
• Pin Code	621212	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

• Location	Rural									
• Financial Status	Self-financing									
• Name of the Affiliating University	Tamil Nadu Teacher's Education University									
• Name of the IQAC Co-ordinator/Director	Mrs.V.Komail									
• Phone No.	04328220692									
• Alternate phone No.(IQAC)	7094466484									
• Mobile (IQAC)	6369191043									
• IQAC e-mail address	dscoe.iqac@gmail.com									
• Alternate e-mail address (IQAC)	dsce_bed@yahoo.co.in									
3.Website address	https://dscebed.co.in									
• Web-link of the AQAR: (Previous Academic Year)	https://dscebed.co.in/aqar.php									
4.Whether Academic Calendar prepared during the year?	Yes									
• if yes, whether it is uploaded in the Institutional website Web link:	https://dscebed.co.in/academic-calendar.php									
5.Accreditation Details										
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to					
Cycle 1	B	2.12	2009	03/03/2009	07/03/2014					
Cycle 2	A	3.05	2014	10/12/2014	13/12/2019					
Cycle 3	B	2.27	2021	14/12/2021	13/12/2026					
6.Date of Establishment of IQAC	20/01/2007									
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.										

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	30/03/2022	0
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		01		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<p>1. Conducting communication innovative skill development programmes for the Staff and students 2. Focussing on the use of ICT in teaching learning process. 3. Online classes for B.Ed. or M.Ed.,. both. 4. seminars were conducted by IQAC for student's as well as for teacher's development. 5. Encouraging the staff members to attend various seminars, webinars, workshops ,faculty development programmes etc.</p>				
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
World cancer awareness programme	Internal Quality Assurance cell organized world cancers awareness day programme was organized online on 6 February 2022. Dr. S. Kamaraj BSMS., Dip. YOGA, District Siddha medical officer and drug Inspector (IM), Perambalur and Ariyalur districts was the resource person. The event was conducted online.
Notographic communication	IQAC was organized Notographic communication on.....was the resource person. The event was conducted online.
Art hub	Workshop for the both I and II years students was organized on 17 march 2021. Ms. Thulasi Kannan, Fevicryl certified specialist, Ajanta Art and Craft Madurai was the resource person. The event was organized offline.
Faculty Development Programme (FDP)	A Faculty Development Programme (FDP) titled Pedagogical scenario at present education organized by IQAC of our college on 26th March 2022. Dr. Vinnaras Nithyanantham professor of education, Lebanese French University, Erbil, Kurdistan, Iraq was the resource person.
Personality development programme	Capacity building and personality development program (PDP) sponsored by national commission for women, New Delhi was organized by IQAC on 25 march 2022. Dr. A. Jahitha Begam, Professor and Head i/c, department of education Gandhigram Rural University Dindigul, Dr. M. Mirunalini,

Assistant professor, department of educational technology, Bharathidasan University, Trichy and Selvi. Kalaivani Ilango, Educationist, Head of Tamil Mandram, Singapore. The first session was handled by Dr. A. Jahitha Begum on time management, stress management and meta-cognitive skills are as Professional career skills. Later she discussed the importance of managing the techniques for time management and overcome the barrier of stress. She encouraged the participants to know and come up on the importance of PDP and practicing life skill preparations. The second session on Professional-Career Skills was handled by Dr. M. Mirunalini. She elucidated clearly on digital literacy and effective use of social media. The third session was handled by Selvi.Kalaivani Ilango. She enlightened about personal capacity building; also explain about the skills which we used to establish effective life styles and gave time to interact on the topic which she did and the trainees were actively participated. The event was organized online.

Web based narration (Story telling)

Orientation programme for the INDIA 75 - STORIES UNTOLD INITIATIVE Web Based Narration of Prospective Teachers was organized on 17 march 2022. Sessions were handled by Teri Lott, Meera Vishwanath USA was the resource person Story teller, author, retired teacher

	and Meera Vishwanath, India storyteller, founder of story basket. The event was conducted online.
First Aid Program	IQAC organized awareness programme on first aid for our student teachers on 21 March 2022. Mr. R. Karal Marks from Alert NGO, Chennai acted as a resource person.
Communication skill development programme	Communication skill development program was conducted for final year student-teachers by IQAC-DSCE from 18th April to 23rd April 2022. Trainers from SYASAN'S Career analytics, Chennai, were invited to conduct the training program.
VAC on e-Content	All faculty were trained with online teaching and e-content generation
National virtual conference	A webinar on national virtual conference on education with modern technology was conducted by IQAC on 6 july 2022. Dr. Yasodha, assistant professor/HOD, Dravidian university Andrapradesh and The second session was handled by Dr. Angel Rethnabai, Central Institute of Educational Technology (CIET), NCERT, New Delhi, was the resource person. The event was conducted online.
INTERNATIONAL DAY FOR THE ELIMINATION OF VIOLENCE AGAINST WOMEN (25th November 2022)	International day for awareness of harassment against women was followed by Awareness rally conducted by our college students at nearby college as Velur village, Perambalur district. MsP. Ambikai Sivashanmugam, President of Velur Panchayat, and Mr. P.

	<p>Balasubramaniam Vice-President of Velur Panchayat, Perambalur were the chief-guests who felicitated the gathering and inaugurated the awareness rally..</p>
INTERNATIONAL YOGA DAY-21st JUNE 2022	<p>International Yoga day was celebrated in our campus on 21st June 2022 as Celebrating health and wellness at our college auditorium conducted by IQAC. Dr.R.Senthilkumar, Director of Physical Education, Government Arts College, from Harur, Dharmapuri district was the resource person.</p>
AIDS awareness day	<p>On the occasion of world AIDS day, RRC organized rally and awareness camp on 1st December 2022 at Senjeri Village. The theme of our college of education to conduct the day for providing awareness to the local public to come together in the battle against HIV, to support those who are living with it, and remember those who have passed away from an AIDS-related illness. Rally was inaugurated by Ms. Pauline Head Mistress and Mr. Easter Raj BT Assistant, Diraviyam Sagayam Primary School, Renganathapuram, Perambalur. By conducting rally, we established the concept of HIV is still a serious problem that needs more awareness and education to the public. Slogans regarding AIDS awareness were carried out during rally. After completion of rally we visited VIDHYASHRAM (A unit of Human Uplift Trust (HUT) (Founded-1987), Senjeri where</p>

	there are few children who living with HIV positive.
Mahatma Gandhi National Entrepreneurship Month 20th October - 19th November 2022	<p>Social entrepreneurship, Swachhta and Rural Engagement Cell organized social entrepreneurship and sustainable development activities in Dhanalakshmi Srinivasan College of Education, Perambalur guided by Mahatma Gandhi National Council of Rural Education, Department of Higher education, Ministry of Education, Government of India on 18th November 2022.</p> <p>Celebration of entrepreneurship month followed in our campus is purely meant for the purpose of developing skills the students-teachers have. Instructions were given by following the guidelines from MGNCRE. Based on the steps mentioned in guidelines, 14 groups were formed and each group contain 6-8 student-teachers and by nature of the interest they have, each group were collected and promoted their products with their stalls, discussion with co-ordinator products will displaying on their separate stalls like Food, Mahandi, Homemade products, Art and Craft products, and Paper crafts were displayed. Our honorable chancellor Mr. A. Srinivasan and Ms. D. Anandhi, Director, Indian Overseas Bank, Rural Self Employment Training Institute (RSETI) inaugurated the Programme. Principal, Teaching Faculties and Student-Teachers were welcomed our Chief-Guests. Fourteen stalls were installed,</p>

displayed and sell their products with reasonable price and profits. Out of which 12 stalls got more than 1,000 rupees profit and remaining groups were took their invested amount. will displaying on their separate stalls like Food, Mahandi, Homemade products, Art and Craft products, and Paper crafts were displayed. Our honorable chancellor Mr. A. Srinivasan and Ms. D. Anandhi, Director, Indian Overseas Bank, Rural Self Employment Training Institute (RSETI) inaugurated the Programme. Principal, Teaching Faculties and Student-Teachers were welcomed our Chief-Guests. Fourteen stalls were installed, displayed and sell their products with reasonable price and profits. Out of which 12 stalls got more than 1,000 rupees profit and remaining groups were took their invested amount.

National Education Day

National Education Day celebrated in our college on 14th November 2022, organized by Internal Quality Assurance Cell (IQAC). Mr. Rajendran Head Master, Government Hr. Sec. School, Velur, Perambalur District invited as a chief guest and gave his special talk on significance of celebrating this National Education Day by the birthday of Dr. Maulana Abul Kalam Azhat former Education Minister of India and extended the importance of Education and current status of education in contemporary India

Dental camp	YRC/NSS organize the dental camp with the collaboration of Dhanalakshmi Srinivasan dental college, Siruvachur, Perambalur on 6th December 2022. Doctors who Dr. M.J. Mathew, Dr. M. Farzana Fathima, Dr. S. Muhammadiya and Dr. R. Dharshan Ram explained the causes and preventive measures of tooth infection after consulting and examined the student-teachers, 140 student-teachers benefited by this dental camp.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Managment Committee	24/01/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-2022	22/12/2022
15. Multidisciplinary / interdisciplinary	
<p>This College is affiliated with Tamil Nadu Teachers Education University Chennai. Our Parent University has framed the design of the course as having a Multidisciplinary and Interdisciplinary approach. The Teacher Education and Teacher Educator Programs have been designed for all these approaches; the holistic development of teachers and teacher educators is our concentrated pathway to enrich all these programs.</p> <p>Presently, Education is a discipline integrated for the purpose; so it is multidisciplinary; whereas courses like; Language across Curriculum, Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, etc.) Physical Education is interdisciplinary, and above all these courses have a focal</p>	

intention to integrate them for effective and efficient school education in particular and Education from a wider perspective. So this College is ready to implement NEP 2020.

16.Academic bank of credits (ABC):

This College is affiliated with Tamil Nadu Teachers Education University Chennai. So it is looking forward to guidelines from the statutory body. The Tamil Nadu Teachers Education University Chennai has already designed the nomenclature as per NEP 2020. The Tamil Nadu Teachers Education University Chennai is in the process of getting accredited for this purpose. Institute has also initiated the process of getting all affiliated Institutions to be accredited.

17.Skill development:

The institution encourages the faculty to update their knowledge by offering and undergoing refresher courses, seminars, conferences, training programs faculty development programs, and workshops. In addition, the institution has provided value-added courses per year and certificate courses to students for developing skills to bridge the gaps in the syllabus and multidisciplinary approach. They are trained in the following areas as per their interest to achieve placements, competitive examinations, and higher studies.

Micro Teaching
Bridge Course
Communication Skill Development
Unique Talent Show by Budding Teachers
Professional Development
Value Added Courses
Club Activities

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

The prehistoric model of Indian Knowledge Customs and Traditions has been transcended through courses like, Perspective in Education. Here, the philosophy of Vivekananda, Tagore, Gandhiji, Maharshi Arvind, Raja Ram Mohan Ray, etc. has a place.

Indian knowledge systems comprising traditional ways of learning are covered and well introduced across the curriculum through the courses of education, philosophy, art, literature, sciences, yoga, and sports. Our B.Ed. The program includes various components strengthening cultural identity, awareness, and uplifting societies

that are effective, in terms of enhancing understanding of cultural identity, language acquaintance, and the perception of inheritance. Language across the curriculum is introduced to ensure proficiency in Indian languages has been integrated well into various programs offered at the College.

The NEP 2020 is an initiative speaking both the intent and the content. Due to value-based existence, ancient practices succeeded in enduring the loss from the violence of time and found contemporary relevance and acceptance in the modern Era through the NEP 2020. This College is trying to sustain teaching-learning practices in effective shape through the Indian knowledge system. The rich Indian Cultural heritage is full of examples proving the significance of continual learning irrespective of any barriers of age or place for that matter. The modern problems and challenges are multidisciplinary. Hence, a cross-disciplinary approach is required to solve them. Our Parent University has offered the best of the content of learning through such concerns.

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

The teaching-learning process at this College has aims and objectives, so there has been a central vision as an outcome-based process. The twenty-first century is being regarded as the age of ICT, where preserving information and assimilating is very easy, so there are specific outcomes of very specific teaching-learning programs. Our university has been offering very specific teacher education programs, where a very noble objective is set to achieve and that is to make such a teacher education program, which is globally viable and locally accepted.

Indian Knowledge System is an internationally recognized scientific and effective system so the following Outcome Based Education (OBE) is envisaged: UG Programme: B.Ed. and M.Ed. programs have been specifically aiming at multicourse development of school teachers who can lead, manage and administer teaching-learning processes at school level.

20.Distance education/online education:

The Corona situation has instructed us to Online Education. It is also a need of the hour. This College has made effective use of Online Mode during the pandemic Period. The students are encouraged to participate in the online courses through different online learning platforms like SWAYAM Online Courses. The institute conducted online lectures and webinars for the students through Zoom, Google Meet, etc. during the pandemic Period.

Extended Profile

1.Student

2.1 267

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 350

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 129

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

File Description	Documents
Data Template	View File

2.4 321

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year 321

File Description	Documents
Data Template	View File

2.6 267

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	64
4.2 Total number of computers on campus for academic purposes	90
3.Teacher	
5.1 Number of full-time teachers during the year:	55
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	55
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Response-</p> <p>Dhanalakshmi Srinivasan College of Education strives to impart quality education through a stimulating and innovative environment which is affiliated to the Tamilnadu Teachers Education University, Chennai. The College offers B.Ed & M.Ed Programme follows the curriculum prescribed by the University. The B.Ed programme will consist of Theory courses in 'Perspectives in Education', and 'Curriculum and Pedagogic Studies' along with 'Engagement with the Field' as practical component.</p> <p>The M.Ed programme is comprised of five broad inter-related curricular areas - Perspective Courses, (ii) Tool Courses, (iii)</p>	

Teacher Education Courses, (IV) Specialization of a Core Course and (v) Specialization of a Thematic Course. The Teacher Educator Teaching Plans and Course outline so that adequate time is allotted to cover the details in the syllabus. The College understood the academic needs of the student teachers and the emerging trends in the educational scenario, the institution organizes various events.

Meetings are organized periodically to review the progress of Syllabus Completion, Result Analysis of the Internal Assessment are discussed and action taken for the respective Suggestions given by the Teacher Educators.

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

B. Any 5 of the above

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://dscebed.co.in/pdf/B.Ed-Learning-Outcomes.pdf https://dscebed.co.in/pdf/M.Ed-Learning-Outcomes.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

22

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	https://dscebed.co.in/courses-offered

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

267

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

267

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	
38	
1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
38	

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.

Response-

Our College provides opportunities to inculcate Various Teaching Activities in our B.Ed., and M.Ed., trainees, to develop their Knowledge, values, Attitude and Skill of Teaching-Learning Process in various levels. Our College organizes the following activities to enrich the student teachers skills.

- Bridge Course
- Lesson Plan Writing
- TLM Preparation
- Science Exhibition
- Community Based Activities
- Career Guidance and Life Skill Programme

Bridge Course supports to bridge the gap between subjects studied at under graduate university level importance is given to both Teaching discipline and personality development which includes soft skills, Interpersonal skills etc.

Lesson plan Writing serves as a preparation tool that makes the teaching-learning process easy and effective. It tells clearly the objectives to be achieved, the teaching methods, instructional aids and evaluation techniques in the instructional hours. Training has

been organized to prepare Teaching learning materials (TLMs) which are used by teachers to help learners to learn concept with ease and efficiency.

Science Exhibition Promote the interest, Curiosity in Science & technology and tool to share the ideas to bring something innovative into implementation.

Community Based Activities develop their social and moral skills and make them a better team player.

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	No File Uploaded
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

Response-

The most important contribution of ancient India not only for India but also for the world is in the field of education. It may also be remembered that education is not an abstract term. It is manifested in the cultural economic, individual, philosophical, scientific, social and spiritual advancement.

In other words, education is the means for developing the mind for the betterment of the individual and society. In Our Curriculum provides to contribute our Student Teachers in various Activities Such as Internship Training, Innovative School Visit , Internship Training lends a hand to the student teachers to give opportunity to work practically in the daily life.

During the Training period our Students Teacher Learned the Following Activities of School System Such as School Administration

work, Maintenance of Records, Conduct Assembly, Classroom Management, Social Involvement, Conduct the Test and Measurement, Handing the Various Level of Students and Conduct Various Programmes. Visit to innovative Schools helps the Student teachers to know the difference in Administration, Curriculum, Methods of Instruction and Evaluation among the schools.

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	No File Uploaded

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

Response-

Teacher education programs are designed to develop professionals who are prepared to meet the challenges of the 21st century classrooms and workplace. To this end, the teacher education program must aim to develop the knowledge, skills and attributes of pre-service teachers to prepare them to teach effectively in the schools systems.

It is, therefore, argued that the academic program of the teacher education should be coupled with an important and integral component called school -based experiences i.e. practicum which provides students with supervised experiences and help the student teachers to understand the full scope of teachers role.

Many have also suggested that these experiences are very powerful in shaping pre-service teachers as they are real in contrast to the artificial environment of the tertiary education courses.

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

Three 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 and analysed

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

265

2.1.1.1 - Number of students enrolled during the year

265

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

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

265

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

135

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	No File Uploaded

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

0

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

0

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

2.2 - Honoring Student Diversity

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

An entry-level or initial assessment process evaluates the college readiness of all newly enrolled students. It is a tool to identify the different backgrounds of the newly admitted students as well as their base knowledge and previous abilities and skills. This assessment helps to identify the individual learning needs of all students and the academic support required by them to undergo the professional program they have enrolled in. A key element of entry-level assessment is ensuring that student support services and activities are in place with experiences and an environment conducive to attaining educational and personal goals. The assessment of students' prior knowledge is done through a performance-based test developed in-house. This gauges the students' relevant background knowledge using a simple written test, consisting of five sections such as teaching/education, reasoning ability, English, Mathematics, and general awareness. This assessment is purely for diagnostic purposes and is not graded. An analysis of the student responses is done to assess student's preparedness, ascertain areas of weakness and identify the kind of academic support the student requires.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Two/One of the above												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Relevant documents highlighting the activities to address the student diversities</td><td>View File</td></tr> <tr> <td>Reports with seal and signature of Principal</td><td>View File</td></tr> <tr> <td>Photographs with caption and date, if any</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table>	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	
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												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Relevant documents highlighting the activities to address the differential student needs</td><td>No File Uploaded</td></tr> <tr> <td>Reports with seal and signature of the Principal</td><td>View File</td></tr> <tr> <td>Photographs with caption and date</td><td>No File Uploaded</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Relevant documents highlighting the activities to address the differential student needs	No File Uploaded	Reports with seal and signature of the Principal	View File	Photographs with caption and date	No File Uploaded	Any other relevant information	No File Uploaded			
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Relevant documents highlighting the activities to address the differential student needs	No File Uploaded												
Reports with seal and signature of the Principal	View File												
Photographs with caption and date	No File Uploaded												
Any other relevant information	No File Uploaded												

2.2.4 - Student-Mentor ratio for the academic year**10:1****2.2.4.1 - Number of mentors in the Institution****35**

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	No File Uploaded

2.3 - Teaching- Learning Process

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

Bachelor of Education (B.Ed) - College of Education students offer a variety of electives, including Tamil, English, Mathematics, Physics, Chemistry, Botany, Zoology, History, Economics, Commerce, and Computer Science. Teaching methods of brainstorming group discussion and other methods such as mathematics, physical science, and computer science to Tutoring concept workshops, problem-solving, etc.

Master of Education (M.Ed)- Conference workshop, seminar, group discussion, and project methodology is followed for postgraduate education students.

The many Methodology for using this Course Such as: -Experiential learning, a Problem-solving method, Lecture Method, Project-based Learning, Computer - Assisted Learning, and Independent Learning.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

9

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://dscebed.co.in/index.php
Any other relevant information	No File Uploaded

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

265

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	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

One 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	No File Uploaded
Link of resources used	https://dscebed.co.in/demonstration-class.php
Any other relevant information	No File Uploaded

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

In our College, we adopted a well-defined mentoring process where each faculty mentor is assigned with a maximum of 15 students for mentoring their attendance, punctuality, discipline, and academic performance, as well as to guide them through their career path. A mentor may be not changed to two years.

The role of Faculty is becoming increasingly important in advancing student learning outcomes and change of attributes. The Faculty identifies the problematic students, slow learner, and advanced learner. This situates mentoring as an important component of Faculty ongoing professional attributes in students.

The mentor should collect the details from the college such as name, contact details, email ID, and Whatsapp number details of the mentor. Section and optional in-charges regularly communicate with them about students' regularity, punctuality, academic performance, and behavior in the campus.

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

2.3.6 - Institution provides exposure to

Two of the above

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Response: Creativity In teaching Learning Process, Our college facilitates a good classroom environment with creativity which makes the lessons more interesting and interactive. The right mix of creativity along with curriculum helps students to be innovative and also encourages them to learn new things. Students can grow up as good communicators in addition to improving their emotional and social skills. Our teachers promote activities such as open-ended questions, creative team-building activities, brainstorming sessions, and debates in the classroom. On National Day celebrations various activities like Quiz, Elocution, Art gallery, talent show, Rangoli, Science Exhibition on Science day are organized. Life skills Life skills are an essential part to meet the challenges of everyday life. Our college organizes life skills programs every year to find new ways of thinking and problem-solving, to take responsibility, build confidence, adaptability to different roles and flexible working environments, and Time and people management among students during employment. Life skills programs lend a hand to society by organizing awareness Programmes and respecting diversity allowing creativity and imagination to flourish developing a more tolerant society through Rally, wall Painting, and Oath taking.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed 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)	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Eight /Nine of the above
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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	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

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

One 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

One of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

Two 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	No File Uploaded
Any other relevant information	No File Uploaded

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

One 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	No File Uploaded
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

Every year for the second year students from the beginning of August, the Administration is involved in the process of teacher training for students. Students are selected based on their details and sent to the school for 16 weeks (80 days) of training with the approval of the District Education officer and chief Education officer (DEO & CEO). Where they learn the school's rules and regulations of conduct and classroom management practitioners teach and select students learning needs as they engage in teaching practice then, select and evaluate the purpose and tools for evaluating students and teaching them to refine their knowledge and skills, so that trainee completes a complete training.

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

2.4.9 - Number of students attached to each school for internship during the academic year**2.4.9.1 - Number of final year students during the academic year****230**

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

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

teachers and peers.

The second-year students were sent to school for sixteen (16) weeks for teaching practice. Student's information is collected before being sent to the school and the school assigns accordingly the students go to school after the list is approved by the District Educational Officer and Chief Educational Officer. The trainee teachers in the school train with the permission of the headmaster appoint the school teacher as a guide teacher according to the subject and education.

The Guide teacher prepares the lesson for the trainee students and engages the students in teaching practice according to the course as well as the school headmaster to monitor the trainees from time to time. During the training period the Asst. professors of the College of Education visit each school and supervise the teaching practice of their students.

During the same training period, the Chief Educational Officer and District Educational Officer also monitor the students who are engaged in training at the school while visiting the schools. The trainee teacher must guide the teaching instruction to address teacher observation mass deficiencies.

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

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

One of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

One 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

55

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

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

6

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

55

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

55

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Professional development refers to many types of educational experiences related to an individual's work. The educators participate in professional development to learn and apply new knowledge and skills that will improve their performance on the job. In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and District Educational Officers to be as effective as possible they continually expand this knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels. Professional development may occur. Faculty Development Programme for entry of the new staff in our College. The change of the new syllabus. The change of Teaching Methods. University professional (Faculty) development program for Teacher Education Institutions.

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

2.6 - Evaluation Process

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

The continuous Internal Evaluation system is carried out in a systematic manner and transparent. Theory courses seminars and project work we evaluated internally. During the Induction program, the first-year students are oriented by the personnel from the exam cell regarding the evaluation system (Knowledge skill test and Internal Assessment)The changes in the evaluation system, if any are communicated to the students.

A detailed academic calendar is available on the website and notice Boards of the college. Thus students know about the dates of examinations well in advance and they can plan their study accordingly. The students are made aware of various parameters of the Internal Evaluation system. The Internal marks are based on the Internal Assessment Test, Assignments, Seminars, and Attendance for theory 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

One 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	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

The Internal Assessment system is carried out systematically and is transparent. Theory courses, Laboratory courses, Seminars, and Project works are evaluated internally. During the induction program, the first-year students are oriented by the personnel from the exam cell regarding the evaluation system (both internal and external). marks are based on the Internal Assessment tests and Assignments for theory courses. Different faculty members may teach the same course for different section/branch students. In such cases, internal question papers for descriptive examination are collected separately from each faculty member, and selected one among them before the start of the examination. The answer scripts of internal examinations are shown to the students after evaluation to bring out discrepancies, if any, to the notice of the teacher concerned, and the necessary corrections are carried out. For the Assignment test, five questions are given to each student well before the mid-examinations. Project work and Seminar evaluations are done by respective committees based on the rubrics defined by considering various parameters. The rubrics are informed well in advance to students at the beginning of the semester. After the evaluation, the marks are displayed on the notice boards for verification. The performance of the students regarding the internal test marks and attendance are entered in Automation System. (ECAP).

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

The institution adheres to the academic calendar for the conduct of continuous internal evaluation academic calendar is prepared by the principal. At the beginning of the academic session the students are apprised of the academic calendar and the same is uploaded on the college website and displayed on the notice board and circular. Only the head of the institution can incorporate minor changes in the academic calendar which he may deem fit considering unforeseen circumstances. The schedule of the theory classes and practicals is given in the academic calendar. The schedule of all internal examinations, model examination practical examinations, and university examinations are given in the academic calendar. The course teacher announces the syllabus and assignments I-V as per the academic calendar. The slots of the IAT-I, IAT-II, IAT-III and model exam, assignment I-V and session exam are mentioned in the academic calendar examination schedule of the exam is announced and displayed by the principal. Assignments and records are submitted by the students as per the days given in the academic calendar. The postgraduate students should submit the dissertation and records as per the days given in the academic calendar. The display of marks is also as per the schedule given in the academic calendar. Display of model question papers is given the academic calendar. The following table shows the schedule prepared by the university and our institutions.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - 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 curriculum for both programs is provided by TNTEU Tamil Nadu. As the institute follows outcomes-based education course learning outcomes (CLOs) are defined for both courses in the curriculum both courses are displayed on Institution's website, in classrooms, Laboratories, Psychology rooms, Educational technology rooms, Language lab Faculty rooms, etc, and Printed on students handbook.

The following platforms are used to disseminate the PLOs and CLOs to stakeholders.

Orientation program faculty.

Parents Teachers meeting.

Campus Interview

Alumni meet -Alumni

CLOs are made available and communicated to teachers and students via

Institute website

Discussions by faculty Meetings.

Course handbook

Course Syllabus

Course result copy

The performance learning outcomes (PLOs) are defined by (the NCTE) Nation Council of Teacher Education New Delhi and are to be fulfilled by all the programs in higher education. The PLOs and CLOs are disseminated to all the stakeholder through various means PLOs and CLOs.

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

2.7.2 - Pass percentage of Students during the year

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

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

On the completion of the B.Ed. (2 years) In the program, student teachers will be able to develop:

Content Competency: to impart relevant knowledge concerning foundation and methodology courses, to promote mastery over the required content. to know, select and use teaching methods. to understand the paradigm shift in conceptualizing disciplinary knowledge in the school curriculum, to acquire the necessary competencies for organizing learning experiences, and to select and use appropriate assessment strategies for facilitating learning. to analyze the content, textbooks, and syllabus.

Pedagogical Skills: to impart teaching skills and strategies to transfer the given content suitably in classroom situations to innovate and experiment with classroom practices. **Professional Ethics:** to imbibe and uphold the qualities of a good teacher, to be just and impartial, to show love and respect for the individuality of the child, to inspire and professionally help the parents with the care and guidance of their wards, to preserve the proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs to developing professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality, and excellence.

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	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

233

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

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

Our College conducted various assessment tasks for the performance of the students. As soon as students enter college, they undergo a cognitive test [knowledge skill test] followed by classroom examination and aptitude tests, which identify them as gifted and slow learners which are then used as a measure to improve their ability to memorize and learn slowly. Each faculty may have specific types of assessment and you should check your faculty handbook for details. Essays help you to learn academic writing skills including formulating an argument presenting evidence integrating material from sources and referencing appropriately. You will synthesize and evaluate theoretical ideas and concepts and develop your research skills. Additionally, you will learn academic and discipline-specific writing conventions while on your drafting editing, and reading skills. The essay is a flexible tool that can be used for a wide range of theoretical and analytical discussions.

Group work emphasizes collaborative learning problem solving and is a valuable preparation for the workplace you can make use of complementary skills to deepen your understanding through interaction, and discussion and deal with a range of perspectives there by enhancing your critical thinking skills you can develop team skills and learn to work with a range of people.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.dscebed.co.in/pdf/Student-Satisfaction-Survey-Report.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	All of the above
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	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 supports	All of the above

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

3.2 - Research Publications

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

1

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

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

00

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

3.3 - Outreach Activities

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

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

10

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

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

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

321

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

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

321

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

321

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

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

Our college of education NSS student teachers conducted one day awareness rally on omicron awareness on 29.12.2021. The student teachers insists the wearing Mask maintain the social distance and vaccination of covid-19. The above mention activities followed by door to door hand wash and its significance of maintaining the hygienic life styles were proclaimed by repeated slogans .

As part of our curriculum student teachers must know the innovation in teaching methodology. Our Student teacher visited the following school on 5 April 2022.

Special school: Gowthama Bhudha School ,Perambalur, our student teacher learn the teaching methodology of deaf and dump.

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

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

4

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

3.4 - Collaboration and Linkages

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

01

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

01

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

1

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
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

Three/Four 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	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Curricular and co-curricular activities - classrooms, technology enabled learning spaces, seminar halls, laboratories, specialized facilities and equipment for teaching and learning etc. The college provides necessary facilities for classrooms (furniture and fixtures) Classrooms are numbered accordingly.

The infrastructure of the college ensures adequate facilities for academic activities.

1. There are 14 classrooms sizes ranging each class rooms are 67 sq.mt. Two Class Rooms has an ICT enabled room for conducting seminars, paper presentations and various teaching-learning activities. There are 2 smart boards in our college.
2. Our vast Library with a built-in area of 135 sq.mt. Provides access to 13362 text book, 4547 reference book, 309 journals and it is partially automated with NIRMAL software. Access to e- resources DELNET is also available. Recent editions of valuable books are made available to all students. International journals and University magazines are subscribed to help the young research scholars of our college. We have a digitalized Library. OPAC System is in vogue in the library. Reprographic facilities are available.
3. There are 5 laboratories which include Language Lab, Psychology Lab, Physical Science Laboratory, Biological Science Laboratory, and Computer Lab also.

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

3

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://dscebed.co.in/index.php
Any other relevant information	View File

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

lakhs)

2304880.00

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	No File Uploaded

4.2 - Library as a Learning Resource

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

Name of the ILMS software: NIRMAL

Nature of automation: partially automated

Version: NIRMAL SUITE

Year of automation: 2014

The Library recognizes the importance of functioning in a thoroughly professional way taking into consideration the interests our college. The Library Committee works on a rotational basis of faculty involvement. These faculty representatives report back to their all the issues discussed, funds allocated, new journals subscribed to and they also encourage members to suggest names of books to be included. The faculty members of the committee also play an important role in coordinating the Library Orientation for the new entrants. This enables the Librarian and the Library staff to meet student batches and introduce them to the easy means of accessing the books on the shelves as well as available online recourses'. The Library Committee takes the lead incepting strategic directions for all aspects of the Library services and operations.. The Library Committee pays attention to the needs and intellectual aspirations of the students who are enabled by this valuable resource towards maintaining world class academic standards.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://dscebed.co.in/library.php
Any other relevant information	No File Uploaded

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

Open Educational Resources link in the website which enables free and accessible education to everyone and access to knowledge as a public good. OER cherishes the culture of participation, collaboration, and sharing and with open access to scientific information, it brings a notable contribution in knowledge society development. The college website link Provides online educational resources of various links such as; Freeware Plagiarism Software, antiplagiarism scanner software, E-Books, Electronic Theses and Dissertations, recent editions of valuable books are made available to all students and faculty. International journals and University magazines are subscribed to help the young research scholars of our college.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

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

Three 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)

579200.82

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	No File Uploaded

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

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

289

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.dscebed.co.in/pdf/libraryuseage.pdf
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

Our college is well established catering to the needs of the students who strive for acquiring skills to meet global demands. It has 90 systems with LCD monitors. In the year 2004, BSNL Leased line at a band width of 10 mbps which has been upgraded to 16 mbps for providing high speed internet facility. The systems are connected through Local Area Network (LAN). There are three laser printers, and one scanner in the ICT Resource Centre. Seven computers in the

office have simplified the task of printing multiple copies of internal test question papers. The seminar halls have inbuilt computers and projectors for presentation and for computer enabled lectures. The IQAC has one computer with advanced computing facilities, scanner and printers for data entry and verification. The digitized library works with NICE (NIRMAL Institute of Computer Expertise) software meant for library lending, data entry, stock checking, gate entry monitoring etc.

The language lab has a projector enabled computer and other accessories with outsourced software to enhance the English communication skills of students. From outsourced modules the institution is working on customized modules.

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

4.3.2 - Student – Computer ratio during the academic year

3.6

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 the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://dscebed.co.in/microteacing.php
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://dscebed.co.in/technology.php
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

6258736.00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

LABORATORY RULES REGULATIONS

DO'S

1. All staff/students should record the use of computers in the Computer Entry Register mentioning time-in/out.
2. Students have to enter and leave the Lab at their scheduled time otherwise they will be marked absent.
3. Students/Staff are required to maintain silence inside the Computer Lab.
4. Use only your assigned computer.
5. All students/staff will be responsible for keeping the Computer Lab clean.
6. Report all problems related to the system/software to the lab-in charge.

DONT'S

1. Do not enter the lab unless permitted by the Faculty/Lab In-charge.
2. Do not use cell phone inside the Computer Lab.
3. Do not install or uninstall any program/game into the Computer.
4. Do not use computers in the Lab for any personal work.
5. Do not browse non-academic Internet Sites in the Computer Lab.
6. Do not attempt to repair or tamper with any part/s of the computer or any other device in the Computer Lab.
7. Do not move any equipment from its original location.
8. Do not change the settings of any equipment/device in the Computer Lab.
9. Do not carry bags, food and drink into the lab

File Description	Documents
Appropriate link(s) on the institutional website	https://dscebed.co.in/library.php
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support**

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

One/Two of the above

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

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	No File Uploaded

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

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	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data template	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	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
65	321

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).

140

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)

NIL

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

5.3 - Student Participation and Activities

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

The Student Council has a significant role to play in academic and administrative working of an Institution. On the other hand; it develops leadership qualities and certain other life values among the students. The leadership qualities among the students lay down a stepping stone for actual academic and other kinds of developments. The college has a Student Council since its inception. It has been actively involved in setting academic and administrative culture of our Institution. The whole body of Council has been constituted or formed on the basis of merit in University examinations. The meritorious students have been chosen as class representatives and the class representatives elect their Secretary. In this way, the Institute follows a democratic procedure in formulating the Council. The Council members have been actively involved in hosting various socio-cultural events in the premises.. Apart from it, the Student Council has registered a number of innovative suggestions for a

smooth day today administrative system. The Institute creates a platform for the active participation of the students in the various academic and administrative bodies including other activities. This empowers the students in gaining leadership qualities in following rules, regulations and execution of skills.

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	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

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

The alumni association of Dhanalakshmi Srinivasan College of Education, Perambalur plays a significant role in the development of the institution in a number of ways. Two of the most significant contributions are:

1. Fundraising: The alumni association raises funds for the

institution through donations, sponsorships, and other fundraising activities. These funds are used to support a variety of initiatives, such as exam fees, tuition fees, buying stationeries for students those in need.

2. **Networking:**The alumni association provides free Wi-Fi networking, which can help them to browse and find their jobs opportunities, and downloaded the exam materials for higher education opportunities. The association also organizes events and activities that bring alumni together of reunions and career fairs.

In addition to these two significant contributions, the alumni association also plays a role in:

1. **Advocating for the institution:**The alumni association advocates for the institution on issues such as funding, legislation, and public perception.
2. **Providing mentoring:**The alumni association matches alumni with current students to provide mentorship and guidance.

Volunteering:The alumni association organizes volunteer opportunities for alumni to give back to their alma mater speak series of competitive exam.

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

Three/Four of the above

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

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association can act as an effective support system to the institution in motivating students and nurturing their special talents in a number of ways. For example, the Alumni Association can:

1. Provide role models and mentors. Alumni can share their experiences and expertise with current students, providing them with inspiration and guidance. More than that providing study materials to library. Motivation class for TRB and TET and contribution of tuition fees for those in need.
2. Recognize special talent. The Alumni Association can award scholarships and prizes to students who demonstrate outstanding talent in a particular area. This can help to motivate students and encourage them to further develop their

talents.

3. Nurture special talent. The Alumni Association can provide opportunities for students to participate in extracurricular activities and internships that will help them to develop their talents. They can also connect students with alumni who work in their field of interest, providing them with mentorship and support.
4. Further special talent. The Alumni Association can help students to further their education and training in their chosen field. They can also connect students with job opportunities and other resources that will help them to launch their careers.

By providing these types of support, the Alumni Association can play a vital role in motivating students and nurturing their special talents. This can help to ensure that students reach their full potential and make a positive contribution to society.

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.

VISION : The college envisages, strives to constitute and proliferate knowledge is power. The vision of the college is represented in its emblem. The college endeavours to produce a flawless pedagogical community through mutual love, respect, with egalitarian attitude, catering to the educational needs of all.

MISSION The mission is to create a flawless pedagogical community by imparting a sound education and educational teaching practice, inculcating in the students, sense of social service, a fervent spirit of a patriotism, national integration, democratic outlook as well as honing their dexterity to develop as resourceful and enterprising citizens who would contribute their best to national culture and civilization. It is also the mission of the college to provide the highest quality education at an affordable cost to

students especially from the poorest strata of the society and from an exclusively rural background of one of the most backward districts of Tamilnadu.

Participation of the teachers in the decision making bodies Faculty involvement is active in various committees right from IQAC , Staff Council, Library advisory Committee , Exam Committee, Student Council , Research Committee, Discipline Committee, Placement Committee, parent Teachers Association Committee, sports Committee , Anti ragging Committee and Admission Committee.

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	No File Uploaded

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

Decentralized and participative management is practiced in the institution for its governance. Participatory and decentralized management is applied by the Examination Committee for Internal Assessments & Model Examination . This Committee implemented the following stages of activities involved in the conduct of Internal Assessments & Model Examination. Preparation for the exams Preparation of Time table for the exams. Question Paper Preparation allotment & Collecting question papers from the respective faculty members Registration of candidates for the exams Preparation of list of invigilators Preparing the examination venues Documenting attendance of candidates and invigilators Collection of answer sheets Handing over the answer sheets to the respective faculty members. The Practice : A timetable indicating the day, dates, time and subject is circulated to the students in the class room and also displayed in the notice board. The exam venues are prepared. The Room allotment is placed in the notice board. The attendance of the candidates and invigilators is maintained. Answer sheets are collected and handed over to the respective Subject in charge for valuation. Thus exams are conducted in a participatory and

decentralized manner.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

The Institution maintains the complete transparency to ensure good governance in financial , academic and auxiliary functions.
Transparency in Financial : All the financial transactions are made by the Dhanalakshmi Srinivasan Educational & Charitable Trust. Day-to-day financial transactions are tracked by the Finance Officer, for approvals and transactions. **Transparency in Academic :** The regulations, syllabus, and curriculum are uploaded on the college website. The rules and regulations are made clear in the Students Handbook. All the current events, including admission, examinations, circulars, seminars, time-tables, workshops, training programs, campus drive information is posted on the College website as well as the College notice board. **Transparency in Administrative and auxiliary functions:** Regular Faculty Meetings, Institutional IQAC, Research Review are taken into action.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

IQAC has made constant efforts to shift from the traditional teacher-centric approach to a student-centric approach. Some of the initiatives taken are: Periodicalreview of teachinglearning process Monitoring student academicprogress Adapting to student centric, ICT enabled and interactive teaching learning methods. Scope for Self-learning Prominent academicians from reputed institutions were

invited for guest lecturers on advanced topics Organizing expert sessions on various teaching-learning and pedagogic methods Organizing faculty enrichment programmes.

Training and Placements To offer variety of training modules to suit higher education or perspective career. To continuously provide mentoring with experts from education sectors to appraise of the teaching demands relevant skill set. The core departments shall offer training in technical domains. Some of the initiatives taken are:

Student internships through TNTEU guidelines. Placements department assess the aspiration of teachers required the school education. Placement Cell Organized special awareness and training for entrepreneurs.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://dscebed.co.in/placement-cell
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Dhanalakshmi Srinivasan College of Education is run under the DSCE Trust with 26 years of academic excellence. Organizational Structure: The College has a defined organizational structure. Important matters such as framing Institutional Policies, starting of new Programmes, construction of new buildings, sanctioning of posts, staff appointment and salary revision are decided by the Executive Board of Management and the Governing Body. As and when required, the Executive Board of Management decides to increase decentralization including more functionaries and Committees for governance. The Principal is the executive head of the institution and is vested with the powers to ensure the proper conduct of the academic programmes , research and extension activities. IQAC Committee : The IQAC, chaired by the Principal, is an independent body which works to ensure the quality and excellence in the activities of the College. Examination Committee : The Examination Committee is responsible for the conduct of the Internal Assessments, model Examinations . Library Committee : Librarian

takes responsibility for maintenance and updation of library resources and facilities. The non-teaching staff working under the office superintendent, execute all the administrative, academic supportive and other allied services of the institution, under the guidance of the Principal .

File Description	Documents
Link to organogram on the institutional website	https://dscebed.co.in/organisation-chart
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Five/Six 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	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

The Governing body framed the Committee namely IQAC , Staff Council, Library Advisory committee , Research Committee , Discipline Committee , Sports Committee , Grievance and Redressal Cell etc. which support the students to enrich the leadership skills, interpersonal skills and intra personal skills and soft skills which leads to a holistic development in their future. Dhanalakshmi Srinivasan College of Education, IQAC and collaborated with Private School association conducted Placement Drive on 14 march 2022,

Tuesday. Reputed institutions namely Ambal Metric Higher Secondary School in padalur, Swami Vivekananda Metric Higher Secondary School in Keelapuliyur and Little Flower Metric Higher Secondary School in Chettikulam were participated in placement drive. 136 Student Teachers were actively Participated and 15 Student teachers were selected as a teacher for the forthcoming academic year. Before Commencement of the placement drive our HR and Principal greeted all the eminent teachers from the various schools and greet all the Student Teachers.

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

6.3 - Faculty Empowerment Strategies

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

For the well-being functions of the Institution, it is quite necessary that the Institution should look-after the health and hygiene of staff members as well as the welfare measures. The welfare measures for the teaching staff and non-teaching staff are as follows

1. PF contribution by management for faculty Members
2. Loans to faculty Members
3. Medical assistance for serious illness of faculty Members
4. Fees Waive/ Concession to the needy and deserving children of faculty Members
5. Preference in admission to staff kids in the schools run by the management in the campus
6. Festival bonus to faculty Members
7. Festival advance to faculty Members
8. Free Transport facility for faculty Members
9. Seed Money for the Research Scholar
10. Faculty are permitted to attend FDP, Orientation and Refresher programs
11. On Duty leave / permission to attend Seminars/ Workshops/ Conferences.
12. Permitted to write competitive exams for career promotion.
13. Leave granted for Ph.D. research work completion
14. Incentive for staff for special achievements such as Ph.D , NET SLET.
15. Maternity Leave with salary is provided.

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

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

02

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

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

01

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	No File Uploaded
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

01

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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

The institution has a performance appraisal system to assess the quality of the faculty and work efficiency of teaching staff. The faculty appraisal is based on the conduct , approach , behavior, judgement , Qualities like Willingness, Readiness and Involvement. Discipline, Punctuality and Orderliness. Authority and Boldness , Respect and Compassion , the involvement, eagerness towards the progress and development of the Institution, eagerness to attain additional qualification and training. Based on the performance , the Principal suggest and encourage the faculty to get better with the

Teaching methods, guidance provided in research, curriculum delivery , evaluation, contribution to co- curricular, extra-curricular, administrative activities , papers presented in international and national

seminars, Publications in reputed journals, patents applied, filed or granted, awards and recognitions, engaging students in

developmental activities, extra responsibilities held in the institution etc. The non teaching appraisal is according to their requirements like Qualifications, training undergone, responsibilities held etc.

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

6.4 - Financial Management and Resource Mobilization

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

The Institution has centralized monitoring of Account Section. Internal and external financial audits are conducted regularly. The College engages qualified chartered accountants for the internal audit . Internal audits of the institution are carried out regularly by our internal audit firm (DASARATHAN & CO Chartered Accountants - Firm M. M.No 14650.). Based on the accounts and records submitted by the college office, the firm conducts the internal audits and hands over the reports to the management. The audit reports are prepared every annually. After a study of the report, the management instructs the concerned section to rectify the errors to set right the audit objections.

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

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

-NIL-

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

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

MOBILISATION OF FUNDS The College mobilizes funds in the following ways. 1. Fee collected from students: A comparatively affordable fee is collected from students as super norms of Fees Fixation Committee.. No capitation fee is collected. The collected fee is used to meet the expenditure to run the institution. 2.Management Contribution Every year the Office Admin submits a list of requirements to the Principal . After scrutiny the viable proposals are forwarded to the Trust for further implementation. All these funds are utilized only for administering / running the College.

OPTIMAL UTILISATION OF RESOURCES Optimal utilization of resources is achieved by proper planning and budgeting. Need based priorities and areas of common utility are identified while budgeting. All the funds generated are accounted and audited

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

6.5 - Internal Quality Assurance System

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

As a post-accreditation quality sustenance measure prescribed by NAAC, Internal Quality Assurance Cell (IQAC) was established in 2007 at Dhanalakshmi Srinivasan College of education. The IQAC being an integral part of the college works towards realizing the goals of quality enhancement by developing a system for conscious, consistent and catalytic improvement in different functioning areas of the institution. The IQAC assures its stakeholders, the funding agencies and society in general accountability and transparency in the quality management system and its concern for imparting quality education. As such, the Internal Quality Assurance System is a step towards achieving excellence in all aspects of education at a higher level. The IQAC at Dhanalakshmi Srinivasan College of education organises orientation programmes for faculty, administrative staff and members of quality circle. It has a mechanism for faculty assessment through student feedback for quality enhancement and sustenance in terms of improvement in teaching, learning and research experience in the college. It monitors the maintenance of reports and documents as evidence for the multifarious activities of the college. A continuous follow up has been made on infrastructural resources of the college to ensure adequate, appropriate and better facilities for a conducive environment for teaching, learning and research experiences. With great responsibility to ensure quality, IQAC happens to be one of the most important components of the college.

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

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. Admission to B.Ed., and M.Ed., programmes, examination schedule and declaration of results are notified in the TNTEU website. All newly admitted students have to compulsorily attend the Orientation Programme, Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the commences. Important announcements are made in the morning assembly and attendance and conduct of classes are monitored by the Principal of faculties. conducted with

students to take feedback and appropriate steps are taken to enhance the teaching-learning process. Feedback from students is also taken individually by teachers for their respective courses, directly through IQAC. Feedback is properly analyzed and shared with the Principal, individual faculty members. The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.

The major initiatives • Introduction of Daily Home Assignments • Automation of Admission Processes - Provision for online fee payment • Automation of Examination Processes • Curriculum Development Workshops in subjects • Green initiatives in Campus - tree plantation, Biogas plant, solar power plants, e-vehicles etc. • MoUs with prestigious Institutes, Universities, Govt. agencies • The Institute also considers the recommendations of the Advisory Committee

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

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

2021-2022

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

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

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

1. No. of Computers has been increased from 60 to 90. 2. Two of our faculty member has submitted their Thesis and waiting for Viva - Voice. 3. Adequate Incentives and leave are provided . 4. Online Educational Resources link in the college Website provide a gateway for learning

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

INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 - Institutional Values and Social Responsibilities**

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

The college strongly believes in conserving energy, and believes in providing its students a carbon free environment friendly campus. The college has installed solar panels across all its campuses. The solar power systems offer a dependable source of unlimited energy. They are designed to work on cloudy days, it part sun, and even in wintery environment. The solar panels generate a significant amount of power for the college. The lights and fans are shunted off at the time of students leaving the classrooms. Those electrical appliances are maintained properly in the institution. The solar cells are placed within the institution for the alternative use of energy resources. LED lights and bulbs are used to conserve every plastics are avoided and visible bags are admired and used. Save Energy TIPS: 1. Activate power management features on your computer and monitor so that it will go into a low power "sleep" mode when you are not working on it. 2. Turn off your monitor when you leave your Table. 3. Activate power management features on your laser printer. 4. Whenever possible, shut down rather than logging off. 5. Turn off unnecessary lights and use daylight instead. 6. Avoid the use of decorative lighting. 7. Use LED or compact fluorescent bulbs. 8. Keep lights off in conference rooms, classrooms, lecture halls when they are not in use. 9. Use the fans only when they are needed

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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.

Waste management after conducting a detailed study on the segregation of the campus waste, the Swachh Student Team can discuss with stakeholder show best to categorize waste in their campus. They can keep aside old newspapers, batteries and bottles at source, until it is a substantial volume. Later give these items to waste collection team at intervals (e.g. once in 3 months), to reduce the

burden on the waste collectors and segregators during secondary and tertiary segregation.

1.Compost structure 2.Strict rules need to be implemented to prevent littering on the campus. 3.Declare the entire campus as 'No Plastic Zone'. 4.Water dispensers need to be set in several locations on campus with durable and reusable cups 5.Avoid paper pamphlets and flex banners. Instead, use reusable cloth banners and notice boards. 6.Wet waste can be treated at source itself for the benefit of other organisms. The wet waste from the kitchen and the canteen is to be collected at a place so that birds, cows, dogs, goats and small animals can feed on it. If unused food is in large quantity and not spoiled. The College emphasizes on 3-R principle (Reduce-Reuse-Recycle) of waste management. The college strictly follows at-source segregation of Wet and Dry waste for ease of processing the waste resources separately. It has installed the waste collection bins at strategic locations all over the campus for separate collection of dry and wet waste.

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

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

Three 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	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

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	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The class rooms and the whole institution are cleaned at proper way and in regular period of time. The environment is maintained green in the proper way in the appropriate way. The institution provides healthy environment with green cover, purified water, cleaned and neat classroom and environment. The environment is maintained with pollution control. By providing purified water, proper way of disposing wastes and maintained proper agricultural land leads to pollution control within the institution. There were placed and planted trees on either sides of the road. This leads to green cover.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

Four of the above

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

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

Nil

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

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

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Commemorative days like (1) Women's day (2) Yoga day, Cancer day, AIDS along with many regional festivals like are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds. There are different grievance redressal cells in the institute like Student grievance redressal cell, which deal with grievances without considering anyone's racial or cultural background. Institute has code of ethics for students and a separate code of ethics for teachers and other employees which has to be followed by each one of

them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

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

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

A. All of the above

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

7.2 - Best Practices

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

BEST PRACTICE - I

SUSTAINABLE GREEN CAMPUS**Title of the practice:**

Sustainable Green Campus.

Objectives of the Practice:

- To create awareness among student teachers to prevent environmental pollution.
- To maintain plastic-free campus
- To increase green cover around campus by planting saplings and sowing seed balls and maintaining herbal gardens.
- To initiate cleanliness drives on campus.
- To follow proper waste management practices.
- To conserve energy by all means.
- To adopt green practices to ensure an eco-friendly environment.
- To harvest rainwater and use it for groundwater table recharging
- Best Practice 2: Title: Community Services
- Objectives: The student teacher can gain the following through the Community Services • Social responsibility • Intellectual growth • Leadership development • Articulates Personal skills & abilities

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

Institutional Distinctiveness: This institution was established on the year 2004. The main aim was to provide an opportunity to the rural students of this area especially the rural students to pursue the higher education for their development and progress of the family. The performance of the institution in one area distinctive to its priority: College gives priority to promote education for poor students and girls students of rural background. The rural background students cant effort their education in the urban colleges. Our college provides academic as well as to encourage them

to participate in extracurricular activities .To prepare the students stand in the multidimensional arena of education, the institution imparts education with spiritual quotient in addition to physical quotient, intelligent quotient and emotional quotient in the curriculum itself. To inculcate moral and spiritual values and to safeguard the young minds from the prevailing cultural pollution, the evergreen values.

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