



**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16**  
**REACCREDITED BY NAAC WITH “A” GRADE (III Cycle)**



**ANNUAL QUALITY ASSURANCE REPORT 2020-2021**



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	<b>SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)</b>
• Name of the Head of the institution	<b>Dr. S. Santhi</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>04274550284</b>
• Mobile No:	<b>9443546623</b>
• Registered e-mail ID (Principal)	<b>sscedn@gmail.com</b>
• Alternate Email ID	<b>santhinikhil@gmail.com</b>
• Address	<b>Sri Sarada College of Education(Autonomous), Salem-16.</b>
• City/Town	<b>Salem</b>
• State/UT	<b>Tamil Nadu</b>
• Pin Code	<b>636016</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
• Type of Institution	<b>Women</b>

• Location	Urban				
• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	Tamil Nadu Teachers Education University				
• Name of the IQAC Co-ordinator/Director	Dr.V.Priya				
• Phone No.	04274550284				
• Alternate phone No.(IQAC)	+91 9994743743				
• Mobile (IQAC)	+91 9443987065				
• IQAC e-mail address	sscedniqac@gmail.com				
• Alternate e-mail address (IQAC)	sscenaac2022@gmail.com				
<b>3.Website address</b>	<a href="http://sscoe.ac.in/">http://sscoe.ac.in/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://sscoe.ac.in/iqac/aqar-2019-20">http://sscoe.ac.in/iqac/aqar-2019-20</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://sscoe.ac.in/AQAR/">http://sscoe.ac.in/AQAR/</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	Three Star	2.8	1999	09/10/1999	08/10/2004
Cycle 2	A	3.5	2007	31/03/2007	30/03/2012
Cycle 3	A	3.02	2014	10/12/2014	09/12/2019
<b>6.Date of Establishment of IQAC</b>	03/06/2005				
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	0
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>		<a href="#">View File</a>		
<b>9. No. of IQAC meetings held during the year</b>		<b>4</b>		
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>		<a href="#">View File</a>		
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>		<b>No</b>		
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>				
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
<p>(1) MoU between SSCE and Sri Sarada Vidyalaya girls higher secondary school Salem, to facilitate the improvement of teaching learning process in school. (2) Introducing "Gnomio" an online MOODLE platform to run the Diploma in Teacher Empowerment Programme (3) Certificate Programme "Communicative English" as to authenticate the blended mode of curriculum transaction post pandemic. (4) As per the Ministry of Human Resource Development (MHRD) direction, to introduce Massive Open Online Courses (MOOCs) through SWAYAM platform for first year B.Ed. M.Ed. M.Phil. and Ph.D. Students based on their needs during the academic year 20-21 (5) Sri Sarada College of Education (Autonomous), Salem and NKT National College of Education (Autonomous), Chennai jointly organized Five Day National Level Online Student Development Programme on 'Understanding the Realities: Reinvent Your Life' from 06.07.2020 - 10.07.2020</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
<p>Plan to conduct National Level Webinar</p>	<p>In collaboration with St. Joseph's Training College Mannanan, Kottayam Kerala and Vidyabhyasa Vikasa Kendram, Kerala One Day National Webinar on "NEP 2020 and Teacher Education: Prospect and Challenges" was organized on 9th September 2020. On 18.08.2020 Webinar on "Language Education in NEP: A Review" was organized for the students. Prof. N. Nataraj Pillai, Deputy Director, Central Institute of Indian Languages, Mysore was the resource person who threw light on the importance given to first language and the language study in National Education Policy - 2020. A Programme on "Yoga for Stress Management" was conducted online on 10.06.2020 from 11 am to 12pm via YouTube. Swamy Meithavam Adikal and Yogacharya Sri.Muruganji Swamy, Dayananda Gurugulam, Palani were the resource Persons who handled the sessions on Yoga for stress Management and Life force Energy respectively. 1500 Participants took part in the programme.</p>
<p>Plan to conduct Alumni Association Meeting</p>	<p>The members of the Alumni Students Association met on 20.01.2021 and Annual planning was discussed</p>
<p>Plan to conduct Socratic Seminar</p>	<p>(1) On 5th March 2021 Socratic Seminar on Techniques and Strategies of Teaching was conducted to B.Ed. first year</p>

	students through Flipgrid Platform. (2) On 24th February 2021 Socratic Seminar was organized for M.Ed. students on "Indian Philosophers through Flipgrid"
Plan to conduct SIP	Student's Induction Programme was conducted from 12th to 20th March 2021.
Plan to conduct UGC Student Seminar	On 28th July 2021 UGC student seminar on innovative pedagogical methods for teaching school subjects through online for second year B.Ed. students
Plan to observe important days and awareness programme.	The institution was observed Independence Day, Communal harmony day, Gandhi Jayanthi, Youth Awakening Day, Vigilance Awareness, National Education Day, National Human Rights Day, National Mathematics Day, Yoga, and Education Day, and Awareness Campaign against drug abuse
Plan to conduct National Level Webinar on Research	(1) On 26th June 2020, the national webinar on "Research Indicator and Scholarly publications" was jointly organized with Sri Saradha College for Women, Salem and Department of Library and Information Science Bharathidasan University, Trichy. (2) Seven Days National Virtual Short - Term programme on "Fundamentals of Educational Research" was organized in collaboration with Research and Development Centre and IQAC, Tamilnadu Teacher Education University, Chennai from 11.07.2020 to 17.07.2020
Plan to conduct Student Development Programme	In collaboration with N.K.T. National College of Education

	for women, Chennai, "Five Day National Level Online Student Development Programme on Understanding the Realities: We Invent Your Life" was conducted from 06.07.2020 to 10.07.2020
Plan to conduct Intercollegiate Competition	A 'SARADA FIESTA' an inter-collegiate coemption was organized through online mode from 10.01.2021 to 26.01.2021.
Plan to conduct Faculty Development Programme.	Faculty Development Programme on academic process, measures and, metrics for NAAC -RAF was held from 14th to 16th October 2020
Plan to Conduct Short Term Course	State - Level one week Short - Term yoga course for all on "Yoga for Physical and Mental Wellness" was organized 15th to 21st June 2021
Plan to participate in Short Term Courses	Our faculty members participated in the following Short-Term Programmes (1) Five Days International Online Short - Term Course on Library and Information Science conducted by Bharathidasan University and Madaras Library Association from 7th to 11th December 2020 (2) Five Days international Virtual Short - Term course on "Enlightening C=of LIS Professional in Emerging Technology - ELISPET - 21" organized by Madurai Kamaraj University and Madras Library Association on 12th to 16th April 2021.
Plan to Publish Research Articles in Peer Reviewed & UGC Listed Journals	Faculty members published six research articles in UGC listed journals during the year 2020 - 21
Plan to participate in	Faculty members participated

National/International Level Webinar	sixty-seven (67) webinars in both national and international level during the year 2020 - 21
Plan to participate in Workshop	Faculty members participated fourteen workshops in both national and international level during the year 2020 - 21
Plan to participate in Faculty Development Programme	Faculty members participated eighteen Faculty Development Programmes for enriching their teaching learning pedagogy during the year 2020 - 21
Plan to submit research proposal	A project proposal on "Devising and Deploying e- Module for enhancing cognitive Emotion regulation of School teachers during COVID- 19 Pandemic" was submitted on February 2021 to Department of Science and Technology.
Plan to conduct Silver jubilee celebration of OSA	Old Students' Association of the college celebrated its Silver Jubilee on 5th September, 2020 on 3 pm. The programme was telecasted in live stream in YouTube. It was also followed by an online meeting in which the past students of the institution shared their reminiscences and suggestions for strengthening OSA. In that meeting, Rev.Sr.A.Irudhaya Mary, Alumna, HM, St.Mary's Higher Secondary School, Salem and Mrs.K.Valarmathy, HM, Govt. Hr. Sec. School, Kannankurichi, Salem were felicitated by the Secretary of the college.
Plan to organize webinar on NEP under the auspices of OSA	Old Students Association of the college organized a Webinar on "National Education Policy 2020" on 20.08.2020 through 'Go to Meetings' app. 230 participants



	<p>attended the programme. The alumni of our college Dr.T.Nagavalli, Asso. Prof. of Mathematics (Retd.), SSCE, Dr.S.Santhi, Principal, SSCE, Dr.S.S.Jayanthi Devi, Principal, KRP College of Education, Sankari and Dr.A.Balamallika Devi, Principal, Sakthi Kailash College of Education, Salem acted as the resource persons who spoke on the following topics 'Higher Education', 'Teacher Education', 'Key Focal Areas' and 'School Education' respectively. On 14.08.2020 under the auspices of Old Students Association, an Online Quiz on "Education" was conducted only for the B.Ed. students of SSCE.</p>
Plan to conduct Road safety Awareness programme	<p>Road Safety Awareness programme was conducted online for the students on 19.04.2021. Mr.Vinayaka Moorthy, Road Safety Trainer, Coimbatore deliberated on the importance of Traffic signals and the rules.</p>
Plan to establish walking club	<p>Walking club activity was started on 19.02.2021 to promote physical health and opportunity for socialization among the faculty members</p>
Plan to celebrate sports day vide online	<p>On 01.10.2020, Sports day was celebrated online with the felicitation of the Secretary Yatiswari Vinayakapriya Amba. Performance of a classical dance by M.Kowsalya, instrumental music by P.Kaaviya, Aerobics by R.Ezhilarasi and Yogasanas by Rani and Mahalakshmi were the events marked the celebration.</p>

<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>				
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>					
<table border="1"> <thead> <tr> <th>Name of the statutory body</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td><b>Academic Council</b></td> <td><b>09/02/2021</b></td> </tr> </tbody> </table>		Name of the statutory body	Date of meeting(s)	<b>Academic Council</b>	<b>09/02/2021</b>
Name of the statutory body	Date of meeting(s)				
<b>Academic Council</b>	<b>09/02/2021</b>				
<b>14. Whether institutional data submitted to AISHE</b>					
<table border="1"> <thead> <tr> <th>Year</th> <th>Date of Submission</th> </tr> </thead> <tbody> <tr> <td><b>2020-2021</b></td> <td><b>15/12/2021</b></td> </tr> </tbody> </table>		Year	Date of Submission	<b>2020-2021</b>	<b>15/12/2021</b>
Year	Date of Submission				
<b>2020-2021</b>	<b>15/12/2021</b>				
<b>15. Multidisciplinary / interdisciplinary</b>					
<p>An approach to curriculum integration (CBCS) which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline. Vision Plan of Sarada College of Education to transform into 'Sarada College of Multidisciplinary Education &amp; Research Institution' by implementing holistic multidisciplinary/Interdisciplinary approach:</p> <ol style="list-style-type: none"> <li>School of Commerce with Education (Commerce with B.Ed.)</li> <li>School of Science with Education (Science with B.Ed.)</li> <li>School of Arts with Education (Arts with B.Ed.)</li> <li>School of Research Education (Ph.D.)</li> </ol>					
<b>16. Academic bank of credits (ABC):</b>					
<p>Sarada College of Education (Women) initiated the process to incorporate the Academic Bank of Credits which has been established along the lines of the National Academic Depository (NAD). We are developing an institutional academic resource planning software application that can be integrated with NAD to ensure that students' academic data and academic awards are stored (i.e., a repository for academic awards). Even though ABC enables students to register or apply for credit transfer, the outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by academic institutions via the NAD Platform. Hence being the owner of academic awards, Academic Institutions must mandatorily register themselves under ABC via NAD</p>					

**17.Skill development:**

The Sri Sarada college of Education (SSCE) efforts to range of training courses catering to the needs of different segment of the society. The courses are available for the school leavers; instructors of the training institutes, Industrial Workers, Technicians, Junior and middle level Executives, Supervisors/Foremen, Women, Persons with disabilities, SC/STs, Ex-serviceman, Retrenched workers etc. In addition to that to offer vocational education in ODL/Blended/On-Campus modes to learners. In associate with NSDC, SSCE will facilitate all this by creating a unified platform to manage learners' enrolment (students), skill mapping and certification. Skill development courses are planned to be offered to students through online and / or distance mode.

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

Integration of Indian knowledge system is a key point to focus and emphasize in terms of teaching in Indian Language culture using online course. The faculty will be trained by motivating to participate in orientation courses and faculty development program especially on Indian knowledge system come faculties are already sensitized through faculty development programs conducted by UGC and by participating in Seminar conferences and workshops. SSCE will integrate IKS as per the NEP 2020. Integration process involves the basic introduction to IKS, it's nature and structure, Scope & History, amalgamation of fundamental IKS concepts into the modern textbooks, and finally developing Indian Thought Models based on available IKS literature, and their application into various contemporary problems solving methods

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

Outcome Based Education: "Outcome-Based Education" (OBE) is considered as a giant leap forward to improve quality education in India and help students to compete with their global counterparts. OBE is a student-centered instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills and attitudes. Its focus remains on evaluation of outcomes of the program by stating the knowledge, skill and behavior a graduate is expected to attain upon completion of a program and after 3 - 5 years of graduation. In the OBE model, the required knowledge and skill sets for a particular degree is predetermined and the students are evaluated for all the required parameters (Outcomes) during the course of the program.

SSCE will take the following initiatives:

- Curriculum adopts OBE with PEOs, POs, PSOs and COs uploaded in college website and implemented from 2022 - 23.
- Regular FDPs arranged for implementation of OBE.
- Soft copy of curriculum issued to students before the commencement of the classes.

Awareness on OBE given during the orientation programme for freshers

## 20.Distance education/online education:

Distance education is to be planned in college through 'SSCE Distance Learning Centre' in our college where the students can take education at their convenience from their place. The college has planned to introduce Learning Management System (LMS) in our college by purchasing licensed software, currently our faculty is using the platforms like Google Classroom and google meet to deliver online education and to conduct exams online we use google forms. In short, we are partially ready and preparing further to develop existing system and developing new infrastructure for online education.

## Extended Profile

### 2.Student

2.1 134

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 128

Number of seats sanctioned during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 82

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

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 63

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.5 Number of graduating students during the year 59

File Description	Documents
Data Template	<a href="#">View File</a>

2.6 64

Number of students enrolled during the year

File Description	Documents
Data Template	<a href="#">View File</a>

#### 4. Institution

4.1 2112528.08

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

4.2 49

Total number of computers on campus for academic purposes

#### 5. Teacher

5.1 10

Number of full-time teachers during the year:

## Extended Profile

### 2.Student

2.1 134

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

2.2 128

Number of seats sanctioned during the year

File Description

Documents

Data Template

[View File](#)

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

File Description

Documents

Data Template

[View File](#)

2.4 63

Number of outgoing / final year students during the year:

File Description

Documents

Data Template

[View File](#)

2.5 Number of graduating students during the year 59

File Description

Documents

Data Template

[View File](#)

2.6 64

Number of students enrolled during the year

File Description	Documents
Data Template	<a href="#">View File</a>

**4.Institution**

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2112528.08
4.2 Total number of computers on campus for academic purposes	49

**5.Teacher**

5.1 Number of full-time teachers during the year:	10
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File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>

5.2 Number of sanctioned posts for the year:	11
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**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

As part of regular practices, the institution designs, plans, reviews and implements its curriculum in the following phases: 1. Both online and offline feedback was collected on the curriculum. The Board of Studies meets periodically to consider suggestions. 2. The curriculum is reviewed annually by the BOS based on the feedback provided by IQAC and subject experts. 3. Academic Council approves the revised curriculum. 4. Curriculum copies have been implemented and uploaded onto the institution's website. Review of

Curriculum, Evaluation and Implementation As per the revised curriculum, an academic calendar has been prepared, as well as a teaching-learning and assessment plan. A special board of studies meeting was conducted in the middle of the academic year to review any key issues raised by stakeholders. Decisions are communicated to all stakeholders by: (1) Student Induction Programme for the students (2) A copy of the syllabus has been uploaded to the Institutional website.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

**A. All of the above**



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
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	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://www.sscoe.ac.in/AQAR/">http://www.sscoe.ac.in/AQAR/</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## **1.2 - Academic Flexibility**

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

67

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

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

2

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

2

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

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

100

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

100

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

One of the above

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

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

5

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

5

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

### 1.3 - Curriculum Enrichment

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

The institution curriculum provides the students can gain an understanding of the field of teacher education by learning core courses such as foundations of education, perspectives in education, educational innovations, understanding the learner, society and education, essentials of teaching and learning in B.Ed. degree programme and educational studies, Teacher Education Part-1, Teacher Education Part-2 in M.Ed. degree programme. Provisions are made in the curriculum such as the course entitled as school management, which is one of the electives in the B.Ed. degree programme, and specialisation level-based courses (Elementary Education in India/ Secondary and Higher Secondary Education in India - MSL1) in the M.Ed. degree programme, to acquire different levels of school education skill. To put newly gained competencies into practise curriculum of B.Ed. degree programme incorporates school internship, student teachers went on a sixteen week to the nearby schools, whereas curriculum of M.Ed. degree programme a one-week internship.

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

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

Development of School system: Courses 'Perspectives in Education' in B.Ed. Teacher Education Part 1 and Part 2' in M.Ed. address diversity in the Indian school system. Functioning of various Boards of school Education: The curriculum for B.Ed. and M.Ed. programs offers school visits to allow students to gain a better understanding of the features and functions of different boards of education. Functional differences among them: Course "Level Based Secondary and Higher Secondary Education in India" in M.Ed. familiarizing students with the differences among Indian boards. Assessment System: Courses 'Educational Innovation' in B.Ed., 'Teacher Education Part 1 and Part 2' in M.Ed., includes multi-board assessments. Norms and Standards: As part of the M.Ed. degree programme, courses such as 'Teacher Education Part 1 and Part 2' included norms and criteria components. State wise variations: As part of the syllabus of the course 'Teacher Education Part - 1 and 2' in the M.Ed degree programme, the component of State Wise Variations has been included. International and Comparative perspective: International and comparative perspectives have been included in the curriculum of the M.Ed degree programme in the courses of 'Teacher Education Part - 1 and 2'.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Students on the core courses 'Foundations of Education' and 'Understanding the Learner' participated in a process-oriented guided inquiry learning activity to construct knowledge collaboratively in class. Blended learning was adopted in the core course 'Perspectives in Education' to explore technology and different tools and techniques for learning. Students wrote the lesson plans and employed instructional techniques after obtaining knowledge of pedagogy courses, and they excelled in their rigorous teaching practice as a result of this. During their teaching practice, students use various ICT resources provided in 'Educational Technology'. In addition, by understanding the ideas in 'Arts and Aesthetics', several activities such as mime, debate, drama, augmented reality, and exhibition were also demonstrated. The 'Teaching Portfolio' assists students in writing reflective diaries during their teaching practice in order to improve their teaching skills. The core course 'Essentials of Teaching and Learning' and the diploma course 'Empowering Teacher Behaviour' through yoga and self regulation helped the students to know about the different methodologies and role of teachers in the classroom so as to emerge as an effective teacher.

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

## 1.4 - Feedback System

### 1.4.1 - Mechanism is in place for obtaining

All of the above

**structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Feedback collected, analyzed, action taken and available on website**

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

## **TEACHING-LEARNING AND EVALUATION**

### **2.1 - Student Enrollment and Profile**

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

**128**

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

**128**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
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

88

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

88

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

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

1

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

1



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
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.

Immediately after admission students are oriented about the Programme, courses, examination pattern, autonomy, internal assessment scheme, theory papers, practicum, tutorials, curriculum transaction designs, etc., will be explained. Doubts of the students will be clarified. In order to help the students to choose their optional subjects, on the spot essay-writing test and oral test, which will test the language proficiency of the candidates is conducted. Candidates who have proficiency in English will be permitted to choose English as one of their optional subjects. The other graduates will be encouraged to choose Tamil as one of their optional subjects. Those who have lack in communication and expression skills will be given coaching by the tutors, to whom the students are entrusted. The staff member who handles the particular subject will address the learning difficulties of the students. Apart from that entry level teaching aptitude test was also conducted and the level was identified. For gifted learners enrichment activities are given. The tutorial staff members and the respective teachers who handle the classes to them guide the slow learners.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p><b>All of the above</b></p>												
<table border="1"> <thead> <tr> <th data-bbox="86 656 539 719">File Description</th> <th data-bbox="539 656 1437 719">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 719 539 784">Data as per Data Template</td> <td data-bbox="539 719 1437 784" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 784 539 925">Relevant documents highlighting the activities to address the student diversities</td> <td data-bbox="539 784 1437 925" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 925 539 1025">Reports with seal and signature of Principal</td> <td data-bbox="539 925 1437 1025" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1025 539 1126">Photographs with caption and date, if any</td> <td data-bbox="539 1025 1437 1126" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1126 539 1193">Any other relevant information</td> <td data-bbox="539 1126 1437 1193" style="text-align: center;"><b>No File Uploaded</b></td> </tr> </tbody> </table>		File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>	Reports with seal and signature of Principal	<a href="#">View File</a>	Photographs with caption and date, if any	<a href="#">View File</a>	Any other relevant information	<b>No File Uploaded</b>
File Description	Documents												
Data as per Data Template	<a href="#">View File</a>												
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Reports with seal and signature of Principal	<a href="#">View File</a>												
Photographs with caption and date, if any	<a href="#">View File</a>												
Any other relevant information	<b>No File Uploaded</b>												
<p><b>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</b></p>	<p><b>One of the above</b></p>												

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

### 2.2.4 - Student-Mentor ratio for the academic year

12

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

9

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

### 2.3 - Teaching- Learning Process

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

Blended learning approach is followed for the students. The online LMS, Edmodo has been in active usage since 2018 along with Google Classroom and many other online tools for brainstorming and for evaluative purposes. Co-operative and Collaborative learning strategies was adopted for BCC2 'Perspectives in Education' and SOC 'Arts and Aesthetics'. The activities of the students were uploaded in the separate YouTube channel. As one of the attempts to provide experiential learning, the student teachers in four groups, exhibited the theoretical principles of methods and approaches of teaching English through their poster presentation

and elaborated their understanding and interpretation. Students were trained through Process Oriented Guided Inquiry Learning (POGIL) in eight groups for the course BCC2 - Understanding the Learner. Question bank Workshop was conducted to the Physical Science and Biological Science students. Learning menu and choice board preparation workshop was conducted for B.Ed I year students. Students prepared Learning menu and choice board from their Major subjects and uploaded in the Wakelet Collaborative Learning App. Peer Tutoring was adopted by for courses 'Learner and Learning' (B.Ed.) and 'Research Methodology' (M.Ed.) to improve the students' attitude towards learning especially for the late bloomers.

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

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="http://sscoe.ac.in/AQAR/">http://sscoe.ac.in/AQAR/</a>
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**

103

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

<b>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</b>	Five/Six of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="http://sscoe.ac.in/AQAR/">http://sscoe.ac.in/AQAR/</a>
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

Talent search programme is organized at the commencement of the programme to identify the talents and the leadership qualities of the students. The activities in the programme include cultural and intellectual programmes like quiz, Master of ceremony and debate. These programmes reveal the students' knowledge/needs and skills. At the commencement of teaching practice, students are mentoring

thorough grounding on various practicum components and school based activities Students are organized into small groups and a faculty member serves as their mentor for the academic, extra curricular and co curricular activities. The mentor supervises student's regularity and discipline. The mentor guides the research activities of B.Ed and M.Ed. students. Psychology experiments are conducted for both B.Ed. and M.Ed. students which enhances their experiential learning. Students are oriented on handling the technological equipment like SMART board, they are encouraged to operate them during their class seminars. Staff and Students utilized e-resources, LMS, ICT tools for effective transaction of curriculum.

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
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

To develop intellectual skills among student teachers, Discussion method, questioning, team teaching, field trip , chalk and talk method are implemented. In each subject, students are grouped for group discussion, group learning and peer tutoring. For slow learners and Differently abled students peer teaching is adopted. Few topics in each subject are meant for the trainees to take class seminars. In the affective domain Microteaching is carried out as practice of real teaching in the college of education. The peers are the students, observers and give feedback. Peer tutoring ,peer coaching and peer teaching are done in simulation. Role playing is a technique which facilitates participatory learning .The activity based methods of teaching aims motor skill development in students. This method requires that learners are able to illustrate, demonstrate, or perform certain skills using their manual dexterity. This method includes project method and most of the practicum components have followed this methodology. Subject clubs are formed and activities are conducted frequently which will supplement the regular curricular activities. Innovative teaching practice is the only way to enhance the quality of our education.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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)**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	<b>Ten/All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.4.3 - Competency of effective communication is developed in students</b>	<b>All of the above</b>
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**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**

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

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above

**devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
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**

Four of the above

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

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

**Practice teaching:**The trainees go for Practice Teaching to co-operative schools selected by C.E.O. of Salem and neighboring districts, As far as teaching practice is concerned as essential component in B.Ed programme relevant Orientation are given to school heads and mentor teachers Practice teaching in schools Lessons a student gives per day - minimum 2 (1 for each optional) Lessons observed by the Teacher educator (method master) - (3 in each optional) Feedback mechanism - by the school teachers, method Masters and peers Monitoring mechanisms of lesson plans - 15 lesson plans are evaluated by the Method Master. 15 lesson plans are evaluated by the Guide teacher. Block Teaching Duration : 16 weeks Tests : One achievement test in each optional subject Case Study : about one student Action Research : One in the major subject Journal : Daily Diary of her reflection on her own lessons Teaching Portfolio : Evidences for the Improvement in the teaching Competency Instructional Aids : Appropriate Instructional Aids to teach each content Area Diagnostic test : In the major subject

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

59

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Nine/All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Meeting the heads and mentors before the practice teaching sessions, during the sessions and post practice teaching session is helpful in collecting their views on the performance of each teacher trainee. During these formal and informal meetings the educational needs of the schools are known and the updated policy directions are met with. Teacher educators discuss the current policy decisions spelt by education authorities published through media and government and give necessary instructions the trainees.

**Feedback mechanism:** given by teacher educators and guide teachers in schools. After observing the lesson taught by the trainee, feedback is given on lesson plan writing, actual teaching, questioning and evaluation, black board usage, use of teaching aids, classroom management, pupil participation, teacher behaviour. Immediate feedback

1. Self introspection / Feedback - Journal, Portfolio
2. Peer feed back
3. Feedback by M.Ed
4. Feedback by guide teacher
5. feedback by teacher educators

The continuous feedback mechanism helps in the performance improvement of the trainees. While in schools, the full guidance is extended by the guide teachers. The methods teachers interact with guide teachers and necessary modifications are evolved in practice teaching of the trainees

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

**2.4.13 - Comprehensive appraisal of interns'**

Five of the above

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

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

## 2.5 - Teacher Profile and Quality

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
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

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

11

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

102

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Education is a learning cycle without an end. It is not going to stop after starting a career. Continuing education helps their career and become more professional at their work. It is particularly important for teacher educators, not only to give their students the best learning results but also to be more effective and fulfilled throughout various other aspects of their profession. Faculty members put-forth efforts to keep themselves updated professionally by attending seminars, Webinars, workshops, faculty development programmes pertaining to their disciplines and research on a state, national, regional, and international level to keep themselves professionally current. They also take refresher courses, short term courses massive open online course (MOOCs), Swayam Courses, and ARPIT(Annual Refresher Programme in Teaching) courses to enhance their abilities. 1. In house discussions on current developments and issues in education are discussed 2. Share information with colleagues and with other institutions regarding policies and regulations

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

## 2.6 - Evaluation Process

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

Continuous internal Evaluation is Transparent and robust and time bound, institution adopts the following in internal evaluation In terms of internal evaluation, the Institution follows the guidelines below. The ratio of internal to external evaluation factors is 30:70. Internal Assessment Criteria include

1. Sessional Test -10 Marks
2. Mid semester Examination- 30 Marks

c. Assignments (2) - 10 Marks d. Model / Revision Examination - 100 Marks Total score: 150 Marks The overall score 150 is converted to 30 marks. (Written assignments, seminar presentations, PowerPoint presentations, Padlet, Flipgrid, and Near pod, video presentations are all examples of possible assignments. It will be up to the teachers to deal with everything.) using ICT tools and e resources are essential component for preparing Assignments.

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

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

Four of the above



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

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

The conduct of every assessment whether it is sessional test or mid semester or model, within one or two days, each answer script will be evaluated objectively. When the scripts are returned to the students, the teachers discuss about the question paper and the expected answers, the doubts of the students are clarified. The Assignment, seminar performance marks will be known to the students soon after evaluation is over. Before the End Examination the internal marks of the students in different criteria in each subject will be put up on the notice boards kept in their classes. Then the final internal mark list will be handed over to the Controller of Examination. The Controller of Examination will prepare a consolidated internal mark list, which will be put up on the College Notice Board. The students can again cross check their internal marks. Thus the outcomes of the assessment process are communicated to each student individually at once; and proper guidance is extended for improvement and to overcome the difficulties. The students' assessment procedures and systems are objective and transparent

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

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

Yes the Institution frames the academic calendar for the effective implementation of the curriculum planning designed at the beginning of each academic year. This enhances the process of smooth functioning of curricular activities, our organisation strictly adheres the academic calendar for the conduct of internal Evaluation .Time-table is entrusted with the implementation of curriculum and Evaluation. This is done by following the regular time-table as per the academic calendar. Criteria for Internal Assessment Involve a. Mid semester examination - 30 marks b. Sessional Test - 10 marks c. Assignments (2) - 10 marks d. Model / Revision Examination - 100 marks Total - 150 marks The total evaluation for 150 is converted to 30 marks. The internal assessment is done as continuous evaluation. The External Evaluation (end semester evaluation) is for 100 marks, which would be reduced to 70 marks. Thus IA : EE = 30:70

## 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.

Program Learning Outcomes (PLOs)and Course Learning Outcomes (CLOs) for all programs offered by theinstitution are stated and displayed on the website. Faculty Development Programmes (FDPs) such as orientation, workshops and refreshercourses are conducted to enhance the knowledge of faculty on Outcome Based Education(OBE) relating to PLOs, and CLOs. Before the commencement of the classes soft copy of the curriculum is issued to thestudents to make them aware of the courses and outcomes

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

## 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

At present, the courses for all programmes designed in line with Vision and Mission of the Institution are conducted with learning objectives and learning outcomes. Every programme has designed its curriculum adopting Outcome Based Education (OBE) with Program Educational Objectives (PEOs), Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs) which are uploaded in the college website and the same will be implemented from 2022-23. Faculty members have prepared Course Outcomes that are well defined statements describing what students are expected to know, and be able to do at the end of each course. These relates to the skills, knowledge, and behavior that students should acquire through the course. The CLOs attainment level can be measured based on the results of the internal assessment and end semester examinations conducted by the college. The course learning outcomes are defined by the respective course instructors based on learning levels as suggested by Bloom and Anderson. A mapping matrix and its correlation between POs and COs would be prepared for the level of attainment of POs, PSOs and COs and will be implemented during the year 2022 - 23.

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

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

**2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment**

**activities during the year**

39

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

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

To assess the students' language proficiency, test was conducted for the students at entry level. Through this test, students' comprehension skill was assessed through a reading comprehension passage with open ended questions and objective type questions. Along with that a letter writing and dialogue writing was also asked. The test was conducted for 50 marks and the time allotted was one hour. Out of 50 students, 11 students got above 75% while 17 students scored above 60%. The remaining 22 students scored below 60%. Remediation would be planned for those students. Teaching aptitude are assessed at their entry behaviour. At this entry level, it is seen that majority of the student-teachers have moderate level of teaching aptitude, which may be due to the fact that they lack adequate training on professional ethics, teaching practice and pedagogical knowledge. Hence, It is realised that the essence of teaching aptitude may be increased with the efforts of the Principal and Staff of the institution by making special arrangements in and out of the campus. At the exit level all 48 students are having good teaching aptitude.

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

<b>2.8 - Student Satisfaction Survey</b>	
<b>2.8.1 - Online student satisfaction survey regarding teaching learning process</b>	
Nil	
<b>RESEARCH AND OUTREACH ACTIVITIES</b>	
<b>3.1 - Resource Mobilization for Research</b>	
<b>3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year</b>	
2	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)</b>	
0	
<b>File Description</b>	<b>Documents</b>
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
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**

2

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

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
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

51

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	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

4919

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

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

1248

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

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



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

- Awareness programme, Rallies, Camps were organised in collaboration with community
- Institution has tie-up with the rotary club of Salem-Vithagam , Consumer Awareness Council, Legal Aid Association and vedhantha maharishi(temple of consciousness) in association with these institutes various welfare programmes are arranged
- The management has donated their land 10X 600 feet free of cost for the extension of Convent Road which is worth of crores of rupees for the benefit of community
- The main Road from Five Roads is named after the institution as Sarada College Road. This Road will be of 3 K.M. length.
- Special Schools that permit the students to visit their institution and observe a day's work
- Participation of School Students in the Competitions held by the Alumni Association of the College
- Organising in-service training programme to school teachers
- Extending the social visit programmes such as Visit to the Reformatory Schools, Primary Health Centre, Home of Street/ Run away Children , Orphanages , Old age Homes, Home for the Destitute Women and helping them with financial, moral and accessories support

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

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

0

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

0

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

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

2

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

#### 3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities

All of the above

**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**

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

## **INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 - Physical Facilities**

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

Annual Stock Checking duty is allotted to Staff members in order to check the maintenance of equipment, Books and Registers. As per the requirements of each department, purchase list is presented in the Finance Committee Meeting. Apart from the regular exercise, students are allowed to utilise the equipment and materials of laboratory during their practice teaching. Members of the club meet once in a month and they are allowed to read a book as per their choice and on the next day students present the gist of the book which they have read. Library hour is allotted in the timetable for students' usage. Students are allowed to use the computer in the computer laboratory. A separate schedule is allotted in the timetable for using the computers as well specific time is scheduled for using the computers in the language laboratory. The sports equipment, fitness equipment in gymnasium were utilised by student teachers under the supervision of Director of Physical Education.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="http://sscoe.ac.in/AQAR/">http://sscoe.ac.in/AQAR/</a>
Any other relevant information	<a href="#">View File</a>

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

0

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

## 4.2 - Library as a Learning Resource

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

Our institution adopts automation of library using MODERNLIB-  
Library Automation Software Salient Features:

- Computerization of all activities of Library, which includes acquisition, issue, return, renewal, clearance, fine, payment, loss, binding, recovery and Missing pages etc.
- Highly technical
- This system made easy and simple in searching of books
- User interface is highly intuitive
- Complete Barcode integrated software
- 135 different output reports
- For students and faculty Circulation, Issue and Return will be provided with software driven barcode scanners.
- Gate Register: Entry with software driven barcode scanners
- OPAC: Book search and location tracking of resources are available with software
- Routine work of the library is automated
- Computers in library are High speed Internet with Reprographic facilities. Students, Research Scholars and teacher educators use the reprographic facilities available in the library.

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

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

- Library catalogue are available to all through the College Website.
- Students can view the books which they have borrowed and return date it will be helpful to return the books on time
- Only current students, faculty and staff or eligible to access database, INFLIBNET- N-list and other resources from off campus using user id and password
- Students and faculty may also remotely access database and other resources from remote access
- They can connect to a database, e-Book or other online resource or connecting from offcampus, the server will automatically ask

for their SSCE ID and password

- Advantage : No additional software needs to be installed in their computer
- Disadvantage :Works with most but not all resources
- Some resources cannot be accessed through remote access in that case they will use on campus
- Remote access provides more reliable secure encrypted access works will nearly all resources

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

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

24605.00

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

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

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

241

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="http://sscoe.ac.in/AOAR/">http://sscoe.ac.in/AOAR/</a>
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**

One of the above

## as gifts to College

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

**4.3 - ICT Infrastructure**

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

- Through UGC NETWORK RESOURCE CENTRE Scheme internet connectivity is got
- Wi-Fi enabled campus
- 24/7 internet facilities for students, faculties and administrators
- Continuous internet connectivity is made available through Airtel Router & Jio Modem
- Speed of the internet is 50 mbps
- Internet access is enabled
- All classes are equipped with smart board , wall mounted PC and LCD Projector and screen
- Lap-top were provided to Staff members
- Staff and Students utilized e-resources, LMS, ICT facilities for effective transaction of curriculum
- ICT is included as component for submitting assignment in the continuous internal assessment of each course
- Padlet, Flipgrid, Nearpod and Evaluation apps such as Kahoot, Quizzes and Google forms are used

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.3.2 - Student – Computer ratio during the academic year**

2:1



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

<b>4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:</b>	<b>E. &lt; 50 MBPS</b>
<b>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</b>	<b>Four of the above</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="http://sscoe.ac.in/AQAR/">http://sscoe.ac.in/AQAR/</a>
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	<a href="https://www.youtube.com/watch?v=VioM9rxnTA">https://www.youtube.com/watch?v=VioM9rxnTA</a> <a href="https://www.youtube.com/watch?v=6ngs7NfOG_s">E,https://www.youtube.com/watch?v=6ngs7NfOG_s</a> , <a href="https://www.youtube.com/watch?v=9S-jVdfcSwY">https://www.youtube.com/watch?v=9S-jVdfcSwY</a>
Any other relevant information	No File Uploaded

<b>4.4 - Maintenance of Campus and Infrastructure</b>
<b>4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)</b>
<b>340424</b>

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

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

- Through UGC NETWORK RESOURCE CENTRE Scheme internet connectivity is got
- Wi-Fi enabled campus
- 24/7 internet facilities for students, faculties and administrators
- Continuous internet connectivity is made available through Airtel Router & Jio Modem
- Speed of the internet is 50 mbps
- Internet access is enabled
- All classes are equipped with smart board, wall mounted PC and LCD Projector and screen
- Lap-top were provided to Staff members
- Staff and Students utilized e-resources, LMS, ICT facilities for effective transaction of curriculum
- ICT is included as component for submitting assignment in the continuous internal assessment of each course
- Padlet, Flipgrid, Nearpod and Evaluation apps such as Kahoot, Quizzes and Google forms are used

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

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by**

Four of the above

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

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

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls 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	<a href="#">View File</a>
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**

B. Any 3 of the above

<b>submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	
File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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)</b>	<b>Two of the above</b>
File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<b>5.2 - Student Progression</b>	
<b>5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year</b>	

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>12</b>	<b>53</b>

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

### 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).

**15**

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

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

**25**

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

### 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

Student Council assists in planning and development of various cultural, sports, social, recreational and other educational interests of students in the institution. The Student council provides scope to contribute in the development of students' leadership skills, program planning and volunteering. Election Campaign for Student Council was conducted on 19.03.2021 .The Candidates were nominated for the president and secretary posts. Polling was conducted ,Votes were counted and the final result was announced by Dr.S.Santhi, (Principal of our college), Miss.S.Sowmiya was elected as the president and Miss.V.Megar Fathima was elected as the secretary. To promote and encourage the involvement of students in organizing Institutional academic, curricular and co-curricular activities. To act as a representative for the council in its relations with the students and the Institute administration.

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

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

9

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

#### 5.4 - Alumni Engagement

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

The College has an Alumni Association (Registered:77/2022 ) to foster ties between the alumni and the Institution. The following are the major activities and contributions of the association

- Supports in evaluating the functions of teaching - learning and practice during the students training in school .
- Feedback are collected from Alumni on Curriculum, teaching learning process and new courses that can be conducted to bridge the gap between industry and academia which in turn make our students more employable.
- Under the alumni association notable alumni were felicitated in the OSA meeting during the academic year 2021 one of our alumni (Dr. E. Maanvizhi) is recruited as District Educational Officer of Ariyalur District. She shared her experience and Tips for preparation and clearing the examination.
- The Alumni supports in arrangement for teacher training, evaluation of trainee, Placements, Industry Visits and they serve as resource persons for FDP, Guest lectures, Domain Knowledge Training.
- Alumni serve in the Board of Studies and various committees as advisors
- Inviting well placed alumni for interaction and mentoring of the current students.
- Bringing in alumni for peer mentoring, group discussions and mock interviews.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



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 supports the college in its growth and development process efficiently, by providing positive feed back.
- Alumni nurture the special talents of the students by sharing their success stories in their fields of interest during their expert talk or during the student interaction. They also share their all round development as a individual in balancing the academics and co curricular activities and community development activities.
- Alumni extend their technical expertise to develop and refine the academic curricula either through their feedback as member of Board of Studies.
- Encouraging students to pursue higher studies. The members provide academic or technical expertise and career advice for development of the students.
- Alumni insist the importance to the teacher trainees to participate in extracurricular and co curricular activities like debates, essay writing, elocution, poetry, drama, skit, art and sports are organized.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The Governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution. The institution has framed a well-defined Mission, Vision, and Core Values in tune with the objectives of higher education to take the institution forward and contribute to national development.

**Vision**

- To make "QUALITY" the defining of teacher education through a combination of self and external quality evaluation, promotion and sustenance initiatives.

**Mission**

- The college is striving her best for empowerment if women teacher trainee an integrated education of Head, Heart and Hand.

As a reflective measure of effective leadership, teachers, students and staff are given due representation in the following decision - making bodies:

- Governing Body
- Academic Council
- Internal Quality Assurance Cell
- Board of Studies
- Finance Committee
- Anti - ragging committee
- Examination Committee
- Grievance Redressal Committee
- Women's Empowerment and Complaints Committee
- College Committee
- Internal Compliance Committee

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

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

The institution practices decentralization and participative management as evidenced by the delegation of power to Management, Principal, Associate Professor, Assistant Professor and Admin Staff.

#### Management

- Setting objectives relevant to policy
- Employ well qualified and experiential faculty
- Provide required infrastructure and ensure availability of resources

#### Principal

- Framing the rules and regulations
- Team building
- Faculty Development Programmes
- Participatory decision making
- Transparency in administration

#### Teaching Learning & Curriculum

- Governing Body, Academic Council and Board of Studies
- Finance Committee and College Committee
- Ensuring quality education and effective teaching - learning process

#### Administrative Services

Academic Council, IQAC, College Committee, Discipline Committee, Anti - ragging committee, Student redressal and Grievance Cell, Library Committee and Internal Complaints Committee, Women Empowerment Committee.

#### Student Support

- Student Council - Drama, Drawing, Debate, Eco, Music, Photography, Quiz, and Rangoli.
- Subject Club - Literacy Association, Science Club, Maths Club, History Club, Physical Science, Biological Science.
- Providing Co- Curricular and extra-curricular activities

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

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

The responsibility of the Institution to gather information from the staff needed for curricular and co-curricular programs before preparing the budget. The finance committee considers and deliberates on the needs of the institution, the purpose and utility of such expenditures. Consequently, the Finance Committee recommends that the Principal allocate funds from the UGC autonomy and development fund to various items. In addition to infrastructure, library books, laboratory equipment, and teaching aids, office supplies are needed. Committee members also approve the tentative budget allocations for faculty and student training programmes, seminars, workshops, and conferences. Taking the initiative to meet on a biannual basis has allowed the institution to prosper. The institution computerized its finance management systems such as Salary bill, increment and arrear bill prepared by IFHRMS, funded projects and seminars through PFMS etc., Finance Management is effectively done without deficit. Department of auditing (Joint Director Dharmapuri Region ) and AG office auditing will be done periodically. Donations are not collected. To ensure transparency in financial matters finance committee meeting will be conducted every six months once it be presented in the governing body which is our higher apex body.

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

## 6.2 - Strategy Development and Deployment

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

Perspective / Strategic Plans between 2020 - 21

- The Institution adopted various strategic plans in the areas of curriculum construction, teaching learning and evaluation, research activities, and extension to meet the goals of the Institution. Only a few of the plans have been implemented due to the Pandemic situation.
- The Institution signed memorandum of understanding with the schools Sri Ramakrishna Higher Secondary School, Salem and Sri Sarada Vidyalaya Higher secondary School, Salem for the effective conduct of student's internships and the mutual exchange of learning resources and human resources to improve the teaching-learning process. Based on these objectives, The guide captain of Sri Sarada Vidyalaya facilitates the student teachers during the seven-day basic guide captains training held at the college from 03.02.2020 to 09.02.2020. Besides, On 04.08.2020, the Principal of the Institution conducts a counselling session for teachers at Sri Ramakrishna Sarada Higher Secondary School, Salem. Plan Obtaining an 'A' grade in NAAC re-accreditation during Cycle - IV.

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

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

As per the UGC autonomous guidelines the institution constituted UGC statutory and non - statutory committees for the effective functioning of the autonomy

Governing Body - Approves new programs of study to be started, institutes scholarships, fellowships, medals, prizes and certificates on the recommendations of the academic council.

Academic Council - Scrutinizes and approves/ ratifies the

proposals of Board of Studies (BOS) with or without modifications, make regulations regarding admission of students, sports, extracurricular activities and maintenance of infrastructure.

Finance Committee - Prepares budget estimates, augments financial resources and allocates

appropriate funds for carrying out the activities.

Board of Studies - Designs curriculum, frames syllabus, reviews and updates the syllabus,

recommends panel of examiners and coordinates teaching, research, and extension activities.

The college has constituted various statutory committees , non - statutory committees and cells such as IQAC, Grievance Redressal , Planning and Evaluation Committee, Admission Committee and etc.,

#### Service Rules

Service rules aligned with code of conduct are well defined for the smooth conduct of day-to-day affairs which include designation, duties and responsibilities, pay scale, statutory and permissible deductions, entitlements under the provisions of Social Security Acts, leave eligibility of the staff members etc

File Description	Documents
Link to organogram on the institutional website	<a href="http://sscoe.ac.in/AQAR/">http://sscoe.ac.in/AQAR/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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**

Three/Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
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 institution's various bodies, cells, and committees are all functioning well. The minutes of the sessions of these committees bear witness to this. One of the successful decisions was to organize a Socratic Seminar using a Flip grid. Every year, the Institution conducts a UGC student seminar, but organizing the seminar during the Pandemic proved tough, so to make it possible it is planned to conduct a seminar using the Flipgrid application which is video discussion platform that assists the educators to see and hear every student in class and foster supportive social learning. A formal discussion based on a text in which the leader asks open-ended questions is known as a Socratic seminar. Within the context of the discussion, students pay close attention to others' comments, think critically for themselves, and voice their own ideas and reactions to others' ideas. To implement these new tactics, it was disused in the Board of studies meeting held on 10.02.2021 and further it was forwarded to Academic Council and the same was discussed during the meeting on 11.02.2022 , after getting approval from the statutory bodies it was planned to implemented. on March 5th, 2021, a Socratic seminar on Teaching Techniques and Strategies was held for B.Ed I year students using Flip grid, and on February 24th, 2021, a Socratic Seminar on Indian Philosophers was held using Flip grid

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

### 6.3 - Faculty Empowerment Strategies

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

**The institution has effective welfare measures for teaching and non - teaching staff**

**Welfare measures for Teaching and non - teaching Staff:**

- All teaching and non - teaching staff members are regularly covered under Government of Tamilnadu employee Health Insurance policy
- Festival advance for Diwali and bonus for Pongal festival
- Society loan/housing loan/personal loan/vehicle loan facilities has been provided to all the teaching and non - teaching staff members
- If the staff in the service demises, his or her spouse/son/daughter will consider for employability under Compassionate ground
- Management provides festival bonus to management staffs appointed by the management.
- Maternity Leave provided for female faculty members

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
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**

8

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

44

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

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

The institution practices a systematic performance appraisal system every year with UGC yard stick and Career Advancement Scheme (CAS) of Government of Tamilnadu, in a structured manner.

The performance appraisal system includes the following components:

- Teaching learning and evaluation related activities
- Co-curricular, extension and professional development related activities
- Research publications and academic contributions
- Feedback from the students

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.4 - Financial Management and Resource Mobilization

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

The institution conducts internal and external financial audits regularly. All the accounts books and vouchers are checked and maintained up - to date. The institution computerized its finance management systems such as Salary bill, increment and arrear bill

prepared by IFHRMS, funded projects and seminars through PFMS etc.,

Finance Management is effectively done without deficit. For internal audit, accounts of the management are audited by the auditors appointed by the management. The auditor is conducting audit through accounts of college and they provide us with suggestions and guidance.

For external audit, Department of auditing (Joint Director Dharmapuri Region) and AG office is conducting external audit regularly. There are no audit objections reported during the financial year 2020 - 21.

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
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.

Sri Sarada College of Education is run by the Sri Sarada College Educational Trust . The following strategies are followed for mobilization of funds:

(1) Government Sources: Being a Government Aided - autonomous institution, 2(f) and 12(B) status and also accredited with 'A' grade during third cycle, the institution is eligible to get grant from government authorities such as UGC (autonomy fund), NAAC, ICSSR, NHRC and TANSCH. In addition to this, the students of Sri Sarada College of Education also avail various scholarship from central and state government.

(2) College fees: The college fees paid by the students. It includes, tuition fees, examination fees and other fees.

(3) Alumni Contribution: The institution collected funds from alumnae as 'Alumni Contribution'.

Optimal Utilization: Optimally utilizing funds rests in the hands of the college secretary and the superintendent, who should take into consideration the current and future needs and execute the appropriate activities.

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

## 6.5 - Internal Quality Assurance System

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

- The main assignment of IQAC is to plan, monitor, implement and review the academic and administrative functions of the college. It meets annually and submits AQAR report to NAAC on regular basis. The IQAC has been striving to offer quality-assurance strategies and institutionalize the same for attaining excellence in all academic and administrative activities. In order to ensure quality sustenance, IQAC

offers valuable suggestions and measures for continuous improvement of faculty and the departments.

The major areas of IQAC initiatives are:

- Involving actively in all academic exercises relating to extension of autonomy, NAAC etc.,
- Preparation of the annual academic plan for the college, action plans for departments, and teaching plan for the individual faculty
- Obtaining and analyzing feedbacks from different stakeholders
- Analyzing all statistical data of all the activities of the institution
- Monitoring and reviewing the progress of all projects, publications and research activities
- Instrumental in introducing Campus Automation Software
- Suggestions for Faculty Development Programmes
- Active participation in monthly meetings to suggest ideas for creating quality culture etc.,

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

- **Curriculum Audit:** Once a year, the teaching learning process is analyzed through curriculum audit, which is done by the external experts with well-defined parameters in the areas of curriculum development and related aspects.
- **Tutor Ward System:** As designed by the IQAC the 'Tutor Ward System' is adopted and practiced in the best possible manner to identify the levels of students, particularly the slow learners, who are given special attention and counseling for their better academic performance and help them to cross academic barriers by conducting scheduled remedial classes.
- **Institutional Review Process:** The structures and methodologies of operations in the teaching, learning process, activities of the Centres, Learning Resource

Centre, Computer Laboratory, Physical Education etc., are reviewed in the Peer Review Meeting which is endorsed by IQAC.

- **Academic Administrative Audit:** IQAC carries out Academic Administrative Audit at the end of every academic year to review curriculum, teaching learning, infra structure, research, and student support services.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
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

26

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

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

All of the above

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

**Criteria First Cycle Second Cycle Third Cycle Fourth Cycle**  
**Criteria - 1 Upgradation of Syllabus**

**Curriculum renewal and enrichment**

- Curriculum updation and enrichment based on their needs
- Online certification for value added courses

**Criteria - 2**

**Strengthening faculty**

**Imparting flexibility to the semester system**

**Inadequate permanent faculty**

- Faculty completed Ph.D one faculty pursuing
- Use of ICT in teaching learning and practice teaching.  
Blended learning practice is adopted
- Use of ICT tools and e-resources by students
- Inclusive education

#### Criteria - 3

Focus on professional growth of the teaching staff

Strengthen the in-service programmes and institutional research

Limited consultancy linkage

- Faculty updated professionally by attending OC,RC,FDP, MOOC, ARPIT ,Seminars/workshops/conferences etc
- Use of ICT in teaching learning and practice teaching

#### Criteria - 4

Inadequate toilet and common room facilities

Insufficient Application and Education softwares

- Class rooms equipped with smart board
- Lap-top were provided to Staff members
- institution adopts automation of library using Modernlib-  
Library Automation Software

#### Criteria - 5

- Alumini association acts as an effective support system to the institution in students participation

#### Criteria - 6

- Reduction in paper usage due to e-governance

#### Criteria - 7

- Conservation initiatives results huge energy saving



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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The Institution has following facilities for alternate sources of energy conservation measures to meet power requirement for the whole campus.

- The institution has installed 111Kwh solar power plant to generate the electricity through solar energy. Solar power plant is generating almost 19000 units annually which results in reduction of 16 Tons of CO2 emission. Use of solar energy has been promoted extensively in college to provide lightening and fans and reduce the dependence on electricity and promote usage of green and alternate energy.
- Energy efficient LED bulbs are used in various places to reduce the energy consumption and maintenance costs.
- The commitment of the college towards environmental sustainability, the curriculum of B.Ed. Programme includes Experiences for Social & Environmental Sensitivity course such as environmental Conservation and environmental regeneration.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
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.

The institution has realized the global environmental crises, the following steps has been taken towards the application of new paradigm in the area of waste management.

- Three separate dust bins are kept in the ground for disposing different types of wastes. Disposed wastes are collected in the particular dustbins of green, blue, yellow colour.
- The Green-coloured dustbins are meant for bio-degradable wastes such as vegetables and fruits. Since the campus is also designated a plastic-free campus, students are advised to avoid plastics. Plastic wrappers and non-biodegradable wastes are disposed of in blue dustbins. Papers and glass bottles are disposed of in yellow dustbins. The dustbins are cleaned every day from 5 pm to 6 am.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
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	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The institution is committed and strives hard to adopt the following green practices in the campus to ensure environmental mindfulness.

- Under the Environment Club, various awareness programmes are conducted and various days are celebrated.
- Swatch Campus initiatives include herbal gardens and solar power plants to achieve that coveted green status. The curriculum of B.Ed. degree programme provides space for educating students on conservation and environmental regeneration as a compulsory course.
- Students are encouraged to practice environmental consciousness through planting seed balls in the garden in the campus area to increase green cover throughout the campus.
- The use of plastic is prohibited and the institution is a plastic - free campus.
- Swatch committee has been formed to make awareness among students on issues related to using of plastic inside the campus.
- A Swatch campaign was conducted to reduce the use of plastics, which has put the environment at risk for the organization.
- The campus provides basic facilities such as
- Functional toilets
- Safe drinking water.
- Students are conducting an awareness programme to the general public on the observation of significant days.
- Global Hand Washing Day was celebrated on the theme of "Clean Hands for All."

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

1420

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and

challenges in not more than 100 - 200 words

1. Igniting the Knowledge (Illam Theedi Kalvi): In urban and rural areas, student teachers teach special classes to underprivileged students of government schools in the first through tenth standards, equipping them with the necessary skills and knowledge. 2. Nurturing the Girl Child: During the presentation, student teachers discussed social topics in particular girls' safety and handling harassment situations during class. 3. Educating Life skills to special Children: Teacher educators are teaching children the core values of education and the value of life skills. 4. Improving Learning disability children: Educators could identify students who were slow learners and help them to understand the subject thoroughly. Learning disabled students were given special attention to help them cope with their good academic results. 5. Educating Deaf and Dumb children: A student teacher teaches deaf and dumb children about various aspects of their health and education so that they will be able to do well in school.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

### PRACTICE: 1 - MODULE PREPARATION Objectives

- Providing an experience in developing various activities
- Realizing importance of student-centred learning
- Encouraging students to participate in ICT related activities
- Enhancing creativity and self-learning

### Outcomes

- Develop higher order cognitive abilities
- Create real-world applications of concepts
- Identify suitable methodologies for teaching
- Provide a systematic way to structure the concepts and related information

### Impact

- Acquiring clarity in the subject knowledge
- Incorporating appropriate activities through games, quiz, discussion and videos
- Realizing benefits of activity-based learning

- Preparing steps for module
- Selecting appropriate activities

#### PRACTICE :2 -SUSTAINABLE GREEN CAMPUS Objectives

- Creating awareness among the community to prevent environmental pollution
- Maintaining a herbal garden
- Conserving energy effectively and ensuring environmental mindfulness
- Adopting green practices and zero plastic usage
- Harvesting rainwater and replenishing water tables

#### Evidence of Success

- Sustainable green ambience beautifies our campus
- Herbal tea preparation from garden ingredients aids Corona prevention.
- Conservation initiatives result in huge energy savings.
- Water conservation helps to maintain green campus
- Replacing plastic with biodegradable materials enhances campus beauty
- Reduction usage due to e-governance
- Herbal garden with Vermi-compost

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

### 7.3 - Institutional Distinctiveness

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

To inculcate physical, intellectual, moral and spiritual values and to protect the student teachers from the prevailing cultural pollution, during college day celebrations, the theatrical talents of the students are displayed through dramas and the depiction of famous characters. The spiritual values of the Holy Trinity are depicted through drama, display boards and periodic value education classes. Regular practice of yoga cultivates their physical and inner strength. Students regularly speak in the morning assembly related to the life history and higher values of the holy trinity. Student participation in various cultural

programmes based on Indian epics and values exposes their talents. On lighting ceremony day, students are given Founder President Swami Chidbhavananda Maharaj's Daily Divine Digest and an oil lamp, symbolizing the spreading of all good thoughts into society. Our institution aims at the harmonious development of Hand, Heart and Head. At the same time students are trained with the latest technologies to achieve global standards. Skills-based courses increase their employability.

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