



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		SRI SARADA COLLEGE OF EDUCATION(AUTONOMOUS) , SALEM
• Name of the Head of the institution	Dr. S. SANTHI	
• Designation	PRINCIPAL	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	04274550284	
• Mobile No:	9443546623	
• Registered e-mail ID (Principal)	santhinihil@gmail.com	
• Alternate Email ID	sscedn@gmail.com	
• Address	FAIRLANDS	
• City/Town	SALEM	
• State/UT	TAMILNADU	
• Pin Code	636016	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Women	
• Location	Urban	

• Financial Status	UGC 2f and 12(B)																														
• Name of the Affiliating University	TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI																														
• Name of the IQAC Co-ordinator/Director	Dr. V. PRIYA																														
• Phone No.	04274550284																														
• Alternate phone No.(IQAC)	9994743743																														
• Mobile (IQAC)	9443987065																														
• IQAC e-mail address	sscedniqac@gmail.com																														
• Alternate e-mail address (IQAC)	sscenaac2022@gmail.com																														
3.Website address	sscoe.ac.in																														
• Web-link of the AQAR: (Previous Academic Year)	https://sscoe.ac.in/AQAR/																														
4.Whether Academic Calendar prepared during the year?	Yes																														
• if yes, whether it is uploaded in the Institutional website Web link:	https://sscoe.ac.in/programme/academic-calender.php																														
5.Accreditation Details																															
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>Three Star</td> <td>2.8</td> <td>1999</td> <td>09/10/1999</td> <td>08/10/2004</td> </tr> <tr> <td>Cycle 2</td> <td>A</td> <td>3.5</td> <td>2007</td> <td>31/03/2007</td> <td>30/03/2012</td> </tr> <tr> <td>Cycle 3</td> <td>A</td> <td>3.02</td> <td>2014</td> <td>10/12/2014</td> <td>09/12/2019</td> </tr> <tr> <td>Cycle 4</td> <td>A</td> <td>3.12</td> <td>2024</td> <td>03/10/2024</td> <td>02/10/2029</td> </tr> </tbody> </table>	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	Cycle 4	A	3.12	2024	03/10/2024	02/10/2029	
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to																										
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Cycle 3	A	3.02	2014	10/12/2014	09/12/2019																										
Cycle 4	A	3.12	2024	03/10/2024	02/10/2029																										
6.Date of Establishment of IQAC	03/06/2005																														
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.																															

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
0	0	0	Nil	0
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		2		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
one day workshop on OBE on 17.10.2022				
one day seminar on the impact of COVID and learning challenges among school children's on 05.11.2022				
Workshop on Novel Pedagogical Approaches for prospective Teachers and Journal indexing and Metrics on 10.01.2023				
IQAC quality Initiatives Compliance Quest on 18.05.2023				
Vision: Learning outcomes for B.Ed and M.Ed students webinar on 16.06.2023				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
Plan for NAAC IV cycle of Accreditation	IIQA was submitted to NAAC on 02-01-2023
Preparation of NAAC IV cycle of Accreditation	SSR was submitted to NAAC on 27-04-2023
Assessment of NAAC	On 13-05-2023, our institution responded for DVV clarification
To motivate trainees to enroll in SWAYAM course on appear in the e-proctored examination	55 students appeared e-proctored exam and successfully completed the course
To adopt different teaching methodologies in various courses	Different teaching methodologies adopted for the following courses: core, pedagogy, SOC, SES, ETE respectively
Plan to organise seminar on Educational Innovations	On 09-01-2023, UGC students' seminar on Educational Innovations was organised. 25 B.Ed. students presented their papers
Plan to organise various outreach and extension activities	Institution organised various outreach and extension activities in collaboration with MoU institutions
Plan to conduct Offcampus placement	10 schools from Salem and Dharmapuri districts conducted campus interview. our trainees were recruited by the employers in various schools
Plan to introduce new certificate course AI for teachers	New certificate course AI in Education was given in collaboration with Tamilnadu Open University, Chennai. Our students were successfully completed and the certificates were issued to the students.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Governing Body	18/12/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	19/02/2024

15. Multidisciplinary / interdisciplinary

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 & Research Institution' by implementing holistic multidisciplinary/Interdisciplinary approach: 1. School of Commerce with Education (Commerce with B.Ed.) 2. School of Science with Education (Science with B.Ed.) 3. School of Arts with Education (Arts with B.Ed.) 4. School of Research Education (Ph.D.)

16. Academic bank of credits (ABC):

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

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

1.Student

2.1	111
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	136
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	72
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	53
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	53
Number of graduating students during the year	

File Description	Documents
Data Template	View File
2.6	57
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	2,590,417.68
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	49
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	11
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	2
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
The College in its 54year of existence and 33 years of autonomy is	

committed to striving to attain excellence in teacher education and has been continuously updating its courses on par with the global standards and needs. The head of the institution and the teacher educators of the institution play a significant role in the process of curriculum planning. The College obtains and analyses the feedback about curriculum from stakeholders viz students, parents, alumni, teachers, employers, and head of practice teaching schools to meet the emerging needs to develop and deploy action plans to achieve the objectives and ensure effective implementation of the Curriculum. The feedback of stakeholders, current trends in education, experts' suggestions in the field of teacher education are the basis of discussion in staff meetings and curriculum development cell meetings regarding curriculum planning and implementation. The Principal consolidates the changes recommended by the curriculum planning team and in discussion with experts prepares the draft for further review. The Board of Studies, a statutory body that evaluates standards, academic rules, and various aspects of curriculum, after due deliberation, incorporates appropriate changes and recommends for approval by the Academic Council.

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

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

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

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

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

10

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://sscoe.ac.in/programme/academic-calender.php

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

4

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

4

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

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

110

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

110

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

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

Two of the above

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

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

32

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

32

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

1.3 - Curriculum Enrichment

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

The institution provides ample opportunities for the prospective teachers and the curriculum is planned accordingly and executed by integrating their knowledge in fundamentals in education, pedagogical skills and enriching professional capabilities and essential qualities of a teacher.

To make the prospective teachers understand the basic concepts in education the perspectives in education courses viz foundations in education and learner and learning consists of all core areas. They provide knowledge in philosophical and psychological theories and concepts and educational innovations. It paves way for the prospective teachers in understanding educational thoughts of eminent philosophers and apply teaching philosophy and handle the learners in an effective manner. The prospective teachers also acquire knowledge on peace and value education which is the need of the hour. To foster the prospective teacher's knowledge in their specific chosen discipline they are familiarised with, objectives of teaching the chosen subject at different levels of education, essential teaching skills, strategies, and approaches. They acquire knowledge and skill in selecting and utilising the appropriate instructional aids, availability of various learning resources for their specialised discipline. All these develops their leadership skills, empathetic skill, interpersonal skill, and the skill of working in team.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

The institution endeavours to make the student teachers to be aware of diversities in school system in India and International level. The curriculum enriches the student teachers to understand about the nature, aims of education during pre, post and modern period, also realise the role of various commissions and policies in education. The institution provides chances for both B.Ed. and M.Ed. to inculcate values education at different levels of education and learn about values in the contemporary realities. Through the core courses the student teachers are familiarised with different school boards, innovative experiments in school education at national and international scenario and they also observe the functioning of different boards during their school visit and internship. The student teachers are acquainted with an overview of assessment and evaluation and are trained to choose the assessment procedures for subject-based learning. They gain knowledge on recent trends in online and offline assessments. Student teachers get an opportunity to learn the concept of global citizenship, multicultural education, and the role of national and international personalities in non-violence resistant movement. The students are oriented on unique pedagogical approaches like simulation-based learning, design thinking process which help them to gain experience at global standard.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

As prescribed by NCTE the teacher education programme consists of areas viz. curriculum and pedagogy, foundations of education and school internship. The core papers throw light on foundations and perspectives in education, society and education gives a vivid knowledge of the basic details in the concept of education, knowledge and knowing, relationship between philosophy and education, education for international understanding, role of various agencies on education. The courses on understanding the learners and learner and learning provide give an insight into learning and learning process, cognitive process, motivation, and self-regulation with the related theories. The curriculum also supports the prospective teachers in basic psychological experiments. The educational innovations course give priority for need and importance of innovations in education and familiarise the prospective teachers on innovative teaching and learning methods, strategies and techniques. The assessment for learning gives an input on various assessment techniques and same is also added in practicum component. The skill-oriented courses, experiences for teacher enrichment and experiencing for social and environmental sensitivity covers a wide range of topics which are relevant and deals peace education, health and physical education, education of children with special needs, gender issues, conservation and environmental regeneration and educational technology.

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

1.4 - Feedback System	
1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Three of the above
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
119	
2.1.1.1 - Number of students enrolled during the year	
119	

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

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

43

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

43

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

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	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.

Single Window System is followed by the college for admission to B.Ed. programme whereby the students from all over the state can be admitted to the college. As they are from varied socio-economic and regional background, their language proficiency and teaching aptitude are assessed at the entry level along with the Talent Search Programme where their literary, cultural and technological flairs are identified. For testing their language proficiency in English, the entry level test for 50 marks is conducted to the students. The entry level teaching aptitude is assessed with the Teaching Aptitude Test Battery based on the results of which the students are categorized into 3 levels viz. Low, Moderate and High. Those who have low and moderate level of aptitude are given special attention through mentor-mentees discussions, motivational and special lectures, and Guidance and Counselling. Through the achievement motivation seminar, the mentors come to know about both the academic and personal background of their mentees, their level of aspiration, personality traits, learning readiness, styles and needs. To enhance their teaching competence, various theoretical and practicum components including micro teaching sessions, demonstration of model classes, teaching practice at schools under the mentoring by the school teachers and teacher educators.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

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

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	Three of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

15.88

2.2.4.1 - Number of mentors in the Institution

8

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

2.3 - Teaching- Learning Process

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

As a professional education programme, our college aims to elevate the students' higher order thinking skills along with inculcating the technological, pedagogical content knowledge and skills needed for an efficient teacher. The sense of learner autonomy is ensured and invigorated through multi-modal approach of the faculty for classroom transaction stimulating the students' self-determined learning. Experiential learning is ensured while teaching all skill oriented courses where they prepare the handicrafts, puppets and other artistic materials and perform role plays by utilizing them. Substantial amount of classroom transactional hours was spent to ensure the participative learning of students in terms of applying

their theoretical knowledge into various club activities, group discussion, poster presentation and preparation of modules. 'Action Research' and 'Case Study' warrant the implementation of problem-solving skills of students during the internship for which ample training is given during pre-internship preparation. Google classroom is the predominantly used LMS. The videos prepared by the teachers are uploaded in the YouTube. Subject specific Blogs actively serve the purpose. Collaborative and cooperative tasks are given through Wakelet, Google docs and slides. Class and sessional tests are conducted through Kahoot. Gamification strategy is employed by the teachers with the help of Bloket and Quizizz.

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

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

8

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/NDUyOTA5MzY4OUEw?cjc=2frumex
Any other relevant information	View File

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

133

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://padlet.com/beulafrancies/imagery-i3mik55m9y9hpcf2
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

A strong mentoring system assures a healthy learning environment for the students supporting personal and professional growth. Each faculty member would be allotted 6 or 7 students from a batch of students forming a tutorial group with the objectives of identifying the special talents, skills of the students, monitoring the

psychological growth and progress. They maintain a cumulative record for each mentee. The ice-breaking session between the mentor and mentees on the topic "Who am I?" coming to know each other. The Blindfold and Ring-toss activities set the tone for mutual cooperation among the tutorial group members. For a mentor, mentees would be allotted from various study disciplines and learning capacities, thereby a tutorial group is heterogeneous in terms of its interest, abilities and socio-cultural backgrounds. During the meetings, students learn from one another's differences, respect and accept the personal differences and model the behaviour of getting along with the colleagues and demonstrate how it helps boosting the professional career with their own experiences during the mentor-mentee meetings. The mentees are motivated on self-directed learning and to develop their parent Disciplinary knowledge and oriented about various professional bodies for teacher development thereby they realized the need of Lifelong learning.

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

Blended learning is an educational approach that was effectively adopted for the course Perspectives in Education. In this model, the teacher educator provides instructional materials to students before the start of the class. Students are expected to independently review the materials, including readings, videos, and other multimedia resources. This allows students to come to class prepared, with a basic understanding of the content. The Process Oriented Guided Inquiry Learning method was adopted for M.Ed students in the History and Political Economy of Education paper. This approach challenged students to collaborate and provide answers to questions that resulted in the development of a concept. The students were grouped into two and given questions such as "Analyze the status of RTE-2009 in India and evaluate the functions of autonomy in higher education institutions." The POGIL strategy focused on content and process, where critical thinking skills were developed through the activity, enabling students to develop a deep understanding of a concept and apply that knowledge to answer questions provided by the staff. In this activity, the staff acted as facilitator, helping students effectively complete the tasks. These methods nurtured creativity, innovation, intellectual and thinking skills, empathy, and life skills among students.

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

2.4 - Competency and Skill Development

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	No File Uploaded

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

Eight /Nine of the above

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

Three of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded
<p>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</p>	<p>Three of the above</p>
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>

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

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

All of the above

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	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 provides experiences to student teachers in the actual teaching and learning environment. The schools will be identified based on the request of the student teachers, their convenient medium of instruction and educational qualification following the guidance of the faculty members. The Chief Educational Officer (CEO), Salem is contacted for obtaining permission on submission of the list of students along with the respective schools. A detailed communication about the duties and responsibilities of the HM and mentors along with the expected cooperation and support to the internees is sent to the school through the student teachers on the day of their reporting. A chart with the details of cooperative schools, names of the internees and the dates of visit by the teacher educators shall be prepared and notified by the coordinator. All teacher educators will visit the cooperative schools and observe the teaching of student teachers and feedback will be mentioned in the profile attached to the lesson plan. The students get clarified their doubts and suggestions over phone to the respective teacher educators.

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

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

48

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Seven/Eight of the above
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File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	No File Uploaded

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

Evaluating the prospective teachers is crucial in invigorating their pedagogical competence and is done to promote their professional enhancement and development. The teacher educators play a pivotal role in continuously monitoring the student teachers during the internship. It is mandatory for the student teachers to get 20 corrected copies of the lesson plans for each pedagogy subject from the concerned faculty members which eases the latter to assess the former's plan of lessons including the choice of instructional materials, teaching methodology, evaluative techniques and follow up

activities. For every lesson plan, 'student teaching profile' is attached in which there is a rating scale for each component of 3 criteria. The teacher educators have to mark it for planning the lesson while the remaining components would be filled in by the observer (either teacher educators during the visit / concerned mentors) during the teaching performance. following the schedule, they have to periodically visit the students and observe their teaching performance along with the progress of other practicum components like Action Research, Maintenance of Teaching Portfolio, Case Study, Observation classes and Instructional aids. The suggestions and feedback are given to the students then and there and also mentioned in the feedback forms.

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

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

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

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

Five of the above

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

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

10

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

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

122

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

122

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

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

In house discussions are conducted prior to the meeting of Planning and Evaluation Committee. The faculty members would present their proposals of innovative techniques and tools for teaching and assessment based on the current developments and issues in education. The recent educational research trends and dynamics would also be focussed. At the end of the academic year, the report of the activities would be presented in the second meeting of the P & E committee. Five Day's Online FDP on 'Quality Enhancement of Higher Education Institution: A purview of Outcome Based Education Oriented Curriculum Design and Development for Collegiate Education" was organized from 31.10.2022 to 4.11.2022. FDP on 'Journal Indexing and Metrics' was orgnaized on 10.01.2023. Dr. Vinnaras Nithyanantham, Professor in Education, UNICAF University, Cyprus was the Resource Person. The faculty members shared their insight gained through attending the programmes on policies and regulations to the colleagues. As a mark of disseminating their research knowledge, the faculty members participated and presented papers in various National and International conferences along with the publications in peer reviewed, UGC CARE listed and SCOPUS indexed journals.

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

2.6 - Evaluation Process

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

As an Autonomous Institution, the college designs its curriculum and evaluation pattern after the due approval of the academic statutory bodies. From 2022 onwards, Outcome based education is being followed

where the 2 assignments (5 marks each) are retained as in the previous system while 10 marks are reserved for five Activity Based Components which are meant for developing the students' skills and competencies through various performance based individual or collaborative activities leading to the achievement of PLOs. 2 mid-semester examinations (30 marks each) would be conducted in the proper interval of the semester course out of which the better score will be converted for 10 marks. The model examination (60 marks) is converted to 10 marks. On the whole the students are internally assessed for 40 marks. For one credit courses, the internal is for 20. Regarding the practicum components, the students are meticulously monitored during the practice teaching with the periodical visit of the teacher educators to the concerned schools and giving constructive feedback to the teaching competence and checking the completion of other practicum components.

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

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

Four of the above

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

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

The mechanism and procedure for addressing grievances related to examinations are crucial to ensure a fair and fair system for students. Grievances can include requests for reevaluation, rescheduling of exams, or any other concerns related to the examination process. To facilitate the process of registering grievances students may feel free to drop their grievance in a designated box available in front of examination cell or can forward the grievances in online to the grievances mail or can give application letter directly to the principal. The grievances registered are then forwarded to the principal, the genuine grievance are initiated to further process of redressal along with the necessary documents. If the grievances are not genuine, the concern student will be called and will be given a clear explanation on the situation and make her understand for better clarity. For genuine grievances, the grievances committee will discuss the grievance case by case and makes a decision, communicate the same to the concern faculty in charge to rectify the grievances and within the stipulated time period the committee will endorse that the grievances are rectified.

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the

institution in not more than 100-200 words.

The Academic Calendar of our institution is yet another potential tool of quality assurance through which the staff and students regulate their work in line with the expected time of completion. With the guidance and direction of the Examination committee and the consultation of the faculty members, the Academic Calendar is meticulously prepared at the start of the Academic year. The hard copy of Academic Calendar is given to all students and staff and uploaded in the college website as well. The institution adheres to the Academic Calendar for all the academic events. Still the unpreventable conditions may alter the schedule of the events. The internal evaluation schedule is subjected to be revised due to unexpected downpour in the monsoon season or any other unavoidable calamities or unexpected social events. In such unforeseen circumstances the Examination Committee announces the revised schedule after due consultation with the principal.

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

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The institution initiated the implementation of PLOs and CLOs in the academic year 2021-2022 as a part of its continuous quality improvement plan and focused on defining and aligning PLOs and CLOs with the teaching-learning process. In the academic year, 2022-2023, the Curriculum Development Cell (CDC) of the institution has derived modified curriculum with Outcome Based Education (OBE) framework and the same has been passed in the Board of Studies (BOS) meeting during the same academic year. The statement of Programme Outcomes (POs) is aligned with the institution's vision and mission, as well as the core propositions of NCTE - National Professional Standards for Teachers, UGC, and the National Curriculum Framework of Teacher Education (2009). The careful consideration of these frameworks ensures that the Programme Outcomes (POs) are relevant and effective in preparing students for their future careers. The institution's dedication to aligning its educational objectives with national standards and frameworks is a positive indication of its commitment

to excellence in education. The assessment system includes formative and summative assessments, both internal and external. The internal assessments include assignments, sessional test, mid-term examinations, class seminar and Model Examination, whereas the external assessments include end-term examinations.

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

2.7.2 - Pass percentage of Students during the year

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

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

To record progress in cognitive and professional attributes, the institution follows a structured approach. Firstly, the institution defines Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for each program and course, respectively. It was implemented in the academic year 2022-2023. These learning outcomes are aligned with school requirements and standards and provide a clear picture of the knowledge, skills, and values that students are expected to acquire during their academic journey. To ensure that students are progressing in line with these outcomes, the institution employs various methods of assessment. For cognitive attributes, the institution uses tools such as sessional tests, midsemester exams, model exams, assignments, and projects. These assessments are designed to measure a student's knowledge, understanding, and application of the concepts learned in the course. The institution also employs assessment methods that measure higher order thinking skills such as critical thinking, problem-solving, and analysis. To ensure transparency and fairness in the

assessment process, the institution provides students with access to their transcripts and encourages them to review and provide feedback on their performance. The institution defines clear learning outcomes and aligns them with school requirements. The assessments are designed to measure both cognitive and professional attributes, and the results are recorded in the student's cumulative record.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

104

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

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

The language competence of the students is tested at the entry level to assess their ability in both reading and writing. As a continuation, through the Skill Oriented Course -1 'Reading and Reflecting on Texts', the students' reading with proper comprehension skill is developed through various activities like visualizing the text, retelling the account in one's own words, writing a dialogue based on the text, engaging with popular subject-based expository writing, engaging with journalistic writing and

academic writing, etc. These activities are assessed through appropriate tasks and recorded. The post test is conducted at the end of the first semester. To enhance the initially identified level of teaching aptitude of the students, various competency based learning experiences are provided through multiple practicum components. The micro skills and link lesson are practised and evaluated by the peer members in the supervision of the concerned teaching faculty. The common demo by the students from each pedagogy course is observed by all teaching faculty and the suggestions are given. Model classes by senior teachers of various schools are arranged in the college. Apart from that, they do observe the classes of school teachers during their internship period also. These sessions facilitate them to learn the teaching nuances and classroom dynamics in actual settings and their impressions and observation are duly assessed.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

3

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above

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

8

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

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

6

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

3.3 - Outreach Activities

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

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

5

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

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

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

5

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

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

108

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

108

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

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

Outreach activities are an integral part of a holistic education, especially in B.Ed and M.Ed programmes, where the primary focus is on developing the knowledge and skills required to become an global teacher. Students' council, clubs and committees of the college operate with a tendency to plan outreach events in sensitising students to social issues in addition to their regular duties. Every year, the college organises a variety of outreach programmes for students and teachers. These activities offer students the opportunity to engage with the wider community and apply their learning in real-world contexts while sensitizing them to social issues and contributing to community development. The local

community's requirements are taken into account when planning the outreach initiatives. All programmes that come under the community outreach are volunteered by students of respective clubs and committees. These outreach activities are significant in its use of students' skills and knowledge to support and empower members of the community, contributing to their personal and professional growth. Our studentteachers volunteered for all of the outreach activities, which exposed them to a variety of societal challenges.

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

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

2

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

3.4 - Collaboration and Linkages

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

1

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

1

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

5

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

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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The institution offers a range of facilities to support teaching and learning. This includes 10 classrooms (7 classrooms with Interactive Whiteboard), a Multi-purpose hall, a Seminar Hall, Theatre, language laboratory and a computer laboratory. There is also a Learning Resource Centre (Library) with books, journals, and magazines, as well as hostel for students, a gym, a ground, a Common Health Centre, a Common Auditorium, a Common Shrine, a Common Canteen, and restrooms for students and faculty. The Computer Laboratory has internet access, providing access to various e-contents for students and ensuring web-based learning. The software used in Language Laboratory is Express Pro which has innumerable lessons to hone up the listening and speaking skills of students along with preparation for English tests at international level like TOEFL. The Mathematics Laboratory provides hands-on learning opportunities for students to explore and learn mathematical concepts. The Science Laboratory offers students practical experience in conducting experiments related to physical and biological sciences. The Social Science Lab includes various facilities related to social science concepts. The laboratories are attached to classrooms, and students use the rooms for theory and practical classes.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

11

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://sscoe.ac.in/NAAC/#classrooms-and-seminar-hall
Any other relevant information	No File Uploaded

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

0.14,500

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

The college has the most modern and state of the art library with the good collection of textbooks, reference books, reputed national and international journals subscribed to the latest information on various courses of study. The college library has various sections such as Reference section, Periodical section, Journal section, Subject wise stock section, Research section, Book Bank Books, Old question paper section, Reading room, Faculty Reading section, Research Scholars reading and Reprography section The library has broad collection of 28510 books and Ready reference collections like 831 Encyclopedias, Journals, Magazines, Handbooks, Yearbooks, Back volumes of periodicals and Journals, Dictionaries and Thesaurus Apart from this we have the separate collection of 653 M.Ed Theses, 231 M.Phil Theses and 39 Ph.D Theses which is useful for research scholars In addition, 117 CDs and DVDs from various publications are available The library has separate trestle for competitive and

entrance examinations Few computers were placed inside with high-speed internet connectivity for digital operation INFLIBNET-N-list facilitate the students, scholars and faculty to update their subject knowledge and also expose them to current areas of research Separate section for each department such as Tamil, English, Mathematics, Physical Science, Biological Science and History is provided

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://sscoe.ac.in/NAAC/#e-resource-subscriptions
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

The library has remote access facilities to access resources to the students and staff members. Library catalogue are uploaded into the institution website and made available to all. Remote server provides with ID and password for individual students and faculty for remote access. They can access library resources through their login-ids. The college website also has the facility to check the book details in view all books option such as availability of books, name of the author and publication from their physical location. An OPAC (Online Public Access Catalogue) is an online bibliography of a library collection that is available to the students and faculty in the college portal website. This enables the students to access OPAC service provided by the college library remotely 24x7. Remote access to the resources is permissible through their allotted I'd and password protected log in by students and teachers Remote access landing page of Online Public Access Catalogue is as follows: Search can be done in terms of Book they have issued, Date of issue, Due date, number of books present in individual student I'd and status as per the need in view my book option.

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

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

Four of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

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

0.19378

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

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

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

138

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1zjTUi3eMI18mbjp3hoTAoaFN95X3giUU/view?usp=drive_link
Any other relevant information	No File Uploaded

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

Three of the above

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

4.3 - ICT Infrastructure

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

The college has a structured ICT infrastructure with 49 computers connected through LAN and each classroom is equipped with a smart board, wall-mounted PC, LCD projector and screen. The internet speed is 100 Mbps and the institute also provides Wi-Fi facilities for staffs and students. Each laboratory is provided with a printer and the computer laboratory use licensed and open resource software. The college continuously upgrades the internet bandwidth to keep up with

the latest teaching methods which demand the usage of MOOCs, NPTEL and webinars. Library is upgraded with Sarada touch screen portal which allows student teachers to diversify their Teaching Experience. It also enables students to refer flip books and has a gallery showcasing important events held in the college. To provide access to visually challenged students, the college has installed the Provision of computer with JAWS Software in the library. The multipurpose hall uses a Wacom stylus pen-based display to create interactive lessons and engage students in a more hands-on learning experience. It is a useful piece of technology that allows for effective learning.

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

4.3.2 - Student – Computer ratio during the academic year

3-1

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are

Two of the above

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://drive.google.com/file/d/1vxzNiIsIJeh-uowZ0tE3V5oHVCCleRI6/view?usp=drive link
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://youtu.be/ojNjOyhtTDQ
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

2.23785

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

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

The college management is responsible for the maintenance of buildings, classrooms, laboratories, and related activities. Adequate budget is allocated for the maintenance of building, furniture, equipment by the finance committee. Annual stock

verification is carried out by staff members to assess the maintenance of sports equipment, books and registers in laboratories and library and to ensure their proper functioning. Maintenance of generators and UPS is done through annual maintenance contracts. All the ICT equipment and college websites are maintained through AMC with service providers. Lab technicians take care of regular maintenance of computers and accessories to ensure their proper functioning. Regular budget allocation is made for the renewal of subscriptions, purchase of books, magazines, and journals to ensure that the library is up-to-date. The library lends books to students for a maximum period of B.Ed.: 3 Books, 7 days, M.Ed.: 4 Books, 15 days, M.Phil.: 4 Books, 15 days, and Ph.D. scholars: 5 Books, 15 days and 20 Books, 30 days for faculty members. A well-equipped gymnasium is maintained for students and staff to promote their physical health and well-being. Sports equipment, apparatus, and play fields are maintained regularly to ensure their safety and proper functioning.

File Description	Documents
Appropriate link(s) on the institutional website	http://sscoe.ac.in/NAAC/#maintenance-system-and-procedures
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Three of the above

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

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

Nine or more of the above

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

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
19	53

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

14

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

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

5

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

5.3 - Student Participation and Activities

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

Election Campaign for Student Council is conducted in which the candidates file their nomination for the Student President and Student Secretary posts. Then the candidates campaign within the campus followed by polling. Votes are counted, final results are announced and the office bearers assume their charge. All the activities of Student Council are facilitated under the guidance of a Union In-charge staff member. 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. The members of the Students Council plan and organize daily assembly comprising of prayer song, daily quote divine digest , gayathri mantra chanting, news headlines, conduct quiz on current affairs to improve their knowledge and speech in special topics by a student, yoga practice, etc. students of different disciplines celebrate their club activities by taking an active part in short films, poster presentations, dramatisation, paper presentations etc. They organize celebrations of important days, educational tours, field trips, industrial visits, etc. Thus their personality traits such as leadership, cooperation, organisation, decision making, communication and financial management are enhanced.

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

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

15

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

5.4 - Alumni Engagement

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

The Alumni Association of Sri Sarada College of Education closely works with the institution at all activities. It has been registered and functioning actively to foster ties between the Alma Mater and alumni. Alumni support in arrangement for teacher training, evaluation of student teachers. Our alumni working at various school's support in evaluating the teaching - learning process of the interns during the practice teaching (Block Teaching) at their schools. Their contribution in the development of curriculum is paramount. They serve in various committees such as the Board of Studies (BOS), Academic Council, and IQAC as members and advisors. As stakeholders, their feedback and suggestions for improvement is collected regarding the teaching-learning process and new industry specific employable courses that can be offered. This bridges the gap between the industry and academia and prepares our students with latest skills and more employable. The Institution's reputation lies on the achievements of its past students. Well placed alumni are invited for interaction and mentoring of the current students, they serve as resource persons in various Programmes conducted, provide guest lectures and domain knowledge training, and arrange for industry visits, peer mentoring, group discussions and mock interviews.

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

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

Five/Six of the above

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

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

1

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

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association supports the college in its growth and development process efficiently, by providing positive feedback and suggestions in various capacities such as Board of Studies, Academic Council, and Quality initiatives etc. Alumni members take part during the Student Induction Programme (SIP), share their success stories in their fields of interest during their expert talk, interact with the students, identify the special talents in them, and accordingly provide academic and career guidance and encourage the students to pursue higher studies. Alumni supports in arrangement for practice teaching , evaluation of trainees and providing feedback in the name of Mentors . Our alumni working at various schools supportin evaluating the teaching - learning process of the interns during the practice teaching (Block Teaching) at their schools They also share their knowledge and experience as an individual in balancing the academic, co curricular, extra-curricular, outreach and extension activities. They often visit the college and nurture the special talents of the students by offering valuable advice. They extend their domain expertise in developing and refining the curricula by offering their feedback, their suggestions regarding the current industry needs, and involvement in the preparation of the syllabus and content creation.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Vision of the college is to make "QUALITY" the defining element of teacher education through a combination of self and external quality evaluation, advancement and sustenance initiatives and transforming the learning community with its latest facilities, vibrant human resources, quality of teaching, research and service output. The institute is committed to provide the excellence in

education, covering its all mission and thrust areas through teaching, To empower women student teachers and prospective teacher educators as Agents of Social Change through an Integrated education of Head, Heart and Hand. To prepare future teachers to address the national and global demands by facilitating field oriented, constructive, and individualized learning experiences. Optimum opportunities are given to teacher trainees for their representation in academic and administrative bodies. Academic bodies: Board of studies, Internal quality assurance cell, Student Council, Community Service, Library committee Literary association and subject clubs, Tutorial Groups has two student members. Administrative bodies: Grievance Redressal, Placement, Alumni, Student Welfare, Anti ragging, Internal Complaints, YRC, RRC, Eco Club has also student representatives.

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

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

The leadership of the head of the institution ensures decentralized administration of academic affairs, sharing of responsibilities, autonomy coupled with accountability, participative decision-making and a learning organization. The institution decentralizes the powers to teachers with full autonomy to accomplish the task. The powers are decentralized in hierarchical way to all the subject teachers, coordinators and committees. The staff members perform their duties by forming different committees, clubs and cells. There is a special emphasis on adoption of e-Governance practices in the college. It includes computerisation of all administrative and service functions of the college, examinations, financial matters, administrative functions, stores inventory management at an advanced stage of implementation. Other measures like seeking students, feedback and reactions of other stake holders are also pursued to provide inputs for academic quality improvements. The emphasize is on

decentralization and interdependence. The management and Head of the Institution ensure that responsibilities are defined and communicated to the staff of the institution through the conduct of meetings of Governing body, Board of studies, Academic Council, College committee, Planning and evaluation committee, Finance committee, Admission Committee, Staff Meetings, Curriculum Development Cell, Academic Calendar Committee and Grievance Redressal Committee with representation of students wherever needed.

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

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

The college is democratic, thoroughly participative, transparent, judicious, and aimed at the holistic growth and development of the institution. 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 grant and development fund to various items. 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 the finance committee meeting will be conducted every six months once it be presented in the governing body which is our higher apex body. The college makes sure complete transparency in the students' admission is monitored by the admission committee. The admission list from tamilnadu teacher education university is received through single window counselling organized by the tamilnadu State Government is made known to all teachers. The recruitment of teachers is done through open advertising.

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

6.2 - Strategy Development and Deployment

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

The institution has a vision and mission statement that aims to provide quality teacher education. To achieve this goal, the institution has adopted a strategic plan that includes exploring innovative teaching and learning methodologies. In 2018, the institution implemented theme-based teaching and encouraged the use of interactive whiteboards for active student participation. In 2019, the institution adopted the ICT tool Padlet for collaborative activities as assignments and the LMS Edmodo for learning management. Free videoconferencing platforms such as Google Meet, Zoom, and Cisco Webex were used to conduct online classes, and various ICT tools were employed for teaching and learning, including LMS Edmodo, Google Classroom, social media, Padlet, Flipgrid, podcasts, online mind map tools, learning menus, and choice board preparation. Evaluation was done using ICT tools such as Kahoot, Mentimeter, Google Forms, Flipgrid, Google docs, slides, and spreadsheets. By implementing various ICT tools and innovative teaching techniques, the institution has been successful in providing an interactive and experiential learning environment. Regular educational tours and field visits have allowed learners to understand the importance of context-based learning. Overall, the institution's strategic plan has been effective in achieving its goal of providing quality teacher education.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://sscoe.ac.in/AOAR/strategic-plan-and-deployment-documents.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Institutional management is designed in a systematic way with transparency to get the optimum results out of it. A Hierarchical setup is established from top management to down the level clearly demarking the duties, accountability and authorities at every stage. The higher Apex body is the governing body to monitor and achieve the vision and mission of the institution. It has an effective organisational structure which monitors and improves the institution. Management trustee believes in total transparency and participatory management involving all concerned individuals of the organization to ensure effective Governance. The Finance Committee plays a pivotal role in regulating our financial resources of the Institution. For utilizing the funds from University Grants Commission, the budgetary proposal is presented to the Finance Committee for its approval before submission to the UGC and on receiving of Financial Assistance, purchase and maintenance requirements as per the budget are met with the approval of the finance Committee. Being an Aided Institution, the fee collected with the norms of the Government of Tamil Nadu. At the end of academic year, the Planning and Evaluation Committee evaluates the activities of the Institution carried out during the completed academic year and plans for the upcoming year.

File Description	Documents
Link to organogram on the institutional website	http://sscoe.ac.in/about-us/organogram.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

The Statutory Committees of the College are responsible for administrative and management-related affairs. The Governing Body monitors perspective plans and strategies and approves outcomes of all statutory meetings. The Finance Committee advises the Governing Body on financial matters. The Academic Council reviews academic-related matters and approves the Board of Studies meeting resolutions. The Board of Studies reviews and amends academic-related matters and teaching standards, subject to the approval of higher bodies. Moreover, the institution's Planning and Evaluation Committee develops prospective plans that are aligned with the institution's vision and mission. The committee ensures that the plans are realistic, achievable, and in line with the changing needs of society. Another effective decision taken by the committees is the implementation of the Internal Quality Assurance Cell (IQAC). The IQAC is responsible for reviewing the academic programs and activities, ensuring that they meet the quality standards set by the institution and the regulatory bodies. The institution's important decisions are taken collectively by all stakeholders. Committee meetings are convened to discuss issues and analyze them from different perspectives. The committees guide the institution in making changes according to the needs of society.

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

6.3 - Faculty Empowerment Strategies

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

Welfare measures for Teaching Staff: Option to join in tamilnadu government employees Health insurance. Festival advance for Diwali Bonus for pongal festival There is provision for loan offered by the thrift society. The health care system in the campus is an additional factor for the well-being of staff. Facilities for availing housing loan, personal loan, vehicle loan with evidence of pay slip in nationalized banks. If the staff in the service demises, his or her spouse/son/daughter will consider for employability under Compassionate ground. Incentives in recognition of Academic and Professional Enhancement of Teaching staff Teaching Faculty encouraged participation in Seminars, Workshops, Conferences and Outreach Activities with Financial support. On-Duty and Special On-Duty facilities were provided for Teaching Faculty members to involve TNPSC Question paper setting, TNTE University Affiliation and CAS scrutinizing member and other administrative responsibilities such as principal meet and collectorate meetings As per Government norms medical leave/ Earned Leave/ leave on loss of pay/Leave on Private Affairs to attend to their personal matters/ professional development. Recognition of faculty at the time of Retirement and Celebration of important occasions of employees Freedom to involve in Academic and Outreach and extension activities Programmes Hostel Facilities for women employees

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

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

0

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

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

6

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

6

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

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

The management works towards the improvement of overall organisational performance for ensuring the achievement of the organisational mission and vision. An effective performance management system place the crucial role in managing the organisation in an effective manner. Sri Sarada college of education comes under grant-in-aid category, the norms proposed by the University Grants Commission and Tamandu State Government (Directorate of collegiate of education) for Career Advancement Scheme have been followed for the teaching staff, who have been appointed in grant-in-aid posts. The college organises various faculty development and professional development programmes based on the recent trends such as New Education Policy (Draft) - A Vision for teaching staff to upgrade their Pedagogical and Technological Content Knowledge and to improve their academic performance. The performance or classified into three categories.1. Teaching learning and evaluation related activities 2. Co-curricular, extension and professional development related activities 3. Research publications and academic contributions The weightage are assigned as 100 :75: 300 these are called as APA (Academic Performance Indicators).The students are asked to provide feedback on teachers and content at the end of semester and the copy of feedback is shared with the teachers to review and reflect on their academic performance.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

The Institution has established a mechanism for conducting internal and external audits to allocate financial resources. 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. 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. Only cheque payment is practiced regarding academic and physical facilities utilized in the institution. During the annual financial planning, budget is allocated for the accomplishment and sustaining the changes from the action plan after discussion with the financial committee members. As our college comes under grant in aid category, the salary grant received from the government for the staff who have been appointed in government aided post. All salary related financial claims or pre-audited before release of the salary grant. The autonomy grant and other grant received from the UGC are utilized as per the heads given by UGC and Accounts are audited by the statutory auditor.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

Our college, being autonomous with 12B and 2F status, the UGC provides Autonomy grant and Developmental funds. In addition, UGC JRF, RGNF, Government scholarships such as OBC and Adidravidar welfare fund are applied to be disbursed to students through ECS. The Institution has a transparent and well-planned financial management system in which the main sources of funds are from the Government and the Management. Institution mobilizes its grant mainly from the grants allotted by the University grants commission on various heads of expenditure mainly four components each of non recurring and recurring grants however each component has sub components covers specific requirements viz, infrastructure, equipment, books, journals, furniture and fixtures under non recurring component similarly salaries, maintenance of buildings ,scholarships under recurring component the internal resource generations or coming in the form of academic receipts such as admission fee, tuition fee, examination fee,the internal receipt is around less than 5% of the total grants received by the college. Retired faculty voluntary contribution Initiating Endowments/Memorial Prizes Mobilizing funds in support of proficiency prizes and needy students. Alumni Contribution funds mobilized by the College are primarily used foracademic related activities, community extension and outreach activities, sports and cultural events.

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

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell of SSCE was established as a quality sustaining measure. It aims to develop a system for conscious, consistent, and catalytic improvement in the performance of the institution. The basic purpose of the IQAC is cited as to ensure continuous improvement in the entire operations of the institution and Convening quarterly meetings of IQAC (two inhouse meetings are held with teaching staff, all teaching faculties are involved to submit their comprehensive academic plans) two external IQAC meetings are convened with teaching staff , alumni, student representative , stakeholder educational experts, employers, school heads, senior teacher educator from university and colleges of education.Planning and executing the activities of the college every year in enhancing the quality of the institution. Planning for curricular transaction Teaching Plan is drawn for every course at the beginning of every academic year to facilitate blended mode, participatory, Collaborative and experiential learning. The teaching plans are discussed in the Curriculum development cell.The feedback regarding curriculum and the course handled teacher Survey were conducted from trainees at the end of every academic year. This helps the teachers to understand their strengths and areas for improvement.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

IQAC involves in teaching learning process right from the beginning of the academic year to the semester end. Curricular, co curricular and extracurricular activities are conducted as per the academic calendar. The institution offers updated, need based curriculum. Feedback on Curriculum is obtained from the students at the end of every semester. Student - teachers' views and suggestions on the curriculum are collected for making necessary modifications and improvement in the current curriculum is collected using constructed tools prepared by the institution. The discussion helps the teachers to understand the areas to be improved. Besides this all the teachers periodically collected feedback from the students regarding the teaching learning process from the students. The survey data is analyzed in a systematic way by IQAC. Students informally add their opinion as well they do express if there were any grievances in the grievance redressal forum too. The feedback is considered during syllabus modification /revision. The institution encourages feedback and communication from Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum in the formal and informal modes. Collection of feedback by IQAC at every step gave a chance of improvement in the teaching learning process.

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

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

13

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://drive.google.com/file/d/1DLqRPrEfsnP_sUuurImA_1DYZX_tFRiPO/view?usp=drive link
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://sscoe.ac.in/AQAR/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

Criteria

First Cycle

Second Cycle

Third Cycle

Fourth Cycle

Criteria 1

Up gradation 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

9Faculty 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

Participant in research Projects

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	View File
Any other relevant information	No File Uploaded

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

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

Sri Sarada College of Education has the following facilities for alternate sources of energy and energy conservation measures for the whole campus:

- Our institution has installed a 111-kWsolar power plant to generate 19000 units of electricity annually through solar energy, resulting in a reduction of 16 metrictonnes of CO2 emissions, thus reducing the dependence on traditional electricity and promoting the use of green and alternate energy resources.
- Energy-efficient electronic items are used in various places to reduce the cost of energy consumption and maintenance.
- Students are instructed to switch off lights and fans when not in use.
- As the campus is full of lush green cover, trees, and cool, bright ambience, most of the classrooms do not need fans and lights during the day, except in the summer. Thus, the electricity usage is optimal.
- The use of energy-efficient e-bikes is encouraged among faculty and students.

- Automatic overflow indicators are fitted at the water pumps and overhead tanks to reduce unnecessary waste of power and water.
- The B.Ed. curriculum includes a compulsory course, "Strengthening Environmental Sensitivity," as a matter of commitment towards environmental sustainability.
- For cooking and water heating, a charcoal or firewood furnace is used in the hostel.

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

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

Sri Sarada College of Education realises the global environmental crisis and takes the necessary steps towards waste management. Three separate dust bins of different colours—green for wet and bio-degradable waste, blue for plastics and non-biodegradable waste, and yellow for papers and glass bottles—are kept at various places on campus for disposing of different types of solid waste. Daily solid waste, such as food, vegetable, and fruit wastes, is fed into an organic vermicompost pit to produce manure, which is used for gardening. The non-biodegradable wastes are collected every day by the corporation's waste management system. Waste water is used for the gardens. Electronic goods are properly upgraded and maintained by the suppliers themselves. Non-working electronic items are periodically checked for proper disposal. Disposed electrical or electronic devices and components are exchanged with local companies, thereby curtailing e-waste on campus. Proper procedures for disposing of chemical waste produced at various laboratories are prepared and practiced accordingly.

Our students are advised not to use plastic, and our campus is also declared a plastic-free zone.

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

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

Three of the above

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

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

All of the above

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

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

Our college is committed to creating an eco-friendly, healthy environment for students, teachers, other staff, and the general

public, thus striving to adopt a number of green practices on campus. Our students, as real ambassadors of health and hygiene, spread awareness to the general public on days of importance and planted saplings in our garden area to increase green cover around campus. As part of the curriculum, the B.Ed. students were motivated to create awareness videos on conservation and environmental regeneration and post them on social media. An e-waste awareness programme, observance of Environment Day, Health Day, Ozone Day, Forest Week celebration, and maintenance of the herbal garden are some of the initiatives to create such a healthy environment. Organic vegetables and fruits are cultivated inside the campus, used for hostels, and purchased by staff and students, thus generating income. Our campus provides basic facilities such as clean toilets, safe drinking water, and clean and green surroundings. The campus green cover includes a number of trees, lush green lawns, medicinal and ornamental flower plants, an artificially created nest for birds and squirrels, etc. The Environmental Committee and Eco-Club are responsible for these initiatives.

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

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

All of the above

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

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

0.75240

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

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

Sri Sarada College of Education encourages student teachers to participate in community programmes thereby empowering them to become well-rounded citizens. In association with the Innerwin club of Salem Mythri it conducted Sustainable green campus awareness. The students visited Sharon Home for Orphans with faculty members, they performed various activities to create awareness on Significance of water and water conservation. All these activities vitally connect our institution with local community and prepare our students to become productive and useful citizens. On National Wildlife Week our trainees and their practice teaching school students visited the Zoological Park, Kuruvampatti, Salem and conducted rally to create awareness about conserving wildlife of our Earth. The Park authorities appreciated this endeavour. The trainee teachers, during

their internship provided guidance and counselling related to the safety, sexual harassment, personal hygiene practices, health and nutrition issues, importance of women education, etc. They distributed pamphlets related to women safety and provided important contact details of child helpline, suicidal helpline, etc. awareness regarding KAVALAN App local police station no. were provided the awareness among the girl children about their safety and helped them to concentrate in their studies.

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

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

B. Any 3 of the above

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

7.2 - Best Practices

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

Module Preparation as per ADDIE Model.

Objectives of the practice:

- To provide an experience for developing various activities.
- To help realize the importance of student-centered learning.
- To encourage the trainees to involve themselves in ICT to create activities.
- To enhance creativity among trainees.
- To motivate trainees to update the subject knowledge in order to induce self-learning among students. Context: Develop higher order cognitive abilities. Understand real-world application of the concepts. Cognize how to make the students more engaged in the classroom. Identify the suitable methodologies for teaching the particular concept. Provide a systematic way to structure the concepts and related information. Those who are efficient in them alone can be good at the teaching profession. By giving proper training in these ICT preparation and utilization in their day to day teaching process, they emerge competent for the Gen Z learners.
- At the end of the module preparation, the student teachers were able to Understand real-world application of the concepts. Develop higher order cognitive abilities. Identify the strategies to make the students more engaged in the classroom. Identify suitable methodologies for teaching the particular concept and provide a systematic way to structure the concepts and related information.

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

7.3 - Institutional Distinctiveness

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

The Vision of the college is to make "QUALITY" the defining element of teacher education through a combination of self and external

quality evaluation, advancement and sustenance initiatives and transforming the learning community with its latest facilities, vibrant human resources, quality of teaching, research and service output. In accordance with this, to inculcate physical, intellectual, moral and spiritual values and to protect the student teachers from the prevailing cultural crisis, during college day celebrations, the theatrical talents of the students are displayed through dramas, display boards and periodic value education classes and depiction of famous characters of the Holy Trinity. Regular practice of yoga cultivates their physical, mental and spiritual inner strengths, as propounded by Swami Vivekananda as Karmayoga (Hand), Gnanayoga (Head) and Bhakthiyoga (Heart), correlating with the institutional aims of harmonious development of Hand, Heart and Head. Our college is committed to offer a variety of innovative learning experiences, such as Language Lab, Digital Library, smart classrooms, Wi-Fi enabled campus, academic freedom and participatory research opportunities in which the students can blossom to the best of their capacity at par with global standards. Since its inception, SSCE has been progressing towardsthe promising path of spirituality mixed with modernity.

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