



YEARLY STATUS REPORT - 2020-2021

1. IQAC prepared and submitted the pending AQAR 2017-18, 2018-19 and 2019-20 on 22.10.2020, 11.03.2021 and 28.08.2021 respectively. 2. IQAC worked and published volume 4 - issue 2 and volume 5 - issue

Part A	
Data of the Institution	
1.Name of the Institution	V.O.C.COLLEGE OF EDUCATION
• Name of the Head of the institution	DR.T.KANAKARAJ
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04612310600
• Mobile No:	9442127125
• Registered e-mail ID (Principal)	vocbedcollege@gmail.com
• Alternate Email ID	iqacvocbed@gmail.com
• Address	Palayamkottai Road, Thoothukudi.
• City/Town	Thoothukudi
• State/UT	Tamil Nadu
• Pin Code	628008
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	UGC 2f and 12 (B)

• Name of the Affiliating University	TAMILNADU TEACHERS EDUCATION UNIVERSITY				
• Name of the IQAC Co-ordinator/Director	DR. R. SASIPRIYA				
• Phone No.	04612310600				
• Alternate phone No. (IQAC)	04612310600				
• Mobile (IQAC)	9894260330				
• IQAC e-mail address	iqacvocbed@gmail.com				
• Alternate e-mail address (IQAC)	vocbedcollege@gmail.com				
3. Website address	http://voccedu.org				
• Web-link of the AQAR: (Previous Academic Year)	https://voeducation.s3.ap-south-1.amazonaws.com/AQAR/AQAR+2019+-+2020.pdf				
4. Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://drive.google.com/file/d/1udleqzeSHW0geU9BVLNvPOBvqV-ZJm1/view				
5. Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	81.50	2005	20/05/2005	19/05/2010
Cycle 2	B	2.73	2013	08/07/2013	07/07/2018
6. Date of Establishment of IQAC	07/09/2005				
7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Dr. C. Thanavathi	Major Research Project	NCERT	12/06/2019	190000.00	
8. Whether composition of IQAC as per latest NAAC guidelines	Yes				
• Upload latest notification of formation of IQAC	View File				
9. No. of IQAC meetings held during the year	10				
• Were the minutes of IQAC meeting(s) and	Yes				

compliance to the decisions have been uploaded on the institutional website?	
• (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
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
1. IQAC prepared and submitted the pending AQAR 2017-18, 2018-19 and 2019-20 on 22.10.2020, 11.03.2021 and 28.08.2021 respectively. 2. IQAC organized five Days Online National Level Workshop On "Academic Process, Measures and Metrics of TEI for NAAC-RAF" from 08.06.2020 to 12.06.2020. 3. IQAC Prepared and Uploaded college data to the Management Information System (MIS) portal of AISHE, MHRD, Govt of India from 17.02.2022 . 4. IQAC prepared Activity Report Format on 25.01.2021 and structured curriculum related feedback format for the stakeholders on 10.10.2020. Then collected the feedback and analysed it. 5. IQAC worked and published volume 4 - issue 2 and volume 5 - issue 1 of Edureach : VOC Journal of Educational Research in the month of December 2020 and May 2021 respectively.	
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
Course Induction	Course induction for B.Ed. 1st year students was organized on 08.03.2021 to make them understand the scope of teacher education program with the vision and mission of the college.
Course Orientation	Course orientation for B.Ed. 2nd year students was organized on 20.03.2021 to make them understand the nature of the program outcomes, course outcomes, working days, syllabus, course activities, club activities and responsibilities.
Bridge course	Bridge course on Communicative Skills was conducted for the 1st year B.Ed. students from 09.03.2021-19.03.2021. The course includes various sessions which develop the students' proficiency in English and Tamil language. To enhance their knowledge, special lecture and discussion was conducted under the topics- resume writing, stage speech, classroom communication, listening and reading skill, science in everyday life, well-being, non verbal communication, report writing, quiz on English proficiency, question tag and preposition.
Micro Teaching	Micro Teaching Orientation was held on 15.04.2021 from 9.30 am to 4.30 pm through online mode for I Year B.Ed. students. Five Micro Teaching skills were practised by I Year B.Ed. students from 23.04.2020 to 29.04.2020
Mini Teaching	Mini Teaching Orientation was held on 10.05.2021 from 9.30 am to 11.20 am through online mode for I Year B.Ed. students. Mini Teaching skills were practised by I Year B.Ed. students from 17.05.2021 to 21.05.2021.
Teaching Practice	16 weeks Intensive Teaching Programme for 157 B.Ed. 2nd year students was held from 30.11.2020 to 20.03.2021.
Value based Program	<input type="checkbox"/> India's 74th Independence Day was celebrated on 15.08.2020 in the college at 8.00 a.m. <input type="checkbox"/> Saraswathy Pooja was celebrated on 25.10.2020. <input type="checkbox"/> Pongal day was celebrated on 12.01.2021. <input type="checkbox"/> Martyrs Day was observed on 30.01.2021 to a Tribute to "Triumphant Martyrs". <input type="checkbox"/> An awareness Programme to mark

Motivational Program	<p>□ Online Quiz 2020 on Annular Solar Eclipse was conducted from 16.06.2020 to 21.06.2020 in association with Tamilnadu Science Forum (TNSF) and District Science Centre (DSC), Tirunelveli. □ A Webinar titled "Sense of Humour – the Magical Key to Unlock Happiness" was organized on 18.06.2020 through "Google meet" digital Platform by the YRC, RRC Units, in order to make the Teacher Educators and Student Teachers, "Stress Free" who were in agony due to lock down. □ National Youth Day was celebrated on 12.01.2021 to commemorate the work done by Swami Vivekananda and take inspiration from his ideals. □ Youth Awakening Day Programme was celebrated on 15.10.2020 between 2.30 pm and 3.30 pm</p>
Government schemes and program	<p>□ As per the directions, given by the Directorate of Collegiate Education, Tamil Nadu Teachers Education University, Chennai and Joint Director of Collegiate Education, Tirunelveli, "The Vigilance Awareness Week</p>
TET and NET coaching	<p>UGC NET/SET Education Coaching Class was conducted through Learning Management System (LMS) via Google Classroom Platform from the date 08.03.2021 onwards.</p>
Remedial coaching	<p>Remedial coaching was given to 1st and 2nd year student-teachers, those whose scored low marks in model examination.</p>
Enriching affective Domain	<p>□ The following healthy practices were followed to develop affective domain of the students: □ Students were asked to maintain discipline (rules and regulations) to lead a healthy personal and professional life healthily. □ Adopting motivational strategies (like encouraging the students for their good deeds by appreciating words and recognition through certificates -100 % attendance). □ To create home environment Teacher- Parent and □ Student -child concept was followed. □ Caring of students during their illness by providing medical and psychological care. The teachers personally pay fee for the needy students.</p>
Workshops/Seminars	<p>□ A Webinar on the Topic " Let us join Hands to Serve Nature" was organized through Google meet Platform on 04.06.2020 by the YRC & RRC Units to insist the necessity to protect Nature and its resources, among the Prospective Teachers. □ National level webinar was organised on 05.06.2021 via Google Meet, entitled "Tips to Write Thesis</p>
Research Activities	<p>□ Doctoral committee meeting was conducted on 19.10.2020 through Google meet between 10.00am and 12.30pm. □ Ph.D Scholars of V.O.C.College of Education and St.Ignatius College of Education doing their work under TamilNadu Teachers Education University presented their research work in the meeting on 27.10.2020 through online. Special Talk on the Programme titled</p>
Extension activities	<p>□ 39th Founder's Day was observed in our college on 13.08.2021. Homage will be paid by the Principal, Teacher Educators and Non-Teaching Staff in the college by garlanding at 11.00 am. □ On account of the Founder's Day dinner was provided to the people in the Joseph Leprosy Home, Arockiapuram.</p>
Club activities	<p>State Level Online Speech Competition was conducted through Google meet on "Time for Nature" on 05.06.2020 by Eco Club, 121 participants participated from all over Tamilnadu. □ VOCCEIAN Skills Expo 2020 was conducted on 10.06.2020 via social media (whatsapp group link & emails) by Skill Development Cell to explore the talent of vocational skills of college students. □ The YRC & RRC units conducted a Webinar on 22.06.2020 at 2.00 pm with the title "Practice Yoga to lockdown illness" through "Google meet" platform with the view to provide awareness about the healing effect of Yoga for physical as well as mental illness. □ The Alumni Association organized the National level Webinar on 'Looking at Research through the Philosophical Lenses' on 26.06.2020. □ A webinar on the title "Preventive</p>

	<p>measures for Covid'19 – in the view of a Chemist, was organized by the YRC & RRC units through "Google meet" with the view to make aware of student teachers about preventive measures of Covid'19 on 30.06.2020. □ An orientation on</p>
Field Visit	<p>□ M.Ed. II Year scholars went to Pilot Study and other references regarding their dissertation work from 15.02.2021 to 17.02.2021. □ Field Immersion with Co-operative School was held for M.Ed. I Year from 23.02.2021 to 05.03.2021. □ M.Ed. II Year (2020-2021) students collected data relevant to their research work from 22.02.2021 to 03.03.2021. □ Field Based Internship activities in the Teacher Education Institution for a period of 3 weeks continuously from 22.03.2021 to 10.04.2021 was conducted for M.Ed. II year students. □ M.Ed. I Year (2020-2021) students got practiced in our college for their Field Visit to Educational Institutions from 23.07.2021 to 03.08.2021 (10 working days).</p>
Add on courses	<p>□ Short-Term Course on Capacity Building in English Language and English Language Teaching was conceived and conducted from 24.08.2020 to 03.09.2020. Behinds prospective teachers, the opportunity has been extended also to the practicing teachers (our alumni) who could not be offered such a course during their education by English Literary Association and Placement Cell.</p>
Examination	<p>□ Mock Examination B.Ed. II Year Degree Examination was conducted through online mode from 16.09.2020 to 21.09.2020. □ First Online Internal Test for B.Ed. and M.Ed. II Year was conducted from 16.11.2020 to 23.11.2020. □ Mock Online Examination for B.Ed./M.Ed. I Year was held on 14.12.2020 and 15.12.2020. □ Mock Practical Examination for M.Ed. I Year (2020-2021) was conducted on 28.12.2020. □ As per the instruction from Tamilnadu Teachers Education University, our college was the Examination evaluation centre for Thoothukudi District for valuing B.Ed. (II Year), M.Ed. (II Year) and M.Phil. papers on 05.10.2020 and 06.10.2020 and also for B.Ed. (I Year) and M.Ed. (I Year) from 16.12.2020 to 23.12.2020 for the academic year 2019-2020. □ Our College was the Collection Centre for the Tamilnadu Teachers Education University B.Ed., M.Ed., and M.Phil examination answer sheets from 09.12.2020 to 11.12.2020 and from 04.02.2021 to 12.02.2021 for the B.Ed., M.Ed. and M.Phil. examination for the academic year 2019-2020. □ Second Online Internal Test for B.Ed. II Year was held from 07.04.2021 to 12.04.2021. □ First Online Internal Test for M.Ed. I Year was held from 07.04.2021 to 10.04.2021. □ Second Online Internal Test for M.Ed. I Year was held from 16.04.2021 to 20.04.2021. □ Second Online Internal Test for M.Ed. II Year was held from 19.04.2021 to 24.04.2021. □ First Online Internal Test for M.Ed. I Year (II Semester) was held from 07.06.2021 to 10.06.2021. □ First Online Internal Test for B.Ed. I Year was held from 07.06.2021 to 14.06.2021. □ Second Online Internal Test for B.Ed. I Year was held from 09.08.2021 to 16.08.2021. □ Second Online Internal Test for M.Ed. I Year (II Semester) was held from 09.08.2021 to 12.08.2021.</p>
NAAC: Quality Culture	<p>□ Faculty Development Program on "Documentation on AQAR" was organised on 05.03.2021. □ Faculty Development program on profile management system (vidwan portal) was conducted on 10.03.2021. □ Health Awareness program on Covid-19 Pandemic" was organised on 23.03.2021 by the IQAC & Eco club. □ Faculty Exchange program was organized by the IQAC of V.O.C.College of Education and IQAC of St.Ignatius College of Education, Palayamkottai under MOU from 19.04.2021 to 22.04.2021 through Google meet. □ National Level webinar on "Nurturing Gender Sensitivity Through Education" was organised on 21.04.2021 through Google meet by Internal quality Assurance Cell and Women Cell to nurture the gender sensitivity in our college. □ National webinar on "Intellectual Property Rights" was</p>

	organised on 06.05.2021 from 10.30am to 12.00 pm via Google meet and You tube live stream.
MoU	<input type="checkbox"/> MoU was signed with St.Xavier's College of Education, Tirunelveli. <input type="checkbox"/> St.Ignatius College of Education, Tirunelveli <input type="checkbox"/> And Department of Educational Planning and Administration of Tamilnadu Teachers Education University, Chennai.
Publications	<input type="checkbox"/> Edureach:VOC Journal of Educational ResearchVolume 4-Issue 2 and Volume 5-Issue 1 were published in the month of December 2020 and May 2021 respectively. <input type="checkbox"/> Edutimes: College Newsletter and Students Magazine were published.

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

Name of the statutory body	Date of meeting(s)
Staff Council	09/06/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	17/02/2022

15. Multidisciplinary / interdisciplinary

16. Academic bank of credits (ABC):

17. Skill development:

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

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

20. Distance education/online education:

Extended Profile

1. Student

2.1 Number of students on roll during the year	340
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File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	270
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File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	165
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File Description	Documents
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Data Template	View File
2.4 Number of outgoing / final year students during the year:	167
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	167
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	167
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	7355605.85
4.2 Total number of computers on campus for academic purposes	97
3. Teacher	
5.1 Number of full-time teachers during the year:	19
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	19

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 planning of curriculum is done through extensive deliberation on course work plans of teachers and development of action plans by individual teachers

Course work plan developed by teachers

Curriculum Planning Committee has been constituted for streamlining the process of curriculum planning. Teaching plans include detailed descriptions of the learning experiences planned for the courses. Each teacher presents her teaching plan and the others provide their observations .Suggestions is noted and the teachers use their discretion to arrive at the final teaching plan for their courses.

Development of action plan by teachers

A wide range of activities are carried out every year to support the learning that occurs within the syllabus .The activities are planned through clubs, committees and cells of the institution. Every teacher develops an 'Action Plan' for the year which includes such activities. A meeting is convened by the Principal to discuss the action plans of the teachers.

Review of plans

The progress in the teaching plans and action plans are reviewed during staff meetings. Meetings are also convened by the Curriculum Planning Committee to review the implementation of teaching plans.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

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

B. Any 5 of the above

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

B. Any 3 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://voiceducation.s3.ap-south-1.amazonaws.com/AQAR/PLO+and+CLO.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	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**

15

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://voiceducation.s3.ap-south-1.amazonaws.com/Academic+Calender/Academic+Calendar+2020-2021.pdf

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

2

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

2

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

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

158

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

158

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	No File Uploaded

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

Three 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	
7	
1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
7	
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	No File Uploaded
1.3 - Curriculum Enrichment	
<p>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.</p>	
<ul style="list-style-type: none"> • Understanding of the Field of Teacher Education <p>National webinar on "Teacher Education in the Era of Industry 4.0" was given for students. The course "Contemporary India and Education" for B.Ed. included certain units that helped to understand that each education system of the country. M.Ed. students learned a course titled "Teacher Education in India :Secondary Level".</p> <p>Procedural Knowledge</p> <p>The quality of pedagogical inputs prepared the student teachers of the institution with professional competence for various levels. Special lectures that focused on procedural knowledge of teaching at the elementary and secondary level were organized for the students.</p> <p>Capability for extrapolation</p> <p>Students were made active in the learning process and made to apply the learning. The ICT knowledge they had gained helped them to prepare e-content on various topics.</p> <p>Skills/Competencies</p> <p>Personality Programs, Capacity Building Programs and soft skills workshops were organized for the students by experts and college teachers. Team building skills were developed in the classrooms. Students were introduced to the tools and techniques of collaboration. Two value added courses Innovative Teaching And Learning Tools and Skill Development Course were made mandatory for students.</p>	
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

Education is an integral part of every human being; next to home, school forms be potential development which will depend largely on be significant people in the individual's environment.

School a miniature society provides for be all round development of the students through its curricular and co-curricular activities. Students are developed aesthetically, emotionally, physiologically, financially, spiritually and socially.

Students of B.Ed get wholesome knowledge about the various activities, types of schools and the functioning machinery through their visit to schools during their internship training programme.

Virtual visit to different kinds of schools , enabled students to know about various kinds of schools, via ICSE, CBSE etc. state board schools were also visited by the students.

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

To become competent and committed professionals willing to perform the identified skills/tasks. To acquaint the students with the teacher education programmes at all levels. To use competencies needed for becoming an effective teacher. To develop managerial and organisational skills and to acquire evaluation competency. To gain insight into the need and objectives of teacher education. To examine critically the concerns that arises from vision of school education and teacher education. To reflect on the multiple contexts in which the school and teacher education institutions are working/functioning. To enable the students appreciate the need for research in teacher education. To create an awareness of present scenario of teacher education.

The Institution is functioning in full fledged manner activities provided by the following clubs and associations who have Teacher Educators and Student-Teachers as its members.

- Tamil Literary Association
- English Literary Association
- Mathematics club
- Science club
- History club
- ICT club
- ECO club
- Library club
- Blood Donor's club
- Red Ribbon club

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 and action taken
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
165	
2.1.1.1 - Number of students enrolled during the year	
165	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year	
200	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
165	
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	
82	
2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year	

82	
File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	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.

Entry - level assessment analyses

The college preparedness of all newly admitted students to ensure, they have the best possible chance of success in attaining their academic goals. During the interview, at the time of admission, the students' talents are enquired and noted. Students are assessed based on their performance in the first - ten days after joining the college during their Bridge course. At the time of Bridge Course Pre-test and Post-test are conducted on the communicative skills. This helps to identify the learning needs of the students and their level of readiness to undergo a Professional education programme.

Assessment methodology

Students' performance are measured by Pre-test and Post-test examination both in oral and written form. These examinations are assessed by the faculty and student progress in entry-level. Coursework are analysed and reported in the Bridge course Report.

Course for assessment

Bridge course examines the minimum skill proficiencies for entry-level college study. They are basic skills LSRW, Personality development, Science proficiency, and communication skills.

A talent show was organized to encourage the students to exhibit their special talents in co-curriculum & extracurricular activities.

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

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

All of the above

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

2.2.4 - Student-Mentor ratio for the academic year

16 :1

2.2.4.1 - Number of mentors in the Institution

19

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

Group discussion, debates, seminar, Quiz programmes, project works are some of the multiple mode approaches followed in our institution.

- Self learning is promoted through Self-study, library study, assignment, and Seminar presentation.
- Work experience on the preparation of socially useful productive work (Wealth from Waste) enhances the student teacher's creativity and curiosity in the preparation of improvised teaching aids of their own.
- Skills training program is given to the students on the bases of ICT (Computer class), Vocational skills (paper art, thread work, embroidery works) Library skills, Communication skills, and Life skills.
- Online mode of teaching-learning allowed new methods of teaching with the access of advanced tools and technology (Google meet, Google classroom) during the lockdown period of the covid pandemic.
- Mooc- (Online course) were offered to M.Ed Scholars.

Blended online Teaching-learning

Blend of online and face-to-face mode in teaching-learning. Self-study, revision, assignment, project work were carried out in blended online Teaching-learning.

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

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

14

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://voiceducation.s3.ap-south-1.amazonaws.com/AQAR/Link+to+LMS.pdf
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

160

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

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://drive.google.com/file/d/1nJxQqYVXBTvblbL1gEs65x7dyhq1teSX/view
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

Mentoring has long been recognised as a powerful tool in professional attributes in students. Our Institution recognizes and identifies the need for mentoring. Plan , develop, support, and promote the mentoring relationship . support is to be ensured broadly in :-

- Time allocation - Regularly time is allotted for mentoring activities every month.
- Regular and timetable - Mentoring meetings on a monthly basis.
- Mentors act as a counselor, guide, instructors and facilitate the mentees for the future.
- Mentor provides constructive feedback about the mentee's activities (or) achievements inside and outside the classroom.
- Every mentor is allotted with students-teachers from B. Ed., M.Ed. and M.Phil.
- Every mentor has the responsibility to take care of all the mentees such as providing them career counseling, supporting them in their curriculum, providing remedial coaching, and supporting them as and when needed.

The mentor also works for finding out the hidden talent of the students in various aspects of academic, co-curricular, extra-curricular, and extramural activities. So that they can be promoted to do various activities in the concerned area for their holistic development.

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	View File

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

Teaching Learning process nurtured creativity, innovativeness, intellectual and thinking skills, empathy life skills among students were based on technological aspects during this year. Students were made to document all their work done during their academic year. The activities conducted during the academic year were also digitalized by the student. Science Field trips and science fairs, usage of hyper link in teaching learning process were taught to the students. Creation of Digital record note through fliphtml5.com, were done by student. Students were encouraged to prepare useful videos, based on educational aspects, which will useful in their teaching. Students shared their videos and ppt prepared by them using Whatsapp group and Google classroom. Students were made to explore new aspects of Teaching Learning Process. The technical skills of the students increased day by day. The

communication skills of the students also improved. Students expressed their interest and involvement in learning new aspects.

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)

Seven/Eight of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File

Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
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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	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
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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	All of the above
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File Description	Documents
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Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

Internship Programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher.

- Our student - teachers were given orientation about practice teaching, preparation and presentation of teaching aids, records and rules and regulation to be followed during the practice teaching.

- The Orientation given on different technology of teaching like team teaching, quiz, playway methods etc., and on evaluative technologies which help them to use in their lesson plan.

- Management of curricular, co-curricular and extra-curricular activities in school.

The Headmistress and school teachers were oriented through the guidelines sent to them individually.

- Student-teachers were given freedom in selecting and practicing internship teaching in school for their own place, under the administrative control of the Chief Educational officer concerned after obtaining the orders \ proceedings of the Chief Educational officer.

- Student-teachers will undergo a 16-week internship in the school.

- The total number of lesson plans written for both Level I - 30 and Level II - 30.

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

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

2.4.9.1 - Number of final year students during the academic year

163

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

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

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File

Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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

The student-teachers are expected to write model lesson plans under the guidance of the teacher educators prior to intensive teaching practice. During the intensive teaching practice the lesson plans records and teaching aids are checked by the teacher educator during their visit.

- The teacher educator, whenever visits the school, interacts with the head of the institution, the mentors and the trainees, and thus a real flow of feedback is ensured regarding the performance of the trainee.

- Feedback about the student-teachers is collected from three different groups, the head of the institution, mentors, school students, peer teachers and teacher educators.

- The competency of the student teachers is assessed by the evaluation form. The evaluation form tests the following ten competencies.

1. Lesson plan preparation
2. Motivation
3. Presentation of the lesson (Explaining, Questionnaire, Demonstration)
4. Black Board usage
5. Use of Teaching Materials
6. Student's participation
7. Feedback
8. Evaluation
9. Class control

Remarks and suggestions by the Guide Teachers.

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
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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	Five of the above
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in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	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

19

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

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

13

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

19

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

237

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

Staff members are permitted to attend the orientation, refresher courses, workshop, seminar and symposium organized by government and non-governmental organizations. The staff members are free to avail the opportunity of pursuing higher studies. The staff members present papers in seminars and workshops at state, national and international level. The staff members also permitted to act as resource persons, examiners, to serve in the inspection commission of different universities. The staff members also write books and articles and publish them in UGC refereed journals. They are encouraged to undertake projects at state, national and international level. Student teachers were motivated to carry out action research under the guidance of staff members.

File Description	Documents
Documentary evidence to support the claim	View File

Any other relevant information	No File Uploaded
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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

Our Institution follows the assessment procedure as per the norms of the Tamil Nadu Teachers Education University (TNTEU). Our institution provides CIE both formative and summative. External examination for 70 marks is conducted by TNTEU and the remaining 30 mark as Internal marks for the full course of 100 marks. For the half course 35 marks for the external examination and the remaining 15 marks as internal marks. The internal marks comprises of tests, assignments, seminar and attendance. The academic performances of students were evaluated through periodic class test, monthly test and three hours model examination. The term examinations are conducted by the examination committee of the college based on the academic calendar. The answer sheets are corrected and distributed to the students with in the week of the final examination. Marks obtained in various tests are recorded and registered. The registers are maintained by the institution. Method of teaching is also changed by the teacher to improve the performance of the students. Students Performances in various cocurricular activities have been evaluated and overall best student, the best students from each pedagogy, three students for better proficiency in English and the best library user be awarded with prizes.

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	No File Uploaded

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

Five of the above

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

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

The college has a well-organized mechanism for Redressal of examination related grievances. The students can approach the college examination committee to redress the examination related grievances as per the requirement.

- If any student feels that the marks given to them in any paper are not just, they can meet the respective Teacher educator and clarify their doubts.
- Re-examination for absentees who were unable to write their internal examination.
- Improvement Examination is conducted for the students based on their grievances.
- Question paper for internal examinations conducted in the college is given in Bi-lingual form both in Tamil and English to reduce the grievance regarding language issues.
- The College examination committee looks after the complaints or grievances related to formative tests and summative examination.

· Student-teachers have the freedom to use the suggestion box to put in the note of dissatisfaction with the internal examination mechanism.

· The entire mechanism to deal with examination related grievances is time bound as per university rules and regulations.

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

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

Our college adopts the academic calendar in line with Tamilnadu Teacher Education University. The calendar outlines the course work schedule, internal examination schedule, external examination schedule and practical examination related to internal evaluation. The academic calendar is developed and uploaded in the college website. The academic calendar is printed and distributed to the students and teacher every year. The plan of conducting examination is developed by academic calendar committee and examination committee tentatively. The dates of internal evaluation are printed in the college academic calendar. This helps the teacher to plan the teaching learning process and students plan for the examination. Based on the situation, if needed a slight changes can be made in the schedules of internal evaluation. In this case the exam committee announces the revised schedule after consultation with the academic calendar committee.

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

2.7 - Student Performance and Learning Outcomes

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

Institution collects feedback from the students based on the components of CLOs and PLOs. Based on the feedback, teacher educators identify the reasons for the lapse in student achievement and provide remedial coaching to the slow learners. The high achievers are encouraged through special attention to their studies. Guidance and counseling is given to the students to overcome the barriers and improve their learning. At the end of bridge course, feedback is recorded through oral and written tests for both pre-test and post-test to the students which will help them to train and improve their communication skills. At the time of practice teaching, "Teacher competency scale" has been given to the guide teachers who are working in schools. They observe the classroom teaching of trainees and give feedback and suggestion to improve their performances in teaching. The teacher educators visit the schools and observe the teaching by the student teacher. Internal marks are given to the student teacher. Feedback is given then and there.

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	
<p>The progressive performance of students and attainment of professional & personal attributes in line with the PLOs and CLOs is monitored and used for further improvement.</p> <ul style="list-style-type: none"> · Questioning students during classroom discussions to check their understanding of the material being taught. · Circulating around the classroom during seatwork and engaging in one-to-one contacts with students about their work. · Assigning, collecting and correcting homework regarding all the works. · Guidance and counselling is given to the students to overcome the barriers and improve their learning. · Teacher educator identify the reasons for the lapse in students' achievement and provide remedial coaching to the students in need. · The result of the students are analysed and it is provided to the concerned course teacher by the examination committee for the further improvement of the students both cognitive and professionally. 	
File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

167

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 needs of the students were initially identified through personal interaction with principal and staff during their admission. Initially the learning needs of the students are identified during Bridge course. At this time of Bridge course pre-test and post-test are conducted both in spoken and written mode. Training in communicative skills both in English and Tamil are identified during the Bridge course. College provides remedial programmes for academic low achievers. Personal and academic guidance are also provided along with academic programme. Individual attentions are provided to each and every student at the entry level itself. The institution also gets feedback from the students about the over-all assessment of academic programme.

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	No File Uploaded
3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)	
1	
File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	No File Uploaded
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	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	All of the above
File Description	Documents
Documentary evidences in support of the claims	View File

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

3.2 - Research Publications

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

6

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

12

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

18

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

356

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

356

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 in the college are conducted in two different methods namely

- Taking the students to the community and
- Bringing the community to the college.

Due to the covid 19 pandemic situation, the former method i.e. taking the students to the community , could not be followed in this academic year. However, the following programme was organised virtually.

- Open Quiz on Covid 19 Awareness on 19.05.2021 at national level.

At the same time, the latter method i.e. Bringing the community to the college , the programmes were organised as follows.

- Covid - 19 Relief Food Packages to Differently Abled Person were distributed on 14.10.2021 by our management i.e. V.O.Chidambaram Educational Society through the District Collector of our District.
- Health Awareness Programme on COVID-19 Pandemic for the staff for the teaching, non-teaching and supporting staff of nearby institution on 23.03.2021.

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

6

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**

10

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

10

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

3

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	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	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 has adhered to the requirements mentioned by the statutory body National Council for Teacher Education (NCTE) for the conduction of the Teacher Education Programmes. The built up area of the college building and the college hostel together is greater than the requirement for B. Ed., M. Ed., M.Phil. and Ph.D. programmes offered by the institution. The following infrastructure facilities are available in the campus to support teaching- learning process: There are twenty six classrooms 5 classrooms are equipped with ICT facilities such as projectors and laptop. There is a fully air-conditioned seminar hall. The library has adequate seating facilities and houses a good number of print resources. Library Resource Centre is equipped with five computers and internet connectionfor students. Spacious laboratories for Psychology, Physical Science, and Biological Science fully equipped with instruments. Two Computer labs are equipped with 80 computers. There are a good number of recognized schools within reasonable distance for fieldwork and practice teaching related activities of the student teachers.

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

6	
File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://drive.google.com/file/d/1csUYeG5oXlJUib-2DqaWl7hfAtnJV5xN/view
Any other relevant information	No File Uploaded

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

726851.00

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

4.2 - Library as a Learning Resource

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

Our College library is situated in M.C.Veerabahu Memorial Block. Total Area of Library is 2115.60 Sq.ft. Library contains 16482 volume of books includes all disciplines. Our library is partially automated. The software used for automation is V.O.C.C.E. L.M.S. software designed by Department of Computer Science, V.O.Chidambaram College, Thoothukudi. Reprographic Facilities available for the students. Issue and Borrowing of books done through computer. Total collections are entered in the computer with title of the book, author name, publishers details, price, year of publication. Students can search the books through the computer. We are following open access system. Our library has five computers with internet connection for the students to access e-resources. The INFLIBNET-N list provides access to e-resources to students, research scholars and faculty members by creating N list username and password. Researchers can access e-resources under N list programme, desired e-resources to reach out to full-text e-resource on publishers' website, browse or navigate articles/book chapters through publishers' website.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://nlist.inflibnet.ac.in/collegeadmin/vdashboard.php
Any other relevant information	View File

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

Our library has five computers with internet connection for the students to access e-resources. The INFLIBNET-N list provides access to e-resources to students, research scholars and faculty members by creating N list username and password. Researchers can access e-resources under N-list programme, desired e-resources to reach out to full-text e-resource on publishers' website, browse or navigate articles/book chapters through publishers' website.

Library resources available in our library can be accessed through our college website by creating link. 'Edu Reach' our journal uploaded in college website can be accessed through online mode. Students and teachers can access the college News Letter "Edu Times" published through online mode.

File Description	Documents
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Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File
4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	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)	
0.33050	
File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File
4.2.5 - Per day usage of library by teachers and students during the academic year	
4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year	
40	
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://voeducation.s3.ap-south-1.amazonaws.com/AQAR/Library++Ledger.pdf
Any other relevant information	No File Uploaded
4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education -general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	Three of the above
File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded
4.3 - ICT Infrastructure	

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

Classrooms and Multipurpose Hall with Wi-Fi facility The institution has ICT enabled classrooms for pedagogy classes. Well equipped classrooms are also available. The institution has a air-conditioned multipurpose hall with public address system, ICT facilities and high speed internet connectivity. Seminar halls with ICT facilities are available for accommodating larger groups. Technology hall equipped with all technological devices is available. ICT Resource Centre and Computer Laboratory have Eighty one computers with internet connectivity, headphones and essential software for learning. The institution has a spacious library with five computers for the exclusive use of research scholars. Infilbnet facilities is also available for all the students and faculty. Natural Ventilated Reading room is available for students. Partially automated LMS is implemented in the library. Multipurpose Hall of the institution is used for developing e-content by the teacher educators. Our institution has an audio-visual room to store all the electronic equipment safely.

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

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

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

Five or more of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://drive.google.com/file/d/1M-Ip6SsahIBXrmNf26zEQK-16110qVoN/view
List the equipment purchased for claimed facilities along	View File

with the relevant bills	
Link to the e-content developed by the faculty of the institution	https://drive.google.com/file/d/1HzH9Hv_gHZ9pqQlwp4Jn_9DbSGc402hL/view
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)

726851.00

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

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

- Physical Infrastructure Maintenance Policy Civil, plumbing and electrical maintenance is a regular process.
- Stock verification is done annually. Maintenance Procedure Maintenance is by permitted vendors of the institution.
- Staff members are allotted responsibilities for prevention management.
- Library Maintenance Policy Library works on all days except public holidays. Stock verification is done annually.
- Library systems are under continuous maintenance. Maintenance Procedure The Library Committee of the college takes care of the development, use and maintenance of library resources.
- Systems maintenance is a regular process. Maintenance Procedure Computers and other accessories are maintained on a periodical basis.
- Faults of the system are rectified every month. Laboratory Maintenance Policy Lab equipment are maintained periodically.
- Stock verification is done annually. Maintenance Procedure Stock registers are maintained by teacher educators.
- Any repair work is done immediately. Sports Infrastructure Maintenance Policy Sports infrastructure is available for use on all working days. Sports equipment stock verification is done annually. Maintenance Procedure Track is maintained by regular weeding and leveling.

File Description	Documents
Appropriate link(s) on the institutional website	https://drive.google.com/file/d/1i70dps3WNwBNUmRStDe29GKY3oO-TRLu/view
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

B. Any 3 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	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
25	172

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	No File Uploaded

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).

65

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)

4

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

Student Council aims to lay the groundwork for unity and co-operation among students by providing them a venue where they can improve their leadership abilities. It also seeks to train students to become better members of society with ideals and principles of participative democracy. It helps each student to develop a sense of personal responsibility and earned self-respect. The students get a good experience of problem-solving and they are able to create a harmonious relationship with their entire community.

A student council provides powerful leadership and learning opportunities. It serves as the voice for an entire student body and actively works with teachers and advisors to promote a better leading environment. Students are trained to organize several programmes related to various Committees, Clubs, Cells and Association under the guidance of Teacher-educators.

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

4

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 purpose of the Alumni Association is to foster a spirit of loyalty and to promote the general welfare of the organization. Alumni associations exists to support the parent organization's goal, and to strengthen the ties between Alumni, the community and the parent organization.
- Alumni association is an immense network of professional contacts. Alumni are usually offering job postings, resume reviews, webinars, networking events, and a variety of online videos and resources. More in-depth services like career counselling are also offered by the Alumni.
- The Alumni of our college always play an active role in voluntary programmes like mentoring students in their areas of expertise.
- TET Coaching classes are handled by Alumni who are subject experts.
- Alumni are contributing financial support to the parent institution.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	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

2

File Description	Documents
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Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

The alumni are critical stake holders and are supposed to be part of knowledge sharing, rendering service and contributing for development of Alma mater. Increase in Alumni, endowment in the form of Time, Talent and Treasure. By creating meaningful opportunities for Alumni to be engaged and involved will advance the Vision, Mission and objectives and priorities of the Institution. It is the responsibility of the Alumni to contribute their share and make the Alma mater a centre of paradise. Then the Alumni will contribute significantly through financial, intellectual and physical means to the Institutional development. To motivate the Alumni for support Alma mater should recognize and felicitate the Donors by Conferring different awards and solicitations to the Donor. Apart from monitory support, Alumni can support Alma mater in a number of ways. Some of them are

- Make themselves available for in-house curricular activities.
- Extend support for sustained motivational inputs for the faculty to pursue high quality Action Research.
- Support the Student -teachers in training and placement.
- Familiarize the Student-teachers to new Technologies and offer expert resources for training sessions especially for Micro-teaching.
- Contribute actively in extracurricular design in addition to assessment.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

V.O.C.College of Education is run by V.O.Chidambaram Pillai Educational Society formed under the leadership of Kulapathi Sri.A.P.C.Veerabahu in the year 1955 and it is affiliated to Tamilnadu Teachers Education University, Tamilnadu.

The missionary favour is enshrined in the Motto - 'Love, Knowledge and Virtue'. That is, education is envisioned as a process of disseminating knowledge in the spirit of love and dedication to the highest ideals of nationalism and education for the all-round development of the learners with the ideal qualities simplicity, service and selfless sacrifice in academic, social and civic life. The College has highly encouraging management and excellent administration with sufficient infrastructure facilities.

Essential decisions on day to day administrative affairs are taken by the management. IQAC prepares and presents the strategic plan before the staff council. With the spirit of love and dedication parental care with family environment are provided with the concept of Parent -Teacher: Child - Student relationship . Discipline committee takes care the behaviour of students. School headmasters, school teachers, alumni, students and parents are stakeholders of the college.

The democratic leadership leads to collective responsibility and fraternity among teaching faculty, non teaching staff and students towards the vision and mission of the institution.

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

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

A stratified student centered system is in practice in our college. The Board of Management is chaired by the President followed by the Secretary which includes 3 members from the V.O.Chidambaram Educational Society, Principal, Senior most staff representatives, Assistant and a University Representative. It meets twice a year to decide over the important strategies of the college to monitor the progress of the college. The Principal and IQAC Coordinator shoulder the administrative responsibilities entrusted by the Management. The senior faculty plays a pivotal role in the micro level management.

The Principal heads the academic council and governs the academic functioning of the college. The council meets periodically to suggest measures for improving the teaching, learning and evaluation standards. The Principal constitutes different committees and teacher representatives are given due authority to participate and blend in governance.

The Staff Council is a strategic decision making body. Important academic decisions are resolved under the leadership of the Principal to improve the processes of admission, teaching, learning, examination, evaluation, placement, research and extension in order to become an educational friendly institution of academic excellence, the Staff Council meets every now and then. The above are the two practices of decentralization and participative management.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

Financial, academic and administrative strategic plan is prepared every academic year by submitting proposal to the management. At the end of financial year estimated budget is collected based on the requirement for the next year by the coordinators and faculty in charges of the program and cell/club/association/committee and support staff. Salary of teaching and nonteaching, expenditure for program, activities and infrastructural facilities are maintained transparently. Academic Calendar, internal mark, attendance, duty leave and achievements/participation in competition, curricular and co-curricular activities of students, programmes and activities organised and attended by teachers and their role as resource person in programs, activities, events, instructional and infrastructural facilities and MoU of institution are maintained properly. The college has a multilayered organisational structure to ease and stream line the routine administrative activities of the top level administrators including the President, Secretary and the Principal. Admission process, time table, work allotment, co-ordinator of club, cell and committee, teaching learning process, online classes, online programmes, faculty development program, duty allotment for programmes are conducted and reported. Financial and academic audit is conducted regularly. Thus financial academic and administrative functions are transparent.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

The college creates hospitable contexts and promising opportunities for students to develop as readers, writers, speakers, listeners, in cultural knowledge and critical thinking processes that nourish the students' future. Our institution offers a lot of opportunity to our trainee teachers, and one among them is Bridge Course on communicative skills. This course is more than remedial, devoted that it was to the consolidation and extension of the student-teachers' knowledge in English and Tamil. Bridge course in our college has been one-time crash program lasting for ten days which helps the students to know the importance of communicative skills in their teaching profession. So, our college has under taken this course which aimed at giving confidence to students to communicate effectively in English and Tamil. The student teachers especially from the vernacular medium will benefit in being able to better understand and use both the languages effectively. It helps the students in communicating with the outside world. It also acts as a tool which helps for our student-teachers' success in their field of study.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://voeducation.s3.ap-south-1.amazonaws.com/AQAR/Strategic+plan.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The Board of Management is the top statutory decision-making body which is chaired by the President followed by the Secretary. The Board of Management includes 3 members from the V.O.Chidambaram Educational Society and the Principal of the college. Senior most staff representatives from the college are also one among the layered governing body.

Academic Council: The Principal heads the academic council and governs the academic functioning of the college. This academic council comprises of IQAC Co-ordinator, Research Co-ordinator, M.Phil. Co-ordinator and M.Ed. Co-ordinator and senior faculty of the college. The council meets periodically to suggest measures for improving the teaching, learning and evaluation standards. Further it is involved in planning and executing the academic activities. The principal constitutes different committees and teacher representatives are given due authority to participate and blend in governance.

Staff Council: The Staff Council is a strategic decision-making body which comprises of the principal of our college, senior faculty and the Librarian. Important academic decisions are resolved under the leadership of the principal. To continually improve processes of admission, teaching, learning, examination, evaluation, placement, research and extension in order to become an educational friendly institution of academic excellence, the Staff Council meets every now and then.

File Description	Documents
Link to organogram on the institutional website	https://voeducation.s3.ap-south-1.amazonaws.com/AQAR/Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System

Five/Six of the above

Biometric / digital attendance for staff Biometric / digital attendance for students	
File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	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.

IQAC Decisions to Facilitate a Smooth Transition to Online Teaching

The sudden transition to online teaching during the pandemic was a major concern of IQAC. Extensive consultations were made during IQAC meetings to provide alternative teaching and learning pathways. The teachers were asked to complete the syllabus using WhatsApp group and Google classroom. They were asked to form mentor-mentee WhatsApp groups. It was then decided to go for google meet account to organize online programmes to keep the students engaged and active. The IQAC then directed the teachers to prepare study material, question bank, TET study material and e-books for students. The teachers were motivated to prepare e-resources. The IQAC decided to create a G-Suite Account and institutional domain IDs, so that all teachers use institutional Learning Management System. The remote learning efforts of the institution were periodically reviewed by IQAC.

Outcome of the decisions

The IQAC decisions helped teachers to become experts in delivering their lessons online. Teachers developed e-content and shared e-resources to support the online learning of the students. The teachers became acquainted with the usage of online applications. Google classroom became the learner management system for all the teachers and students.

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

The following welfare measurements for teaching and non-teaching staff are implemented in V.O.C.College of Education:

1. Welfare measures for teaching staff

Staff Quarters, Provident Fund, Gratuity, Group Insurance, Medical Leave, Maternity Leave, Mediclaim Policy, Canteen, Support Funds to attend Seminars/ Conferences, Children of the staff members are given priority during admission. The faculty members are encouraged to pursue Higher Education.

2. Welfare measures for non-teaching staff

Provident Fund, Gratuity, Group Insurance, Maternity Leave, Staff Quarters. Children of the staff members are given priority during admission. The staff members are encouraged to participate in their professional activities.

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

1

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

12

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

9

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.

Performance Appraisal System

The institution has Performance Appraisal System for both teaching and non-teaching staff. Performance appraisal of the faculty is conducted annually and is a mandatory process. There is separate forms to be filled by teaching and non-teaching faculty.

Performance Appraisal System for Teachers

The performance appraisal form for the teaching faculty is circulated during the end of every academic year and the faculty is required to fill in the required details and submit the same to the Principal. The Principal gives personal suggestions and feedback and also points out the areas for improvement, if any. Thus the entire performance appraisal is not a fault finding exercise but aimed at improving the entire teaching learning system of the institution.

Performance Appraisal System for Non-teaching Staff

The proforma for non-teaching staff appraises different aspects of their work. All non-teaching faculty fill-in their personal details and submit the same to the Principal during the end of each academic year. The Principal then objectively appraises each of their performance in the academic year and gives needed suggestions for improvement.

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

6.4 - Financial Management and Resource Mobilization

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

The task of the financial management is done at periodical intervals where accounts of the previous year is carefully scrutinized by the Principal and presented before the governing body for approval. The chartered accountants conduct statutory audit of the accounts maintained by the college. Besides, the college has conducted external audit of the salary and other related accounts.

With regard to internal audit, the college has an inventory inter departmental audit system. The team which visits every laboratory physically verifies resources kept in the laboratories and also inspects records maintained by them. The college conducts Internal and External Financial Audits regularly at periodical intervals. The Internal Audit is being conducted every year on a continuous basis by the Internal Committee Members.

The Internal Committee checks all financial items and systems associated with the finance. The committee submits the findings and suggestions in the form of report at the end of the every financial year to the college.

The government audit is conducted by staff from the audit section of the Regional Joint Director of Collegiate Education's Office, Tirunelveli. They prepare the audit report and submit the same to the government.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

0.31000

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

The following are the sources of funds in the institution:

Fees collected from the students

Aided staff salary grant

UGC Grants

Funds received from alumni

Utilization of funds

The following are the overheads of the expenditure incurred annually:

Maintenance Expenses: Cost incurred to keep the assets and other material resources in good working condition Infrastructure

Augmentation Expenses: Expenditure for construction work, purchase of equipment, books and other resources.

Salary Expenses: Payment of salary and other benefits to unaided staff

Fuel Expenses: Cost incurred for fuel for generator and RO plant.

Recurring Expenses: Subscription charges for magazines and newspapers, electricity bills.

Financial Support to Teachers: Cost incurred for providing financial support to teachers to attend seminars, workshops and conferences.

Publication Expenses: Expenses incurred for the publication of Journal, News letter and Magazine.

Expenses for Organizing Academic Programmes: Expenditure on organizing seminars, workshops, conferences, special lectures and special addresses.

Miscellaneous Expenses: Postage and printing charges, purchase of stationery.

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 IQAC has certain procedures to work towards quality assurance that make every member accountable for it. These include:

Defining the roles of members

The IQAC members are given well defined roles and responsibilities to work for quality assurance.

Consideration of student needs

Decisions are made by the IQAC considering the needs of the students.

Working with focus

A theme is decided at the beginning of each academic year. The themes are related to the mission of the institution and help to work with Planning for curricular transaction

The teaching plans for all courses help in curricular transaction. Action plans are drawn apart from the regular curricular activities.

Review of teaching-learning process

The progress in the implementation of teaching plans is discussed in formal and in formalways.

Professional development of teachers

Quality research projects undertaken by teachers. And completed courses for professional development

Collection and analysis of feedback

Feedback from the participants and stakeholders are analyzed systematically to identify the areas for improvement.

Documentation of work done

The IQAC takes special efforts to document all the work done in the institution in a systematic way.

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	No File Uploaded

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

The IQAC periodically reviews and upgrades the quality of teaching-learning process in the following ways:

Teaching Plan

A teaching plan is prepared by the teachers for the courses they handle. The progress in the implementation teaching plans is discussed by the Curriculum Planning Committee under the guidance of IQAC.

Review of Technology Integration

The IQAC organizes several programmes which are used to increase and expand the technical abilities of teachers

Reflections

Reflective Portfolios helps teachers to reflect on their pedagogical approaches by these reflective practices faculty members develop a deeper understanding of their teaching styles and beliefs.

Analyzing the attainment of learning outcomes

Internal examinations marks are analyzed to identify the unattained learning outcomes and made efforts to achieve them.

Remedial Coaching and Enrichment Activities

Remedial coaching is a part of the teaching learning process. Enrichment content is also planned by teachers.

Academic Audit

The IQAC conducts academic audit to improve its functioning.

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

48

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://voceducation.s3.ap-south-1.amazonaws.com/AQAR/MIN-ATR+2020-2021.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://voccedu.org/about-us.html
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

Strengthening of IQAC Functions

IQAC meetings are convened periodically. The meeting minutes are rewritten and actions taken against their solutions are also recorded.

The Annual Quality Assurance Reports are prepared and submitted regularly to NAAC.

IQAC encourages teachers to take up institutional research projects.

IQAC took steps and launched Edureach : V O C Journal of Educational research.

IQAC encourages to publish College News Letter and Student Magazine.

Feedback on curriculum is collected from alumni, employers and other stake holders and analyzed systematically.

Academic and Administrative Audit is conducted by inviting external experts.

ICT enabled Teaching Learning

Many quality initiatives were taken to strengthen the knowledge of teachers using ICT.

Google Classroom: Every teacher of the institution has Google Classroom to post assignments, share-resources and other instructions for the students.

E-Content : E-Contents are created by teachers for the selected topics and are used for teaching learning.

WhatsApp Chat Groups: Teachers create WhatsApp chat groups for their classroom to share the learning materials, holding discussions and send other instructions to the students.

Video Conferencing : The teachers used Google Meet to take online classes.

E-resources: Teachers created a variety of e-resources such as Google sites, Blogs, Slide Share materials.

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.

Energy Policy

The energy policy of the institution provides guidelines for the energy usage and conservation in the institution. It also guides the institution for investing in renewable energy sources.

Energy Conservation Measures

- The institution uses LED electrical bulbs for less consumption of electricity inside its campus.
- The sizes and location of windows in the campus reduce the need for artificial lighting during day hours.
- The institution moves towards using inverter air conditioners instead of non-inverter air conditioners.
- The trees in the institution reduce energy costs by lowering air temperature, increasing humidity, and influencing wind speeds.
- The institution puts enough efforts for the maintenance of electrical equipment supervised by a teacher.
- The institution conducts programmes for energy conservation and encourages the students and teachers to use fuel less vehicles.

Alternate Sources of Energy

The institution promotes the solar energy by installing Solar Panels in the campus.

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

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

At V.O.C. College of Education, activities pertaining to keep the environment green and pollution free is encouraged and best efforts to manage waste from its origin to its final disposal is done. This includes the collection, transport, treatment and disposal of waste. It is worth mentioning that it is mandatory for all students to undergo a course named Environmental Education through which awareness about environment and related issues with solution strategies is imparted. Many environmental awareness programs are also organized.

1. Solid Waste Management

- Separate Dustbins for recyclable and non-recyclable wastes are available in common places
- Paperless Communication (e-mail / WhatsApp communication) is a regular practice
- Usage of one-sided paper is encouraged
- Metal and other scraps are given to agents for further processing
- Sanitary napkin incinerator machine is available in rest room

2. Liquid Waste Management

- Sprinklers are used in gardens to prevent water wastage
- Rain Water Harvesting system is in place
- Waste water from the RO plant is also used for watering the plants

3. E-Waste Management

- Used batteries and electronics wastes are disposed through outside agencies
- Out-dated computers with minimum configurations not suitable for the revised regulations of the College are sold as scrap to authorized buyers.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Two of the above
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File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

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

In this age of environmental concern individuals are outwardly interested in the healthy state of their surroundings. V.O.C.College of education desire for a clean environment represents a powerful sense of destiny and hope for the future. A clean learning environment improves student's sense of well-being and health. Germs, bacteria and disease thrive in a dirty environment. Students are asked to bring reusable water bottles, asked to bring their own cups to have their tea and they

were asked to make sure that their waste goes to the right place. Campus cleaning was done by the student teachers with the help of the sweepers.

Green Cover, defined as natural or planted vegetation covering a certain area of terrain, functioning as protection against soil erosion, protecting the fauna, and balancing the temperature. The tree plantation program aims to plant saplings, maintain and increase the green cover, and drive carbon sequestration. V.O.C.College of education organises a Plantation Activity named "Birthday tree plantation". The purpose of this activity was to create awareness about the importance of trees and plants in our lives. V.O.C.College of education provides clean, green cover and a pollution free healthy environment.

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

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

Four of the above

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

55930.00

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

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

The institution puts forth special efforts to leverage local environment, locational knowledge and resources, community practices and challenges.

Efforts to leverage local environment, locational knowledge and resources

- The students are taken regularly to visit schools of different boards of education in the locality to know their innovative practices.
- The alumni experts available in the locality were invited as resource persons in online and offline programmes organized by the institution.

Efforts to leverage community practices and challenges:

- The practices in all religions are respected by encouraging Students to organize celebration of different religious festivals.
- The institution responded to the pandemic challenge by the following ways:

Many online programmes were organized on health aspects during COVID 19.

File Description	Documents
Documentary evidence in support of the claim	View File

Any other relevant information	No File Uploaded
7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	A. All of the above

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

7.2 - Best Practices

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

<p>BRIDGE COURSE</p> <p>Title: Bridge Course on Communicative Skills</p> <p>Student teachers need to be taught basic communicative skills in both Tamil and English because it is the need of the hour. So our college organizes this course which aims at giving confidence to students to communicate fluently in English and Tamil. Every year Bridge course has been conducted for the betterment of student's life. Pre-test and Post-test in spoken and written for the Tamil and English language was conducted. Inthe post test students showed significant improvement in Tamil and English spoken and written.</p> <p>COMPUTER COURSE</p> <p>Title: Online Certificate Course on Innovative Teaching and Learning Tools (ITLT)</p> <p>Computer skills are an essential part of the modern era and they are beneficial in various fields for various purposes. From education to the technical sector, libraries to railways, all the organizations have computers to serve the essential needs and goals. So our college organizes computer course every year for the betterment of students. Every year computer course has been conducted for the student teachers to identify the digital divide among student teachers. The faculties gave a clear idea about digital learning. Prospective teachers have gained technological knowledge.</p>

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

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

<p>The mission of the institution is to stress inter-religious values among student teachers. This was done through all faith prayer and verse reading from holy book of all religion. The college prayer song stress religious values. Prayer song makes our student-teacher feel thatthey all are equal. Education is given to the students</p>

from disadvantaged background. To make them excellent in various programmes, activities are organized for them both academically and non- academically to bring out their hidden talents. Quiz master competition is conducted every year. Campus interview is conducted every year for employment opportunity. To disseminate knowledge in a spirit of love and dedication the institution is particular in helping the differently abled person and the needy. Donations are not collected from students for admission and also for appointment.

The following "PANCHASHEELA" principle has been adopted for the trainees.

1. Acquisition of enough knowledge
2. Belief in god and morals
3. Cultivation of child psychology
4. Dedication to pupil welfare

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded