



# YEARLY STATUS REPORT - 2023-2024

## Part A

### Data of the Institution

#### 1.Name of the Institution

Indhira College of Education

- Name of the Head of the institution **Dr.L.A.Joy Femila**
- Designation **PRINCIPAL**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **9841049379**
- Mobile No: **9940297011**
- Registered e-mail ID (Principal) **icoe.principal@indiraeducational.org**
- Alternate Email ID **indhiraeducation@gmail.com**
- Address **No.1, V.G.R. Gardens, Pandur**
- City/Town **Thiruvallur**
- State/UT **Tamilnadu**
- Pin Code **631203**

#### 2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**
- Location **Rural**

- Financial Status **Self-financing**
- Name of the Affiliating University **Tamilnadu Teachers Education University**
- Name of the IQAC Co-ordinator/Director **Mrs.N.Jayavardhini**
- Phone No. **9841049379**
- Alternate phone No.(IQAC) **8838406511**
- Mobile (IQAC) **9884164692**
- IQAC e-mail address **indhiraeducation@gmail.com**
- Alternate e-mail address (IQAC) **jayavardhini@hotmail.com**

**3.Website address**

- Web-link of the AQAR: (Previous Academic Year) **[www.indhiracollegeofeducation.com/AQAR2022-23.doc](http://www.indhiracollegeofeducation.com/AQAR2022-23.doc)**

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

- if yes, whether it is uploaded in the Institutional website Web link:

**<http://icoe.in>****5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.79</b>	<b>2012</b>	<b>05/07/2012</b>	<b>04/07/2017</b>
<b>Cycle 2</b>	<b>B++</b>	<b>2.87</b>	<b>2017</b>	<b>12/09/2017</b>	<b>11/09/2022</b>

**6.Date of Establishment of IQAC****23/07/2008****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
<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>Nil</b>	<b>0</b>

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

**NAAC guidelines**

- Upload latest notification of formation of IQAC [View File](#)

**9.No. of IQAC meetings held during the year 3**

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

- (Please upload, minutes of meetings and action taken report) [View File](#)

**10.Whether IQAC received funding from any of the funding agency to support its activities during the year? No**

- If yes, mention the amount

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

\* Indira College of Education organized numerous activities during the academic year 2023-2024, enriching the learning environment for B.Ed and M.Ed students. Highlights include the Career Guidance Programme through the Naan Mudhalvan Scheme on 7/7/2023 and a World Population Day talk on 10/7/2023. Semester II and IV exams, research colloquiums, and practical examinations were conducted successfully.

\*Dr. Joy Femila was welcomed as the Principal on 23/8/2023. Events like Teacher's Day, NSS activities, and medical camps marked September, along with the induction of new students. Practical and online exams, value-added courses, and internships spanned October and November. Students participated in Youth Fest, AIDS Awareness activities, and celebrated Ramanujar Day in December. \*Festivals like Christmas, Pongal, and Voter's Day were celebrated alongside academic milestones such as the 14th Graduation Day on 5/1/2024. Workshops and FDPs on SPSS and technology in pedagogy enhanced staff and student capabilities. \*Awareness programs for Pi Day, Consumer Day, Water Day, and Earth Day highlighted civic responsibilities. Academic inspections, SSR submissions, and mindfulness workshops in 2024 emphasized quality education. \*Environmental Day and World Elder Abuse Day promoted sustainability and social responsibility. Practical exams and international

awareness days capped off a fruitful year.

**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
To plan for academic activities	Academic Calendar preparation was done.
To establish the MOU with sister Institution	Established MOU with sister Institution Priyadarshini Dental College and Hospital .on 19.09.2022
To conduct Staff Development Programmes	Planning to conduct
To update AISHE	AISHE was updated as discussed in IQAC meeting on 21.12.2022.
To involve in extension activities	Students participated in seven days NSS Camp .
To establish Research Circle	Necessary steps were taken

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Academic and Administrative Committee	19/06/2024

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

**Part A****Data of the Institution**

<b>1.Name of the Institution</b>	<b>Indhira College of Education</b>
• Name of the Head of the institution	<b>Dr.L.A.Joy Femila</b>
• Designation	<b>PRINCIPAL</b>
• Does the institution function from its own campus?	<b>Yes</b>
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• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
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<p>* Indira College of Education organized numerous activities during the academic year 2023-2024, enriching the learning environment for B.Ed and M.Ed students. Highlights include the Career Guidance Programme through the Naan Mudhalvan Scheme on 7/7/2023 and a World Population Day talk on 10/7/2023. Semester II and IV exams, research colloquiums, and practical examinations were conducted successfully. *Dr. Joy Femila was welcomed as the Principal on 23/8/2023. Events like Teacher's Day, NSS activities, and medical camps marked September, along with the induction of new students. Practical and online exams, value-added courses, and internships spanned October and November. Students participated in Youth Fest, AIDS Awareness activities, and celebrated Ramanujar Day in December. *Festivals like Christmas, Pongal, and Voter's Day were celebrated alongside academic milestones such as the 14th Graduation Day on 5/1/2024. Workshops and FDPs on SPSS and technology in pedagogy enhanced staff and student capabilities. *Awareness programs for Pi Day, Consumer Day, Water Day, and Earth Day highlighted civic responsibilities. Academic inspections, SSR submissions, and mindfulness workshops in 2024 emphasized quality education. *Environmental Day and World Elder Abuse Day promoted sustainability and social responsibility. Practical exams and international awareness days capped off a fruitful year.</p>		
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**13.Whether the AQAR was placed before statutory body?**

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Academic and Administrative Committee	19/06/2024

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

Year	Date of Submission
2024	24/12/2024

**15.Multidisciplinary / interdisciplinary**

In our college, we prioritize multidisciplinary and interdisciplinary approaches, reflecting our dedication to providing a holistic and well-rounded educational experience. Our academic environment fosters collaboration and the integration of knowledge from diverse fields, empowering both faculty and students to transcend traditional departmental boundaries. This



dynamic approach nurtures intellectual growth, innovation, and a thriving learning community. Our curriculum embodies the spirit of multidisciplinary, offering students the opportunity to engage with a wide array of subjects. This approach allows learners to acquire insights that go beyond the scope of a single discipline, enriching their academic journey and equipping them with versatile skills essential in today's interconnected world. Such an education prepares them to navigate and excel in complex, real-world scenarios. Interdisciplinary learning is woven into our institutional fabric, demonstrated through collaborative research projects and initiatives involving faculty expertise from various disciplines. Students are encouraged to explore the intersections of fields, fostering a deeper understanding of multifaceted challenges and promoting innovative solutions. By championing multidisciplinary and interdisciplinary approaches, our college equips students with the adaptability, creativity, and critical thinking needed to address the challenges of a rapidly evolving global landscape. This holistic perspective empowers them to make meaningful contributions to society and the professional world.

#### **16.Academic bank of credits (ABC):**

The Academic Bank of Credits (ABC) at Indhira College of Education, Thiruvallur, is a forward-thinking initiative designed to offer flexibility and autonomy to students in their academic pursuits. Aligned with the National Education Policy (NEP), the ABC system facilitates the seamless accumulation, transfer, and redemption of credits earned across various courses and programs. This innovative framework empowers students to design personalized learning pathways by choosing interdisciplinary and multidisciplinary courses, both within the college and through approved institutions. The ABC system enhances lifelong learning opportunities, enabling learners to pause and resume their studies without the risk of losing credits. At Indhira College of Education, the ABC promotes academic mobility, encourages exploration across diverse domains, and supports the development of a holistic skill set. By fostering adaptability and inclusivity, the ABC prepares students to meet the evolving demands of the education sector and excel in a dynamic professional landscape.

#### **17.Skill development:**

Skill development at Indhira College of Education, Thiruvallur, is a cornerstone of our commitment to shaping competent and future-ready educators. Our programs are designed to equip

students with a diverse skill set that integrates academic knowledge with practical expertise, ensuring holistic professional growth. We offer specialized training in communication, classroom management, and the use of modern educational technologies to enhance teaching effectiveness. Workshops, seminars, and hands-on activities focus on developing critical thinking, problem-solving, and collaborative skills essential for dynamic learning environments. In addition to core teaching skills, we emphasize leadership, adaptability, and innovative practices to prepare educators for the challenges of the evolving educational landscape. Students are encouraged to engage in community-based projects, fostering social responsibility and real-world application of their skills. Through our robust skill development initiatives, Indhira College of Education empowers aspiring educators to excel as leaders, innovators, and lifelong learners in the field of education.

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

The integration of the Indian Knowledge System (IKS) into education is pivotal for preserving the rich cultural heritage and fostering holistic learning. Teaching in Indian languages plays a vital role in connecting students to their roots, enhancing comprehension, and promoting inclusivity. By using regional languages as a medium of instruction, educators enable learners to access complex concepts in a relatable and culturally relevant context, bridging the gap between traditional knowledge and modern education. Cultural integration through IKS enriches the learning experience. Incorporating traditional practices, indigenous wisdom, art forms, and philosophies into the curriculum fosters a deeper understanding of India's diverse heritage. It also instills values such as respect for nature, communal harmony, and sustainable living, essential for character development and societal well-being. The use of online courses significantly amplifies the reach and impact of IKS. Digital platforms can host multilingual content, interactive resources, and virtual workshops, making traditional knowledge accessible to a global audience. Online tools also enable innovative teaching methods, such as gamification and storytelling, to engage students effectively. By appropriately integrating IKS through teaching in Indian languages, cultural appreciation, and digital resources, education can become a transformative tool for preserving heritage while preparing students for contemporary challenges.

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

At Indhira College of Education, Thiruvallur, we prioritize the integration of the Indian Knowledge System (IKS) into our teaching methodologies to promote cultural rootedness and holistic learning. By incorporating Indian languages into the curriculum, we ensure that students develop a deep connection with their linguistic heritage, enhancing accessibility and inclusivity in education. Our teaching practices emphasize Indian cultural values, traditional wisdom, and educational philosophies, fostering a strong sense of identity and pride among future educators. Through case studies, literature, and art rooted in Indian traditions, students gain insights into the nation's rich intellectual heritage and its relevance to contemporary education. We also leverage online courses to make IKS-based learning more accessible, offering modules on Indian philosophy, ancient teaching techniques, and cultural practices. By blending technology with tradition, Indhira College of Education prepares educators who are culturally aware, globally competitive, and equipped to integrate IKS into modern classrooms.

**20.Distance education/online education:**

Indhira College of Education, Thiruvallur, recognizes the transformative potential of distance and online education in making quality learning accessible to all. Our distance education programs are designed to provide flexibility and convenience, catering to the diverse needs of aspiring educators who balance professional, personal, and academic commitments. Through robust online platforms, we offer a wide range of courses enriched with interactive content, virtual classrooms, and digital resources. These programs uphold the same academic rigor as traditional ones, ensuring learners acquire comprehensive knowledge and skills. Students benefit from personalized learning paths, self-paced modules, and real-time interactions with faculty and peers. Online education also fosters the development of technological proficiency, a critical skill for 21st-century educators. By embracing distance and online education, Indhira College of Education expands learning opportunities, empowering future educators to pursue their goals while ensuring education remains flexible, inclusive, and aligned with modern advancements.

**Extended Profile**

**1.Student**

2.1	300
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Number of students on roll during the year						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.2	Number of seats sanctioned during the year	150				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.3	Number of seats earmarked for reserved categories as per GOI/State Government during the year:	50				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
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Data Template	<a href="#">View File</a>					
2.4	Number of outgoing / final year students during the year:	150				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.5	Number of graduating students during the year	150				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.6	Number of students enrolled during the year	300				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
<b>2.Institution</b>						
4.1	Total expenditure, excluding salary, during the year (INR in	6703000				

Lakhs):	
4.2	53
Total number of computers on campus for academic purposes	
<b>3. Teacher</b>	
5.1	26
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	26
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The institution is affiliated with the Tamilnadu Teachers Education University, adhering strictly to all the university's requirements for implementing the curriculum. The B.Ed program's first year comprises 10 courses, while the second year includes 4 courses and practical components. Despite this, we actively engage in staff meetings to discuss the curriculum's nature. At the beginning of each academic year, we organize student orientation events, providing them with syllabus copies for reference. Our timetable and library feature the curriculum orientation schedule. We emphasize tailoring the curriculum to the local environment, particularly in practical coursework related to the course. This involves incorporating materials on local environmental and social issues, such as community outings and researching environmental problems. Our faculty members, serving on the Board of Study and Academic Council, play an active role in developing university level curricula. The institution has conducted seminars and workshops to deliberate on the curriculum's structure and content.</p>	

It is crucial to highlight that this year's curriculum remains unchanged, and these procedures have been in effect since the start of the academic year. The same procedures are followed for the M.Ed course, and the curriculum details can be accessed from the website (B.Ed/M.Ed).

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

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

**A. All of the above**

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

<p><b>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></p>	<p><b>A. All of the Above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://icoe.in/wp-content/uploads/2024/03/PLOs-and-CLOs.pdf">https://icoe.in/wp-content/uploads/2024/03/PLOs-and-CLOs.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**08**

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

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

10

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

300

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

300



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

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

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**150**

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

**150**

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

### 1.3 - Curriculum Enrichment

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

The educational institution prioritizes the integration of local context into its curriculum by emphasizing practical assignments relevant to the community. Faculty members actively contribute to curriculum development, serving on key boards and councils. Thorough orientation meetings are conducted at the academic year's start, providing students with curriculum copies. The library ensures easy access to syllabi for B.Ed and M.Ed programs, aiding academic planning. Timetable integration guarantees sufficient time and resource access for both programs. Workshops and seminars, involving academic staff and education specialists, are regularly held to enhance curriculum format and content. The institution's commitment to these procedures aims to create a comprehensive and enriched educational experience for students in both B.Ed and M.Ed programs.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

The university syllabus mandates first-year B.Ed. students to undertake a unique practicum component - visiting innovative schools and documenting observations. This experience exposes student-teachers to various aspects of the education system, including school development, management, diverse Boards of School Education, assessment systems, and international perspectives. The visit is designed to promote an understanding of diversity encompassing race, ethnicity, gender, socio-economic status, and more. Acknowledging and embracing diversity in schools is deemed crucial, not only for social skill development but also for enhancing academic outcomes, fostering critical thinking, and cultivating academic confidence among students. The practicum emphasizes the significance of preparing future educators to navigate and appreciate diversity in classrooms, communities, and the broader society.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher

Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Teacher education programs employ diverse curricular experiences to enhance students' professional acumen and prepare them for the complexities of the professional field. Key strategies include an interdisciplinary curriculum that amalgamates various subjects, fostering a holistic understanding of interconnected knowledge. Project-Based Learning (PBL) within the Intel practicum enhances technology competency through hands-on experience. Internships provide practical insights into the application of theoretical knowledge in school environments. Institutions actively support coops, internships, and organize campus interviews, networking events, and career fairs to help students build professional networks. These efforts aim to provide a comprehensive educational experience, equipping students not only with theoretical knowledge but also with practical skills essential for success in the teaching profession.

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

**1.4 - Feedback System**

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

All of the above

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

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

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

150

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

150

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

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

112

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

148

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

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

0

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

## 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.

**At Indira College of Education, the entry-level assessment process is designed to identify the diverse learning needs and readiness of students for the professional education program. This process begins with an initial screening that includes standardized tests**

to evaluate academic skills, critical thinking, and subject-specific knowledge. Additionally, interviews and questionnaires gather insights into students' backgrounds, motivations, and learning preferences.

Following this assessment, individualized learning profiles are created to pinpoint specific strengths and areas for improvement. This allows the faculty to tailor educational strategies and support mechanisms to meet each student's needs effectively.

Academic support at the college includes mentorship programs, access to tutoring services, and workshops focused on study skills and time management. Furthermore, a continuous feedback loop ensures that students receive ongoing evaluations and adjustments to their learning plans. This comprehensive approach not only fosters academic success but also promotes a supportive learning environment conducive to the professional development of future educators.

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

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

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**11**

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

**26**



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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.

At Indhira College of Education, a diverse range of teaching-learning modes is employed to cater to different learning styles and enhance student engagement.

1. **Experiential Learning**: This mode involves hands-on experiences, allowing students to apply theoretical concepts in real-world scenarios, fostering deeper understanding.
2. **Participative Learning**: Encouraging active involvement, this method promotes collaboration among students, enhancing communication skills and teamwork.
3. **Problem-Solving Methodologies**: Students tackle real-life challenges, which cultivates critical thinking and analytical skills, essential for their future careers.
4. **Brainstorming**: This creative approach encourages the free flow of ideas, stimulating innovative thinking and allowing students to explore diverse perspectives.
5. **Focused Group Discussions**: These discussions deepen understanding of course content, promote peer learning, and allow students to articulate and refine their ideas.
6. **Online Mode**: Incorporating digital resources and platforms expands accessibility and flexibility, catering to diverse learning preferences.

By integrating these varied modes, Indhira College of Education aims to create a holistic learning environment that prepares

students for dynamic educational landscapes and equips them with essential competencies for their professional journeys.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**98.92**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://www.youtube.com/shorts/KNGyG-a_fRo?feature=share">https://www.youtube.com/shorts/KNGyG-a_fRo?feature=share</a>
Any other relevant information	<a href="#">View File</a>

**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**

**147**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Five/Six of the above**

**activities Biomechanical and Kinesiological**  
**activities Field sports**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.youtube.com/shorts/KNGyG-a_fRo?feature=share">https://www.youtube.com/shorts/KNGyG-a_fRo?feature=share</a>
Any other relevant information	<a href="#">View File</a>

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

At Indhira College of Education, mentoring efforts are integral to cultivating professional attributes in students. Teachers foster collaboration by encouraging students to work in diverse teams, emphasizing the importance of communication and compromise. This teamwork prepares students to navigate varied perspectives, enhancing their adaptability in diverse educational settings.

Recognizing student diversity, mentors guide students in developing inclusive teaching strategies, equipping them to address the unique needs of all learners. In fostering professional conduct, mentors model respectful interactions with colleagues and authorities, highlighting the significance of professionalism and ethical behavior in educational environments.

To help students manage the pressures of home and work, mentors provide strategies for balancing responsibilities, promoting self-care, and stress management techniques. This holistic approach ensures students can sustain their well-being while pursuing professional goals.

Mentors emphasize the importance of continuous learning, urging students to stay updated with recent developments in education and

life. This includes encouraging participation in workshops, seminars, and online courses, fostering a culture of lifelong learning and adaptability in an ever-evolving educational landscape. Through these efforts, Indhira College of Education effectively prepares students for successful careers in teaching.

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

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

Five/Six of the above

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

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

At Indhira College of Education, the teaching-learning process is designed to cultivate a holistic development among students. By integrating innovative pedagogies, the college fosters creativity and encourages students to think critically and independently. Interactive teaching methods, such as group discussions, project-based learning, and hands-on activities, stimulate intellectual engagement and promote problem-solving skills.

The curriculum emphasizes the importance of empathy and emotional intelligence. Through collaborative projects and community engagement initiatives, students learn to appreciate diverse perspectives and develop a sense of social responsibility. Life skills, including communication, teamwork, and adaptability, are embedded in various learning experiences, preparing students to navigate real-world challenges effectively.

The college also encourages a culture of innovation by providing opportunities for research and exploration. Students are motivated to think outside the box, experiment with new ideas, and apply their knowledge creatively. Overall, Indhira College of Education nurtures well-rounded individuals equipped with the skills necessary for personal and professional success in today's dynamic world.

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

**2.4 - Competency and Skill Development**

<p><b>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b>  <b>Organizing Learning (lesson plan)</b>  <b>Developing Teaching Competencies</b>  <b>Assessment of Learning Technology Use and Integration</b>  <b>Organizing Field Visits</b>  <b>Conducting Outreach/ Out of Classroom Activities</b>  <b>Community Engagement</b>  <b>Facilitating Inclusive Education</b>  <b>Preparing Individualized Educational Plan(IEP)</b></p>	<p><b>All of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Ten/All of the above**

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

**2.4.3 - Competency of effective communication is developed in students**

**All of the above**

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

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

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive**

**All of the above**

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

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

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

**All of the above**

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

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

**All of the above**



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Indhira College of Education adheres to TNTEU regulations in systematically organizing its internship program. The selection of schools for internships is conducted through a participative approach, involving requests from both partner schools and student preferences, ensuring diverse and enriching experiences. Prior to the internship, school principals and teachers receive orientation sessions to clarify expectations, roles, and the collaborative nature of the program.

Students preparing for their internships undergo thorough orientation, where they are briefed on professional conduct, school culture, and pedagogical strategies to enhance their effectiveness in classroom settings. The roles of faculty members from the institution are clearly defined, serving as mentors who provide guidance and support throughout the internship process.

Assessment modes for student performance are streamlined, incorporating formative and summative evaluations, peer reviews, and feedback from mentor teachers to ensure a comprehensive evaluation of their competencies. In addition, the program exposes students to a variety of school setups, including urban, rural, and special schools, fostering adaptability and a deeper understanding of diverse educational contexts. This structured approach ensures that the internship experience is meaningful, impactful, and aligned with professional standards.

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

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

##### 2.4.9.1 - Number of final year students during the academic year

**145**

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

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

**Nine/All of the above**

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Indhira College of Education implements a robust monitoring framework during its internship program to maximize its impact on student teachers. Teacher educators play a pivotal role by providing ongoing guidance, conducting regular site visits, and facilitating feedback sessions. They assess the performance of interns in real-time, ensuring that theoretical knowledge is effectively translated into practice.

School principals contribute by fostering a supportive environment, setting clear expectations, and promoting collaboration between interns and experienced staff. Their leadership ensures that interns are integrated into the school community, enhancing their learning experience.

School teachers act as mentors, providing daily support and feedback to interns. They share best practices, model effective teaching strategies, and encourage reflective teaching, enabling interns to develop their skills in a practical setting.

Peer-to-peer interactions are also emphasized, with interns participating in collaborative lesson planning and sharing experiences. This fosters a sense of camaraderie and encourages mutual learning. Overall, the combination of these monitoring mechanisms ensures that the internship program at Indhira College of Education is both impactful and transformative for future educators.

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

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

All of the above

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

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

**Five of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **2.5 - Teacher Profile and Quality**

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

**26**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

26

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

267

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

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

**At Indira College of Education, teachers actively engage in professional development through various collaborative efforts.**

One key initiative is the organization of in-house discussions centered around current developments and pressing issues in education. These sessions foster a culture of continuous learning, enabling educators to exchange ideas, reflect on teaching practices, and stay informed about innovative pedagogical approaches.

Additionally, teachers at the college prioritize sharing information with colleagues and other educational institutions regarding relevant policies and regulations. This collaboration not only enhances their understanding of the regulatory landscape but also encourages a network of support among educators. By participating in workshops, seminars, and conferences, faculty members are able to gain insights from experts and incorporate best practices into their curriculum.

Overall, the commitment of teachers at Indira College of Education to ongoing professional development is evident through their proactive engagement in discussions and their dedication to knowledge-sharing, ensuring they remain equipped to meet the evolving demands of the educational landscape.

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

**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

Indhira College of Education implements a robust Continuous Internal Evaluation (CIE) system designed to enhance student learning and academic performance. The major components of CIE include regular formative assessments, periodic tests, and comprehensive feedback mechanisms.

Formative assessments consist of quizzes, assignments, and group discussions, conducted throughout the semester to gauge student understanding and progress. These assessments encourage active participation and allow instructors to identify areas needing improvement.

Periodic tests, including mid-semester and end-semester

examinations, further evaluate students' grasp of the curriculum. These tests are designed to align with learning outcomes and provide a structured format for assessment.

Feedback is a crucial element of CIE at Indhira College; students receive constructive feedback on their performance, enabling them to reflect on their learning and make necessary adjustments. Additionally, student-teacher interactions are encouraged to discuss performance and set learning goals.

Overall, the CIE framework at Indhira College of Education fosters a supportive learning environment, promotes accountability, and enhances student engagement, ultimately contributing to higher academic standards.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ul style="list-style-type: none"> <li><b>Display of internal assessment marks before the term end examination</b></li> <li><b>Timely feedback on individual/group performance</b></li> <li><b>Provision of improvement opportunities</b></li> <li><b>Access to tutorial/remedial support</b></li> <li><b>Provision of answering bilingually</b></li> </ul>	<p><b>Five of the above</b></p>
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Indhira College of Education has established a robust mechanism for grievance redressal concerning examinations, ensuring transparency and fairness in the evaluation process. The college has designated a Grievance Redressal Committee, comprising faculty members and student representatives, to address examination-related concerns promptly.

Students can lodge their grievances through a formal written complaint or via an online portal dedicated to this purpose. The committee reviews each complaint thoroughly, emphasizing confidentiality and impartiality. Regular meetings are held to discuss pending issues, and the committee aims to resolve grievances within a stipulated period, usually within two weeks.

Additionally, the college conducts orientation sessions to educate students about their rights and the grievance redressal process. Feedback mechanisms, such as suggestion boxes and surveys, are also in place to gather student insights and improve the system continually. The administration is committed to fostering a supportive environment, ensuring that students feel heard and valued. Overall, the grievance redressal mechanism at Indhira College of Education is designed to uphold academic integrity and maintain trust in the examination process.



File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Indhira College of Education follows a structured mechanism to adhere to the academic calendar for conducting Internal Evaluations. The academic calendar is meticulously prepared at the beginning of the academic year, outlining key dates for assessments, including internal evaluations, mid-term exams, and assignments. This calendar is communicated to all faculty and students through orientation sessions and official notices.

Regular meetings with faculty are conducted to ensure alignment with the academic calendar, allowing for timely preparation and execution of evaluations. The college employs a systematic approach to scheduling internal assessments, ensuring they do not conflict with other academic activities. Faculty members are encouraged to submit their evaluation plans in advance, which are reviewed and integrated into the calendar.

To maintain transparency and accountability, the college utilizes a digital platform for announcements and updates related to internal evaluations, allowing students to access important dates and requirements easily. Feedback from previous evaluations is incorporated to continuously improve the process. By adhering to this structured mechanism, Indhira College of Education ensures that internal evaluations are conducted fairly and efficiently, supporting the overall academic integrity of the institution.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

Indhira College of Education ensures alignment of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process through a structured framework that integrates curriculum design, instructional strategies, and assessment methods. The institution begins by clearly defining PLOs that reflect the competencies and skills expected from graduates, ensuring they meet industry and educational standards.

CLOs are subsequently developed for each course, directly linked to the overarching PLOs, providing a clear roadmap for both instructors and students. Faculty members employ diverse instructional methods, including interactive lectures, collaborative projects, and practical workshops, which are tailored to foster the attainment of these outcomes.

Assessment is another critical component, as it is designed to measure student progress concerning PLOs and CLOs through formative and summative evaluations. Feedback mechanisms allow for continuous improvement of teaching practices and curriculum relevance. Furthermore, regular reviews and faculty training sessions ensure that all stakeholders remain aligned with the educational goals of the institution, ultimately enhancing the effectiveness of the teaching-learning process.

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

**2.7.2 - Pass percentage of Students during the year**

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

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

At Indhira College of Education, the progressive performance of students is systematically monitored to ensure alignment with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). This process involves regular assessments, feedback mechanisms, and reflective practices that foster continuous improvement. Faculty members employ a variety of evaluation tools, including formative and summative assessments, to track student progress and identify areas for enhancement.

In addition, the college emphasizes the development of professional and personal attributes, such as critical thinking, communication skills, and ethical practices. Workshops, seminars, and collaborative projects are incorporated into the curriculum to promote these attributes, ensuring that students are well-prepared for their future careers.

Data collected from assessments and student feedback is analyzed to identify trends and areas requiring attention. This information drives curriculum adjustments, faculty training, and resource allocation, creating a dynamic learning environment. By prioritizing the alignment of student performance with PLOs and CLOs, Indhira College of Education fosters a culture of excellence and innovation, ultimately enhancing educational outcomes and preparing students for success in their professional and personal lives.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

145

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

At Indhira College of Education, the performance of students on assessment tasks significantly mirrors their initially identified learning needs. For instance, when students are assessed through differentiated tasks—such as group projects for collaborative skills or individual presentations for public speaking—those who previously struggled with teamwork showcase marked improvement, indicating that their learning needs are being addressed effectively.

Moreover, formative assessments, like quizzes and reflective journals, allow educators to identify gaps in understanding and tailor their instruction accordingly. For example, a student who initially displayed difficulty in grasping educational theories may excel in a subsequent task after targeted interventions, such as personalized tutoring or peer-assisted learning sessions.

Additionally, the inclusion of diverse assessment formats—such as practical demonstrations for kinesthetic learners—enables students to leverage their strengths, further highlighting the alignment between assessment outcomes and their learning needs. Overall, the tailored approach to assessment at Indhira College not only identifies but actively supports students in overcoming their challenges, leading to enhanced performance that reflects their growth and evolving competencies.

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

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

Students feel positively about the teaching and learning process, highlighting effective communication and support from faculty. However, some stu

## 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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

4

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b>	<b>All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>All of the above</b>

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.2 - Research Publications

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

26

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

05

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

#### 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

150



File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

06

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

150

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Outreach activities play a crucial role in sensitizing students to social issues and fostering community development. By engaging directly with local communities, students gain firsthand exposure to societal challenges and develop a sense of responsibility. Activities such as organizing health camps, conducting awareness rallies on topics like AIDS prevention and voter education, and celebrating key days like Water Day and Earth Day instill awareness about pressing social and environmental issues.

Participation in NSS initiatives and field visits to villages enables students to address community needs while understanding

diverse perspectives. For example, distributing essential supplies, planting trees, and conducting educational programs promote sustainable practices and empathy. Such initiatives allow students to connect theoretical knowledge with real-world applications, enhancing problem-solving and leadership skills.

These experiences cultivate a spirit of social commitment, encouraging students to contribute actively to societal well-being. By reflecting on their contributions, students become more conscious of their roles as changemakers, ready to support inclusive and sustainable community development.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.4 - Collaboration and Linkages

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

Nil

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

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

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

23

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

- Dedicated faculties who are committed and well-trained.
- A striking and practical atmosphere.
- Upscale infrastructure.
- Linguaphone in a language lab.
- A fully equipped ICT lab with internet access.
- A psychology lab with the necessary equipment and tools.
- More than 10,051 books, National and International journals, and periodicals are housed in a well-kept library.
- A lab with the necessary physical and natural science equipment.
- Facilities for the fine arts with adequate equipment Smart Schools.
- Cost-effective canteen facility.
- Facilities for transportation with a bus fleet.
- Public address system with campus fire extinguishers that are Wi-Fi enabled to make it simple to give students crucial information.
- CCTV cameras both inside and outside, along with two LCD screens, are used for security and efficient administration.
- A large, clean hostel with wholesome meal options for both boys and girls.
- A large playground with a pavilion where you may play badminton, volleyball, Cricket and kabaddi
- On-campus medical care is available around-the-clock.
- Concentrate on getting ready for the TET and CTET exams.
- The college gives students access to a seminar room, smart classrooms, and a class library, all of which are designed.
- To improve learning and prepare students to be great teachers.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://icoe.in/index.php/campus-tour/">https://icoe.in/index.php/campus-tour/</a>
Any other relevant information	<a href="#">View File</a>

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

1630000

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.2 - Library as a Learning Resource**

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

The college library has a vast collection of text books and general books, International and National journals, to cater to the needs of both UG and PG students. Separate sections for General, Reference books, Journals and Periodicals, Magazines are provided along with a browsing facility to access online databases and academic information. As per the recommendations of the committee all the books in the reference section are affixed with the Call Number, Spine Labels legibly printed and arranged by that number. The same procedure is being used for the books meant for circulation. The committee also recommended the journals, back

volumes of journals. Student project reports to be arranged in a systematic order department wise for easy accessibility. New arrivals of books are displayed on the Notice Board. Safety measures like Pest control, Dusting every day and fire extinguishers are provided. Special services too differently-abled users. Accessibility through Online Public Access Catalogue (OPAC) Open access to books and journals. N-LIST(National Library and information Services Infrastructure for Scholarly Content) software taken recently for digital Library to refer books online.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://icoe.in/index.php/library/">https://icoe.in/index.php/library/</a>
Any other relevant information	<a href="#">View File</a>

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

Indhira College of Education facilitates remote access to its library resources through a secure and user-friendly gateway. This gateway typically includes a web-based platform accessible via the college's official website.

Upon logging in with their credentials, both teachers and students gain access to a comprehensive array of digital resources, including e-books, academic journals, databases, and research tools. The gateway employs authentication protocols to ensure authorized usage, maintaining the integrity and security of the library's resources.

Users can search, browse, and retrieve materials based on their academic needs, enhancing the efficiency of their research endeavors. Additionally, the gateway may feature personalized functionalities such as bookmarking, citation management, and collaborative tools, fostering a conducive environment for scholarly engagement and knowledge dissemination.

Regular updates and technical support ensure smooth navigation and utilization of the remote access system, empowering the college community to leverage its library resources effectively regardless of their physical location.

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

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

**Four of the above**

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

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

**1160213**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**142**

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

<b>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</b>	<b>Two of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

#### ICT facilities:

The institution is equipped with high speed internet and Wi-Fi enabled campus. There are three LCD projectors, three laptops, four smart boards, digital camera. The office is furnished with high configured systems, connected with internet and Wi Fi, and



has Biometric system and CCTV cameras. Computer systems are upgraded as per the requirements of the college.

**Accessibility:** The staff and students have an access to internet with a separate user name and password. In the college LAN and Broadband internet connections are connected to the Principals office, Staffrooms of M.Ed and B.Ed, office, library, and computer lab. Usage of multimedia is encouraged to construct and Convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities. Power point presentations, seminars and assignments etc are possible through the ICT facilities. ET equipment is used for preparing teaching learning materials, ICT facilities to enhance Teaching competencies and for research.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

15:3

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>

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

**One of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://icoe.in/index.php/course/">https://icoe.in/index.php/course/</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://icoe.in/index.php/course/">https://icoe.in/index.php/course/</a>
Any other relevant information	<a href="#">View File</a>

#### **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)**

**4460000**

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

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

The infrastructure pertaining to physical, academic and support facilities in college are regularly maintained to ensure that they are of maximum benefit to the students as well as teaching and non-teaching staff. Staff members are deputed to ensure maintenance of the campus. There are various committees like Library, Sports, Website Development, Resource Centers (Labs) etc. to ensure proper maintenance and upkeep. Suitable budget is allocated every year for the maintenance of various facilities.

The committees meet regularly to monitor the optimum use of physical, academic and support facilities which are accessible to the students and staff of the college. Maintenance of Library

**Facilities:** The books and journals are maintained against disfiguring. The Library Committee has been constituted for coordination in respect of learning resources, procurement of new books & renewal of journals.

**Computers:** The institute has an adequate number of computers with internet connections and utility software. IT infrastructure is maintained by the head, IT Coordinator along with departmental coordinator.

**Classrooms & Conference Hall:** Classrooms and Conference halls are provided with enough seating capacity and LCD projectors.

**Laboratory:** Laboratories are regularly maintained by the Laboratory attendant. Equipment is maintained properly, calibrated and serviced periodically.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://icoe.in/index.php/campus-tour/">https://icoe.in/index.php/campus-tour/</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

<b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	<b>Nine or more of the above</b>
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File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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>	<b>A. All of the above</b>
File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</b>	<b>Three of the above</b>

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

## 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
<b>100</b>	<b>150</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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).

**40**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

35

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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 is an important platform consisting of students and supervised by seniors. The Student Council acts as an umbrella body for all the clubs and committees on campus, ensuring their smooth functioning at each juncture. Apart from being the link between the students and the management, the Student Council is responsible for the brand enhancement of the campus and constantly strives towards making the experience of the student on campus comfortable and enriching. It is the responsibility of the Council to ensure that all events, activities and interactions on campus are conducted in a manner acceptable to the culture and norms of the institutions. The Council will assist all clubs and committees on campus with their functioning and conducting of various other activities. It provides opportunity to students to develop their leadership skills, attitude, personality and many other aspects for holistic development. It operates with a sense of

responsibility in dealing with the student concerned activities. The Institute also encourages participation of student representatives in various decisions making, academic and administrative committees, this enables them in acquiring better academic environment.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.4 - Alumni Engagement

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

The Alumni plays an indispensable and active role in the day-to-day functioning of the institution, contributing across various dimensions. Firstly, their involvement extends to motivating freshly enrolled students, sharing their experiences, and serving as inspirational figures, fostering a positive learning



environment. Additionally, alumni contribute significantly to in-house curriculum development, infusing real-world insights and industry relevance into academic programs.

Beyond the confines of traditional classroom activities, alumni take the lead in organizing various extracurricular events and activities. This not only enriches the overall campus experience but also provides students with a holistic development platform. Moreover, alumni actively support curriculum delivery by offering guest lectures, workshops, and practical insights, bridging the gap between academia and industry.

Mentoring emerges as another crucial aspect, where alumni provide guidance and advice to students, helping them navigate academic challenges and career decisions. Financial contributions from alumni play a pivotal role in the institution's growth, funding infrastructure development, scholarships, and research initiatives. Lastly, alumni offer valuable placement advice and support, leveraging their professional networks to facilitate job opportunities for current students. In essence, the active involvement of alumni in these multifaceted capacities significantly enhances the overall institutional ecosystem.

The alumni acts as a rich source of updating the curriculum. Our Faculty conducts informal interviews to elicit feedback about the relevance of the course content, coverage, etc. Interaction with them provides feedback on the relevance of the course content, methods of teaching and use of teaching aids based on the needs in the community.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Five/Six of the above**

**activities other than class room activities**  
**Support to curriculum delivery Student**  
**mentoring Financial contribution Placement**  
**advice and support**

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

1

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

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

The Alumni plays an indispensable and active role in the day-to-day functioning of the institution, contributing across various dimensions. Firstly, their involvement extends to motivating freshly enrolled students, sharing their experiences, and serving as inspirational figures, fostering a positive learning environment. Additionally, alumni contribute significantly to in-house curriculum development, infusing real-world insights and industry relevance into academic programs.

Beyond the confines of traditional classroom activities, alumni take the lead in organizing various extracurricular events and activities. This not only enriches the overall campus experience but also provides students with a holistic development platform. Moreover, alumni actively support curriculum delivery by offering guest lectures, workshops, and practical insights, bridging the gap between academia and industry.

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

## 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.

Indhira College of Education strives to nurture future educators through a governance system rooted in visionary leadership and inclusive participation. The institution's vision is to empower students with knowledge, skills, and values to become competent

educators who contribute positively to society. Its mission is to provide quality teacher education, foster innovation, and promote holistic development through a collaborative learning environment.

The governance structure emphasizes transparency, accountability, and inclusivity. Perspective plans align with the institution's vision, focusing on academic excellence, infrastructure development, and community engagement. Decision-making involves active participation from all stakeholders. Teachers contribute through academic councils and research initiatives, ensuring curriculum relevance and quality. Students are included via feedback mechanisms and representation in student forums, ensuring their voices shape institutional policies. Non-teaching staff participate in administrative discussions, enhancing operational efficiency.

This participatory approach ensures that governance reflects a shared commitment to the institution's growth, fostering a culture of collaboration and excellence.

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

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

Indhira College of Education embraces decentralization and participative management as integral aspects of its governance to promote collective decision-making and operational efficiency. The institution delegates authority across various levels, ensuring that responsibilities are equitably distributed among academic, administrative, and support units.

The decentralized structure allows academic departments to independently plan and execute curriculum delivery, research

activities, and student enrichment programs. Administrative tasks are efficiently managed through designated committees, ensuring timely and effective execution of institutional policies.

Participative management is reflected through the active involvement of stakeholders. Faculty members contribute to curriculum design, policy formulation, and research initiatives through academic councils and committees. Students engage in decision-making via class representatives, student councils, and feedback mechanisms, providing insights into academic and co-curricular improvements. Non-teaching staff are included in administrative discussions, enhancing operational support and fostering a cohesive working environment.

This inclusive approach ensures that decisions are well-informed and reflect the diverse perspectives of all stakeholders, creating a transparent, dynamic, and collaborative institutional culture.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Indhira College of Education functions as a self-financed institution, where the management of salaries and expenditures is directly overseen by the Trust. Student fees, aligned with established norms, serve as a key self-generated resource, covering staff salaries and operational expenses. The Trust centrally manages fee handling and college funds, ensuring financial transparency through regular audits. Payments are processed via cheques, enhancing financial accountability, while scholarships and student benefits are directly disbursed to recipients' bank accounts.

Academically, the college provides the B.Ed. course, with student admissions based on their performance in undergraduate (UG) courses, following guidelines from the Tamilnadu Teachers Education University and the State government.

In terms of administration, all staff members, including both teaching and non-teaching staff, actively participate. At the commencement of each session, individuals are assigned additional responsibilities alongside their regular duties. The institution annually forms various committees to oversee diverse aspects of college activities, fostering a collaborative and organized approach to administrative matters.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 adopts a proactive stance in academic planning, devising a tentative academic plan and flexible calendar well in advance of each session. This collaborative effort involves senior faculty members, committee convenors, and input from practicing school administrators to align teaching practice activities effectively.

Emphasizing the significance of feedback, the institution gathers input from various stakeholders based on the preceding academic session. This input becomes pivotal in shaping future activities, striving for academic excellence. During the 'Annual Plan' meeting, faculty members and the principal collaborate to consolidate these plans. The coordinator conducts an initial review, openly discussing suggestions or modifications for further consideration.

In a final step, the Principal, in coordination with the Internal Quality Assurance Cell (IQAC), grants approval to the annual plan, readying it for implementation. This inclusive and decentralized approach ensures democratic development of the annual plan, fostering collective ownership and commitment to the institution's educational objectives.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://icoe.in/index.php/organogram/">https://icoe.in/index.php/organogram/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Indhira College for Education upholds a meticulously maintained academic environment, overseen by the Principal, who holds the highest authority within the college. Collaborating with the Teachers' Council, the Principal plays a pivotal role in ensuring and maintaining academic standards.

Policy decisions of significance are enacted by the Chairman of the college, with effective communication to the college community facilitated by the CEO. Supporting the Principal within the college structure are key individuals, including the Secretary, Teachers' Council, and various subcommittees.

The Principal assumes responsibility for the execution of both academic and administrative plans and policies, relying on the collaboration of these subcommittees to seamlessly operate college activities. Furthermore, the institution features an IQAC Cell and multiple committees dedicated to specific areas, including Academics, Admissions, Examinations, Library Management, Games and Sports, Discipline, Planning and Development, Purchase, and Research and Development.

This comprehensive structure underscores the college's commitment to maintaining elevated academic standards and cultivating a conducive learning environment throughout the 2023-2024 academic year.

File Description	Documents
Link to organogram on the institutional website	<a href="https://icoe.in/index.php/organogram-2/">https://icoe.in/index.php/organogram-2/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Regular meetings are a standard practice among diverse committees, cells, and bodies within the institution, such as the Placement Cell, Admission Cell, Guidance and Counseling Cell, and Academic Committee. These gatherings serve as platforms for discussion and the exchange of suggestions to optimize the institution's efficiency and functionality. Recognizing the value of individual perspectives, issues raised during these meetings are promptly addressed and resolved.

The meticulous planning and execution of activities by these bodies and committees involve a well-structured planning and evaluation system. Detailed records, including minutes of staff meetings, are maintained to uphold transparency and



accountability.

Dedicated to ensuring the timely implementation of both academic and cultural events as per the established calendar, the college's various bodies and committees make decisions during these meetings, which are thoroughly documented. Proactive measures are then taken to translate these decisions into practical actions on the ground.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

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

the institution prioritized the well-being and professional development of its faculty and staff through various supportive measures. Faculty members were encouraged to share and acquire knowledge by delivering guest lectures at other higher learning institutions. 12 days of Casual Leave and 12 days of Earn Leave per calendar year is provided to staff .

Both teaching and non-teaching staff benefitted from exclusive transport facilities, while the management contributed to the Provident Fund for non-teaching staff. The institution took comprehensive steps to ensure the health and safety of its staff, providing emergency medical care, ambulance services, and first-aid on campus. Additionally, free medical health checkups were extended to all staff members.

Opportunities for professional development were facilitated

through overdraft provisions for attending seminars and workshops. Staff excellence was acknowledged through awards, and the availability of a drinking water RO system further emphasized the institution's commitment to the holistic well-being and growth of its faculty and staff.

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

### 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

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	<a href="#">View File</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

3

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

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

**13**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Indhira College of Education has implemented robust mechanisms for assessing and utilizing performance evaluations to enhance the quality of teaching, research, and service provided by both faculty and staff. The institution meticulously analyzes and applies the outcomes of these assessments and annual performance appraisals.

To foster open feedback on faculty performance, a suggestion box is maintained, accessible to all stakeholders. The college actively seeks and encourages regular student feedback, providing students the freedom to directly communicate their opinions to the principal and management. Opportunities are created for students to share perspectives on academic and co-curricular programs throughout the academic year.

Comprehensive evaluations by the Principal, Management, students,

and peers are integrated into the assessment process. At the academic year's conclusion, the college collects written feedback from students, including sections dedicated to evaluating the performance of faculty and staff members. These processes involve the active participation of decision-making bodies, committees, and organizational personnel, ensuring the institution consistently strives for improvement based on constructive feedback and evaluations.

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

#### 6.4 - Financial Management and Resource Mobilization

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

Indhira College of Education has implemented a comprehensive system to ensure meticulous accounting of student fees, receipts, and payments, prioritizing transparency and financial responsibility. This system, consistently applied over the past five years, includes both internal and external audits.

The internal financial committee plays a pivotal role, conducting a thorough semi-annual examination of all vouchers. This scrutiny extends to verifying expenses across various categories, with a detailed review of bills and vouchers. Any discrepancies uncovered during this meticulous examination are promptly reported to the Principal for necessary action.

Simultaneously, mechanisms are in place to monitor the efficient utilization of financial resources. The college's budget covers both recurring and non-recurring expenses, meticulously allocating funds for salaries, utilities, maintenance, and other consumables. The vigilant accounting department closely monitors expenditures,

ensuring judicious use of financial resources in alignment with the institution's objectives. This commitment to financial integrity, reflected in robust auditing and diligent budgetary management, underscores the college's dedication to efficient financial resource utilization and accountability.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Rs . 75000**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Indhira College of Education operates as a self-financed institution, relying solely on its own generated income for program implementation. It does not receive any external grants. The primary revenue sources include student fees, which adhere to NCTE and affiliating university norms, as detailed in the annual budget. Financial procedures, including budgeting and auditing,

are carried out regularly and follow standardized protocols.

The institution practices transparent financial planning to allocate funds adequately across all college activities. It strictly adheres to approved financial management procedures and comprehensively budgets for all expenditures. In the financial realm, the college ensures compliance with legal limits and maintains transparency in all transactions.

The institution's primary sources of funding encompass student fees (covering tuition, college facilities, hostel accommodations, transportation, etc.), bank loans, and contributions from the society and promoters. At the outset of each financial year, careful planning is undertaken to effectively utilize these financial resources. Expenditure typically includes salaries, departmental budgets, infrastructure development, maintenance, administrative costs, cultural and co-curricular activities, as well as promotional endeavors.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 implemented a series of protocols designed to foster quality assurance and enhance accountability among its members. These procedures include:

Each IQAC member is assigned explicit roles and responsibilities, ensuring accountability for their contributions to advancing quality assurance within the institution.

Prioritizing student needs, the IQAC aligns its decisions with the requirements and aspirations of the student body.

The IQAC plays a pivotal role in developing teaching plans for all courses, supplementing regular curricular activities with action

plans for a comprehensive approach to educational planning.

Formal and informal discussions assess the effectiveness of teaching plans, enhancing the overall teaching-learning experience.

Systematic collection and analysis of feedback from participants and stakeholders provide valuable insights for data-driven decision-making and continuous improvement.

The IQAC dedicates significant efforts to systematically document all institutional activities, ensuring meticulous recording for future reference and accountability.

Value added courses were implemented to enrich students' knowledge and FDP's for staff to enrich their knowledge were conducted.

In essence, these IQAC procedures establish a robust framework for accountability, advancing quality assurance efforts across various dimensions.

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

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

Indhira College of Education is unwavering in its commitment to elevating education quality and adapting to evolving educational and societal needs. To ensure program excellence, the institution has established a dedicated cell tasked with assessing program performance, emphasizing meticulous planning and effective execution of academic initiatives. Several innovative approaches contribute to this commitment, including the integration of multimedia for teaching and learning, hands-on experiences through Socially Useful Productive Work (SUPW) and Statistical Package for the Social Sciences (SPSS) training, team teaching, and peer teaching.

The institution actively engages eminent speakers for guest and extension lectures, conducts simulated teaching presentations by students on various topics, hosts group discussions and panel sessions, and enriches library resources. Research seminars for M.Ed. students, a closer association with mentor teachers, and two sessional examinations aligning with university guidelines further contribute to the incremental improvement observed across various activities.

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

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

15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Four of the above



**quality initiatives with other institution(s)**  
**Participation in NIRF**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://icoe.in/wp-content/uploads/2024/05/IQAC-MINUTES-2023-2024_1.pdf">https://icoe.in/wp-content/uploads/2024/05/IQAC-MINUTES-2023-2024_1.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://icoe.in/NAAC/AOAR%202022-2023.pdf">https://icoe.in/NAAC/AOAR%202022-2023.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Indhira College of Education conducts regular reviews of its teaching and learning processes, operational procedures, and learning outcomes to ensure continuous improvement. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in these efforts, consistently assessing and enhancing the quality of the teaching and learning experience.

The college diligently plans its academic calendar in advance, ensuring accessibility for all stakeholders and maintaining strict adherence to its schedule. New students actively participate in orientation programs covering the institution's educational philosophy, teaching and learning methodologies, continuous assessment practices, compulsory core curriculum, cultural activities, and disciplinary culture. Prior to the academic year,

students receive information about timetables and course syllabi.

Regular class committees gather feedback from students, facilitating necessary adjustments to teaching and learning processes. The Institutional Quality Assurance Cell (IQAC) adopts a learner-centered approach, continually evaluating and refining policies to align with this ethos.

Two noteworthy examples of incremental improvements achieved during the year include strengthening institutional relationships through various Memorandums of Understanding (MoUs) and fostering social responsibility among student-teachers by establishing and operating an evening school, along with providing healthy snacks to its attendees. These initiatives reflect the institution's commitment to ongoing enhancement and student-centric development. FDP and value added courses were organised and implemented.

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

## 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.

#### Institutional Values and Social Responsibilities

At Indhira College, the regular upkeep of electronic devices is vital to ensure their durability and efficient operation. Technicians and staff should perform routine inspections to promptly identify and resolve potential issues. This includes clearing dust and debris from vents and internal components to prevent overheating, updating software and firmware to maintain security and functionality, and checking hardware for signs of wear or damage. Preventive measures such as battery conditioning, proper cable management, and periodic data backups should also be

integral to the maintenance process. A well-implemented maintenance program can significantly extend the life of electronic devices, minimize downtime, and reduce costs associated with repairs and replacements.

Natural ventilation utilizes the flow of outdoor air to cool and refresh indoor environments. Through strategically placed windows, vents, and openings, a continuous exchange of air is achieved without relying on mechanical systems. This method not only decreases energy consumption but also enhances indoor air quality, making it both sustainable and cost-effective. Similarly, LED lighting offers an energy-efficient alternative, providing bright illumination while consuming substantially less electricity compared to traditional incandescent bulbs. LEDs have a longer lifespan and emit less heat, further contributing to energy conservation. Inverter air conditioners, on the other hand, optimize energy usage by adjusting compressor speeds based on cooling demands. This ensures consistent comfort, reduces power consumption, and lowers operational costs, making them an efficient choice for maintaining a comfortable indoor environment.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

#### 7.1.2 Waste Management

Indhira College demonstrates its dedication to environmental sustainability through the implementation of waste management policy. This policy is designed to ensure the responsible handling, reduction, and disposal of waste generated on campus, reflecting the institution's commitment to eco-friendly practices.

The policy emphasizes a systematic approach to waste management, starting with source segregation. Designated bins are provided for recyclable, non-recyclable, and hazardous waste, ensuring efficient sorting from the outset. To promote proper waste disposal, the college conducts regular awareness campaigns and

workshops for students, staff, and faculty, fostering a culture of environmental responsibility.

The implementation process ensures the policy's effectiveness. Trained personnel oversee waste collection and sorting, ensuring that recyclable materials like paper, plastics, and glass are sent to local recycling facilities. Non-recyclable waste is disposed of responsibly in line with local regulations, while hazardous waste, including electronic waste and chemicals, is handled with strict adherence to safety protocols.

Regular waste audits are conducted to evaluate waste generation trends and identify opportunities for improvement. Initiatives to minimize waste include reducing paper use and encouraging reusable alternatives, such as water bottles and containers.

Indhira College's waste management policy highlights its commitment to sustainability by fostering an environmentally conscious campus culture. This initiative not only contributes to a cleaner and greener campus but also reflects the college's proactive role in protecting the environment for future generations.

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

<b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b>	<b>All of the above</b>
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File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

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

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

#### **7.1.5 Maintenance of Cleanliness and Green Cover on Campus**

Indhira College is committed to fostering a clean, pollution-free, and eco-friendly campus environment, embracing a "Go Green" philosophy that emphasizes sustainability through tree planting and preservation. We recognize that a clean and green campus is essential for the well-being of our community and the surrounding ecosystem.

To maintain a pollution-free environment, the college has implemented waste management and recycling systems that ensure the responsible disposal of waste.

Our dedication to the "Go Green" initiative is reflected in our ongoing efforts to expand green spaces on campus. Tree planting activities are regularly organized to enhance biodiversity, improve air quality, and create tranquil, natural settings for students and faculty.

Indhira College's commitment to cleanliness, green cover, and sustainable practices highlights our role as a responsible institution working toward a sustainable and eco-conscious future. By promoting environmental values, we aim to inspire our campus and the broader community to protect and preserve the natural world.

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

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

All of the above

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

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

5,87,948

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

#### 7.1.8 Community Practices

The NSS unit of Indhira College has undertaken impactful initiatives to uplift the village of Gudiyam, Kuppathupalayam, in the Thiruvallur district, focusing on holistic community development and well-being.

A central aspect of this initiative is the provision of essential resources. NSS volunteers actively distribute food, clothing, and study materials to the villagers, recognizing that access to these basic necessities is fundamental to fostering dignity and empowerment.

Beyond material support, the NSS unit emphasizes education and awareness as key drivers of positive change. Volunteers organize awareness campaigns and educational programs on crucial topics such as health, hygiene, and environmental sustainability. By sharing valuable knowledge, the initiative aims to empower residents and enhance their overall quality of life.

Indhira College's commitment to social responsibility is evident in its efforts to address both the immediate and long-term needs of the community. By combining resource provision with education and awareness, the NSS unit strives to create meaningful and lasting change while inspiring similar initiatives in the wider community.

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

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

**A. All of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **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

### **1. Students Donating Saplings on their Birthday**

**Indhira College of Education initiated the practice of students donating saplings during their B.Ed. and M.Ed. graduation**



ceremonies to promote environmental conservation. The initiative aims to instill ecological responsibility and create a sustainable legacy tied to students academic journeys. Each graduate donates a sapling which is planted on campus or in nearby areas to enhance green cover. Over the years this has significantly improved biodiversity and air quality, fostering a connection between students and environmental causes. Alumni often revisit to see their saplings . Challenges like ensuring proper maintenance were overcome with resources like water supply and dedicated personnel.

**2. Eradication of Social Evils by NSS**

The NSS unit at the institution has successfully addressed social issues through awareness campaigns, workshops, and street plays. Focused on eradicating evils like gender discrimination, substance abuse and illiteracy, students actively engage with communities, spreading awareness and empowering individuals. Initiatives such as door-to-door surveys and rallies have brought noticeable changes, including increased awareness of specific issues. Despite challenges like resistance from communities and limited resources, the practice has been effective, earning recognition from local authorities. These initiatives demonstrate the institution’s commitment to social responsibility and holistic student development.

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

**7.3 - Institutional Distinctiveness**

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

The preparation of sensitive and highly value-based teachers is essential for shaping a harmonious and progressive society. Indhira College of Education plays a pivotal role in this mission by integrating cultural inclusivity, moral education, and ethical sensitivity into its teacher training programs. By celebrating all religious festivals on campus, the college fosters respect for diversity and interfaith harmony, encouraging student-teachers to appreciate the richness of varied traditions and cultures. These

celebrations serve as platforms for students to engage in meaningful dialogues and develop a broader perspective on unity in diversity.

Additionally, the institution emphasizes moral teaching through daily morning assemblies, which include inspiring stories, motivational quotes, and prayers from different religions. This practice instills core values such as empathy, integrity, and social responsibility, essential for nurturing compassionate educators. Morning assemblies also provide an opportunity for student-teachers to reflect on the importance of ethical behavior and the role of values in shaping young minds.

Indhira College of Education prepares future educators to be inclusive, value-driven, and socially conscious. By combining academic excellence with moral and cultural sensitivity, the college ensures that its graduates are well-equipped to lead and inspire the next generation, contributing to a just and equitable society.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>