YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	INDHIRA COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. J.R. LETCHUMI
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04427650440
• Mobile No:	9841049379
• Registered e-mail ID (Principal)	indhiraeducation@gmail.com
• Alternate Email ID	icoe.principal@indiraeducational.org.in
• Address	NO.1, V.G.R GARDENS, V.G.R NAGAR, PANDUR VILLAGE
• City/Town	TIRUVALLUR
• 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	**TAMIL NADU TEACHERS EDUCATION UNIVERSITY**
• Name of the IQAC Co-ordinator/Director	**Mrs. N. JAYAVARDHINI**
• Phone No.	**9841049379**
• Alternate phone No.(IQAC)	**04427650440**
• Mobile (IQAC)	**9884164692**
• IQAC e-mail address	**indhiraeducation@gmail.com**
• Alternate e-mail address (IQAC)	**office.icoe@indiraeducational.org**
3.Website address	https://www.icoe.in
• Web-link of the AQAR: (Previous Academic Year)	https://icoe.in/NAAC/AQAR%202019-2020.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.icoe.in

5.Accreditation Details

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

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/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	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)

1. District Level Webinar was conducted on Health makes of Pre-Adolescent on 18-06-2020 2. Intenational Webinar was organized on Six Sigma. 3. Webinar on Eradication of Drug Menance was conducted on 12-02-2021 4. Covid-19 Vaccination camp 5.Online teaching using ICT tools

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
In the meetinga of IQAC, it was decided that the faculty members will coordinate the organisation of Seminars, Conference, Enrichment Lectures, Scholastic & CoScholastic Activities. During the session the following Webinars were organised:	Various Co- Curricular Activities were also organised.
To Conduct Webinars, Workshop, Symposium and field Study.	District Level webinar on Health makes of Pre Adolescent was organized on 18.06.20.3. Socially Useful and productive work programme were conducted regularly through Online mode. Hands on training (SPSS) was given to provide complex sets and perform advanced statistical analysis. International Webinar was organized on Six Sigma and Mr. Thein Oo (Andrew) Associate Adult Educator, IAL-Skills Future Singapore served as the resource Person and 484 participants benefited across the world through the free conference call platform on 08.08.2020. World Assist programme in collaboration with TNTEU. Research Colloquium of M.Ed II year students was conducted through Online mode. Webinar on "Eradication of Drug Menanace" was organised and conducted by DLSA on 12.02.21.
To conduct Awareness Programme	Disrtict Level Webinar on creating the awareness on Fundamental Duties was organised and conducted on 17.08.20. Awareness Programme was conducted for girls in our campus on 21.09.20. Organizing awareness programme on preventive measures for the

	pandemic COVID 19.
Outreach Activities	NSS Unit of Indhira College of Education conducted medical camp for the tribal people in Gudiyam Village, Uthukottai Taluk, Thiruvallur District on 15.08.2020. NSS unit of Indhira College of Education is actively engaged in the extension actives and distributes bag containing essential provisions in Lockdown of COVID -19 on 18.08.20. As a part of service Educational Kits were distributed to the needy children of remote village in Place Palayam, Thiruvallur District on 21.08.20. NSS unit of Indhira College of Education is actively engaged in the extension actives and distributed provisions in Gudiyam Village Lockdown of COVID -19 on 25.08.20. Planted 700 trees in and around Pandur Village from 01.09.20 to 07.09.20. NSS unit of Indhira College of Education was actively engaged in the extension actives and provided Educational Kit in Varathapuram Village Lockdown of COVID -19 on 07.09.20. As a part of service rice bags and food packets and sarees were distributed to the needy people of remote village in PlacePalayam, Thiruvallur District on 11.09.20. NSS unit of Indhira College of Education was actively engaged in the extension actives and distributed food in Lockdown of COVID -19 on 15.09.20. As a part of service rice bags and food packets and sarees were distributed to 23 families of

	remote village in Kuppathupalayam , Thiruvallur District on 18.09.20. Community Engagement was done in Kuppathupalayam Village for the women to keep them clean and safe and provided hygiene care essential kit along with organic Napkins on 24.09.20 NSS Unit distributed food to the people of Kuppathupalayam on 26.09.20 Medical and Dental students of our campus extended preventive measures and guidance to village peoples.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
GOVERNING BODY	**16/07/2020**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	**10/01/2022**

15.Multidisciplinary / interdisciplinary

Mrs. Vatchala, Principal of Indira College of Nursing, served as resource person for a District level webinar on Health makes of Preadolescents on 18/06/2020 organized by Indhira College of Education

Mrs. N. Jayavardhini handled few sessions for Psychology of Nursing

Mr. N. Mohana Kannan shared his expertise on sociology for GNM

Mrs. A. Nancy Rajathi conducted Bridge course on Communication skills for IIET

16.Academic bank of credits (ABC):

Students are encouraged to get themselves registered on the ABC platform developed by the National e - Governance division under the Digi Locker framework.

17.Skill development:

Development of teaching skills:
Class Management Skills
Observation Skills
Students' engagement skills
Time Management Skills
Small Group Discussion Skills
Conflict Management Skills
Reading, Writing & Thinking Skills
Communication Skills
Development of Meta-Cognitive Skills
Development of Stage Management Skills

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

The medium of classroom instruction has always been Indian Langauge (Tamil and English).
Students are oriented to ancient Indian Knowledge enunciated in Vedas and Upnishadas while teaching Philosophical Foundations of Education.

Photos of educationists and great saints have been installed in the campus and students are given deep understanding of life and phiolosphy propagated by them

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

Teachers strive hard to prepare and present the instructional material in such a way that leads to Outcome Based Education.

20.Distance education/online education:

During the COVID-19 pandemic period, online education provided by the faculty members proved to be a boon for the students which gave them an opportunity to come to terms with synchronized and asynchronized modes of online learning.
Students also got an opportunity to present their assignments and lesson presentations through online mode which was a distant dream for them.
The process paved a way to Digital India.

Extended Profile

1.Student	
2.1 Number of students on roll during the year	**300**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**150**

File Description	Documents
Data Template	[View File](#)

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**150**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**150**

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**150**

File Description	Documents
Data Template	[View File](#)

2.6 Number of students enrolled during the year	**150**

File Description	Documents
Data Template	[View File](#)

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**6621192**
4.2 Total number of computers on campus for academic purposes	**53**
3.Teacher	
5.1 Number of full-time teachers during the year:	**26**

File Description	Documents
Data Template	[View File](#)
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**26**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Indhira College of Education is affiliated college of Tamilnadu Teachers Education University, Chennai-97 and adheres to the curriculum prescribed by the University in an efficient way. In the beginning of the academic year, Principal along with the faculty members finalizes the Academic Calendar in alignment with the University calendar. Subjects are allocated to faculties based on their subject expertise and interests well in advance. Time Table for every academic year is prepared by the Time Table Committee in consultation with the Principal with even load distribution. The University provides the syllabus with evaluation schemes and objectives for every course. Action plan and assignment for each course are prepared by the respective subject in charge before start of the new academic year. Besides traditional lectures and seminars,

infrastructure for the use of ICT in classrooms, like power point presentations, smart boards and audio-visual support are all available to make the delivery of the curriculum enabling and interesting for the students. The Institution has followed the curriculum and adapting it to local context based on the guidelines given by the affiliating university.

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

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

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

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

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

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

8

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

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

0

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

0

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

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	**No File Uploaded**
Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

50

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

50

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

1.3 - Curriculum Enrichment

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 purpose of teacher education is to impart right knowledge in various domains or subjects, developing various skills like microteaching skills, ICT skills, teaching skills, professional values and ethics, 21st century teacher skills, communication skills for teacher trainees, promoting collaboration skills in conducting group discussion; brain storming sessions; group project; using collaborative learning-teaching strategies and cultivating positive attitude towards teaching profession and developing emotional intelligence among the teacher trainees in conducting workshop, seminar and training programmes. In recent years, the quality of education has significantly changed. If, previously, the university's major aim was that of providing students with certain types of knowledge that they were expected to apply later, universities today focuses primarily on 'life skills'. Our aim is to teach students to obtain knowledge by themselves and to work in ways that enable them to come up with new ideas. Generating new ideas is a key tenet of modern society. Core teaching competencies laid down by NCTE incorporated in different subject areas among the teacher trainees.

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

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

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

As per university syllabus the first year B.Ed. students visit to innovative schools as mandatory and observe the healthy practices in the school system and the same should be reported as record in practicum component. This type of innovative school visit help the student-teachers to familiarize the Development of school system, School Management, Functioning of various Boards of School Education, Functional differences among them, Assessment systems, Norms and standards, State-wise variations and International and comparative perspective.

Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you're not doing your job. Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn't just improve social skills; it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

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

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

Indhira College of Education follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The college follows student-centred approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project based learning, discovery learning, etc. It seeks to promote Collaborative group learning, both inside and outside the classroom; Individual student research and discovery; Research and discovery by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them.In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.	**All of the above**

Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

150

2.1.1.1 - Number of students enrolled during the year

150

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

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

96

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

96

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

Assessment of the admitted students is an integral part after the admission process. Although the admissions are on merit, the ICOE institution carries out separate assessment to understand the larger spectrum of their learning levels of the admitted students and accordingly organizes special programmes for advanced learners and weak learners.

The institution has made the following provision:

Content test:

Content Test was conducted at the beginning of the program to identify students' knowledge and understanding in respective methodologies. Based on their performance and assessment, in the content test, different instructional strategies, methodologies, remedial activities and enrichment programmes are offered.

Talent Hunt:

Every year 'Talent Hunt' is organized by the college in the beginning of the session to recognize the talent in various areas of Drama, Art, Craft, Music, Dance, Folk Art, Heritage, Yoga and Literary Arts. Various curricular and co-curricular activities are organized to enhance the potential of learners. Students are encouraged to participate in Inter College, Intra College competitions. Students are encouraged to participate in the activities as per their interest, potential and capabilities.

Internal Exams.

During each of the semester Internal exams like Class test, essay tests are conducted for better performance of the students.

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

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Relevant documents highlighting the activities to address the student diversities	**No File Uploaded**
Reports with seal and signature of Principal	**No File Uploaded**
Photographs with caption and date, if any	<u>View File</u>
Any other relevant information	**No File Uploaded**

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized	**One of the above**

activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	

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

2.2.4 - Student-Mentor ratio for the academic year

1:12

2.2.4.1 - Number of mentors in the Institution

26

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

2.3 - Teaching- Learning Process

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

Participative learning

Students Alumni, teachers along with employees, Experts, practice school member involved in the curriculum planning and adoption. It is participative learning of teachers and students. It indicates the persons involved in the curriculum planning process during the academic year. This participative learning is at house level and institutional level.

Problem solving learning

Teachers are mentors. Each teacher helps the student to solve the problem. Mentor undergoes problem solving counselling. It may be career counselling, mental health counselling or social association counselling, the problem solving learning, problem-solving methodology is used for this activity.

Brainstorming method

Teachers taught about 14 value added courses at MOOC- SWAYAM to students. These are Add on courses offered free of cost to students. To learn these certificate courses means Brainstorming method. The teachers guide Brainstorming method. The teachers guide students to deal with advanced Certificate courses.

Focussed Group Discussion

TeachersofTEItook initiative for students to undergo self-study courses. Teachers have focussed Group Discussion with students for choice of subject, the students for self study. Thereafter they had a group discussion with students for evaluation of topic for self study.

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

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

16

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to LMS	**Nil**
Any other relevant information	[View File](#)

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast,

virtual laboratories, learning apps etc.) for their learning, during the academic year

150

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

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<u>View File</u>
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	**Nil**
Any other relevant information	**No File Uploaded**

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

Mentoring that is ongoing for the development of professional qualities any institution that

teaches teachers has a responsibility to develop the necessary professional qualities, not just

to teach academic material.

Working in teams

To encourage more interaction, listening, leadership, and cooperating among the trainees in

groups, the institution expands the opportunities for group activities. The development of

team spirit is adequately attested to by initiatives like college assemblies, English cultural

Saturdays, social projects, science exhibitions, microteaching, peer teaching, internships,

village camps, short film production, etc.

Conduct of self with colleagues and authorities

Regular instructions and encouraging challenges from the faculty and management have

produced the fruits of discipline, which are visible in the trainees' entry and leave behaviours.

Balancing home and work stress

From time to time, stress management and home and work balance become a topic of

discussion in the classroom.

Updating with recent developments

Students are kept up to date with the latest trends that will help them succeed in their personal

and professional lives. Invited talks on the latest trends that help teachers prepare are held

regularly.

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

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

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

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

Teacher gives proper guidance to develop creativity and thinking skills among students during class time. Students are motivated to learn various courses in online related to development of creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc.

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

2.4 - Competency and Skill Development

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

All of the above

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

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

Four/Five of the above

File Description	Documents
Data as per Data Template	**No File Uploaded**
Reports and photographs / videos of the activities	[View File](#)
Attendance sheets of the workshops / activities with seal and signature of the Principal	**No File Uploaded**
Documentary evidence in support of each selected activity	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Details of the activities carried out during the academic year in respect of each response indicated	[View File](#)
Any other relevant information	**No File Uploaded**

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

Two of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	**No File Uploaded**
Documentary evidence in support of each response selected	[View File](#)
Sample evidence showing the tasks carried out for each of the selected response	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Documentary evidence showing the activities carried out for each of the selected response	<u>View File</u>
Report of the events organized	**No File Uploaded**
Photographs with caption and date, wherever possible	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

1. **Selection/Identification for internship: Participative/on request**

It is done by keeping in view the following parameters and on request to the schools:

• Subjects of the students are kept in mind while selecting the schools and it is welloriented

&guided to both school and students.

• Accessibility of the schools for students is another focused

parameter, for which

choices from the students are taken.

1. Orientation to students going for an internship

The following methods are used for the orientation of the students towards internship:

• Students are informed about the school's requirements and do's &don't within the

school.

• Guidelines are given to students for the apt behaviour with school authority, students,

parents and dress codes as a part of their teaching practice.

3. Defining the role of teachers in the institution

• On the first day of the internship in the school, pupil teachers are oriented by the

coordinator/principal/supervisor of the schools or colleges.

• Teachers provide valuable exposure to the internship by ensuring regular checks by

visiting the school.

4. Streamlining mode/s of assessment of student's performance

• Regularvisitsaredonebydifferentteacherstotheschools/junior colleges for the

observation and checking of the lesson plans.

5. Exposure to a variety of school set-ups

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

2.4.9.1 - Number of final year students during the academic year

100

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

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

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

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

Indhira College of Education play a vital role in monitory mechanisms during internship programmes. The concerning teacher go with the group of students for their observation and guidance. This is also safe in view of safety measures, the college provide a

letter of permission given by the head of the school to teach. The College adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools as follows : Two lessons per day are delivered during their practice teaching sessions. Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans. 60 to 70 per cent of the lessons in schools are observed by the faculty. Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement. Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the studentteachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished; Detailed feedback is also provided in the college collectively on subsequent days.

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

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

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation | Two of the above |

process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

26

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

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

05

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

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

26

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

26

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	**No File Uploaded**

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

Teachers of Indhira College of Education follow the above efforts for their up-gradation. Mostly the teaching faculty involves in other educational programmes and also visits in other colleges for academic purposes this activity enhances their personal academic performance and keep them updated. Apart from that the teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day. This is how teachers must develop or update themselves. This development of teachers can be broadly classified into three areas viz. Personal (Self- Centered); Professional (Student-Centered); and Social. Personal: Self-Centered Development: Teachers can attain this development in two manners – Formal and Informal. Formal methods include: attending conferences, workshops, webinars, seminars with a view to enlightening teachers on latest developments in the field of education. Professional: Student-Centered Development: Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Social: Reflective: Teacher updates the knowledge not only in the subject but also maintains good relationship with student-teachers, develop social skills among the students community, teacher must act as social reformer.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe

details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The College is affiliated to Tamilnadu Teachers Education University, Chennai and university guidelines are strictly adhered to with respect to evaluation process. There are three Internal tests conducted. The schedules of internal assessments are communicated to students and faculty in the beginning of the semester/year through college academic calendar which is prepared based on the university academic calendar. The institute has reformed the continuous internal evaluation system from faculty centric to student centric. Scheme of Continuous and Comprehensive Evaluation For Full/Half Course (30/15 Marks) S.No Components Full Course Marks Half Course

1. Assignments (An average of Two Assignments) 10 5 2. Seminar 10 5 3. Class Tests (An average of 2 Unit Tests) 10 5 Scheduling of Internal Examination, Seating arrangements, hall invigilators listed for every examination. Preparing the question paper for the internal examination in the prescribed pattern based on Knowledge level using revised Bloom's taxonomy. Scrutiny of the prepared question paper is carried out by HoD/ Subject expert to ensure quality of the Question paper. Monitoring the attendance of the students for the Examination. Internal Assessment has to be carried out within the stipulated time.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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

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

In Indhira College of Education grievance redressal committee always active to sought out problems as soon as possible and try to minimize those activities which creates problems. Before or during examination the members of grievance redressal committee took rounds and solve the problems on time. There is complete transparency in internal assessment. Norms directed by the Tamilnadu Teachers Education University have been adopted in the college. In the university examination candidates can apply for revaluation / retotalling/xerox copy of answer scripts to the Tamil Nadu Teachers Education University within 10 days after the publication of results by paying necessary fees prescribed by the University.

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

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

The academic calendar is prepared by the college according to the guidelines of the Tamilnadu Teachers Education University and its shows the temporary date sheet of the university examinations. In the non-semester system, practical are prescribed in terms of planning of university, time table, attendance review, and midterm tests. Students with small attendance are notified according to

their names and fined. Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year. The head of the institution monitors the quality of teaching-learning activities. Continuous counseling is also done through departmental meetings and staff meetings.

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

2.7 - Student Performance and Learning Outcomes

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

PROGRMME LEARNING OUTCOMES Content Competency: To produce qualified and competent teachers and teacher educators To provide knowledge on historical, philosophical and sociological foundation of educational practices. To prepare to carryout field internship, practical and dissertation works. Pedagogical Skills: To motivate to learn and use sound principles and techniques in the learner- centered instructional process To impart teaching skills and strategies to transfer the given content suitably in classroom situations To innovate and experiment classroom practices.

Professional Ethics: To imbibe and uphold qualities of a good teacher To be just and impartial To show love and respect to the individuality of the child , Effective Communication: To boost confidence and promote abilities to communicate effectively, To plan, teach, and organize school related /community based activities and programmes etc. COURSE LEARNING OUTCOMES After the completion of the course the student will be able to: Able to demonstrate the competencies of teacher educators Understand the historical, philosophical and sociological implications of education Actively participate in educational measurement and evaluation processes Able to provide solutions to educational problems Realises the importance of education in improving the status of women and addressing their

issues Understand the emerging trends in education for children with special needs

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.7.2 - Pass percentage of Students during the year

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

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

Regarding the details of practice teaching in schools, a student teacher generally delivers two/four lessons covering one composite method subject she / he opted per day. These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book known as Supervision Book. So far the feedback and monitoring mechanisms are concerned, principal of the institution use to go to the various practice teaching schools to discuss with the head master, teacher educators, school teachers and the student teacher regarding the progress of this task. The College has a mechanism in place to cater to the students coming from across the country. Due importance is given to design, revision and effective delivery of curriculum in most efficient manner. Evaluation system is flawlessly designed to evaluate student performance at each stage of the program. Class Tests: These tests are conducted on a regular basis and the performance of students of Different levels is evaluated by test scores. The College followed evaluation pattern of marks for internal evaluation and marks for final examination. The College follows case based evaluation system every year.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View File](#)
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

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

90

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

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.

Initial learning reflects in their final assessment that is mostly average and good performance. Slow learners gain average performance in comparison to bright students but overall the result is good. To know how to prepare themselves for the assessment. Perform to the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment improve their motivation. Follow the assessment process: have a clearer understanding of the assessment criteria understand what they have to do know how to prepare themselves for the assessment perform to the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.icoe.in

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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	One of the above

functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

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

One of the above

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

3.2 - Research Publications

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

website during the year

15

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

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

11

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

3.3 - Outreach Activities

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

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

15

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

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

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

15

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

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

3

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

50

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

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

Indhira College of Education is affiliated to Tamilnadu Teachers Education University, Chennai and our NSS activities are controlled by the NSS coordinator of the University. In this college we have one unit of NSS execute different activities throughout the year. The aim of NSS Unit of the college is instrumental in converting students in to the responsible citizens of the country. Through NSS various programs are organized to spread awareness about health care, cleanliness, AIDS, Tobacco Awareness, Tree Plantation, Road safety, environment protection, Visit to orphanage and old age homes etc. The NSS adopts one village every year and involves the local community in various activities.

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

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

0

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

3.4 - Collaboration and Linkages

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

2

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

2

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

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

0

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

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has adequate physical and academic facilities required as per University and NCTE guidelines to run different programs. The infrastructure facilities and learning resources are categorized as under: (a) Learning Resources include resources and infrastructure required for the library, laboratories, computer centre, classroom teaching, events, meetings and conferences. (b) Support facilities include hostels, non-resident students' centres, canteens, convocation hall, seminar halls, auditorium, kitchen garden, sports grounds and creche. (c) Utilities include safe drinking water, restrooms and power generators

Lecture Rooms 12 Nos. including SMART Lecture Hall Seminar Hall & Multipurpose Hall fitted with A.C., Computer and LCD Projector Library and Reading room with internet facilities ICT Resource Centre Psychology Resource Centre Science Resource Centre

Mathematics Resource Centre Social Studies Resource Centre Languages Resource Centre Arts & Crafts Resource Centre Computer Laboratory for students Computer section for faculty Tutorial Rooms Principal's Office Administrative Office Visitor's Room/ Director's Office Girls' Common Room Boys' Common Room Teaching Aids Display/Resource Room Health/ Yoga Resource Centre Separate Toilets for boys and girls in each Wing/Floor Parking Space Store rooms Medical Room Washroom/Restroom Facility for Staff Assembly space and open-air stage for other activities Play Ground (Outdoor games)

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

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

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	**No File Uploaded**
Link to relevant page on the Institutional website	https://www/icoe.in
Any other relevant information	**No File Uploaded**

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

2,81,565

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

4.2 - Library as a Learning Resource

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

The college 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 to 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	[View File]()
Web-link to library facilities, if available	[https://www.icoe.in]()
Any other relevant information	No File Uploaded

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

The Institution Library has computers, internet and reprographic facilities. The students and staff avail unlimited number of hours of the said facilities during the library hours. Students and staff as well as Research Scholars extensively use the library facilities for their course work, dissertation, research work and new references.

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

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

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

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

1,51,725

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

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

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

35

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	None of the above

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

4.3 - ICT Infrastructure

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

The institution has a well-equipped computer lab connected in LAN as well as in WAN. All the systems are having Internet (Wi-Fi) facilities. In addition there is an ICT Lab with all required ICT tools and resources. A special computer room has further been created where systems placed are specifically meant for use by faculty and students for academic purposes like attending academic programmes, preparing PPTs and for maintaining records, etc.

In the Computer Lab software available are; Ms Office with tools MS-Word MS-Excel MS- Power Adobe Reader Internet Explorer Nero Start Smart –CD writer D-link software Java C,C++ and Adobe Photoshop

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

4.3.2 - Student – Computer ratio during the academic year

15:3

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	B. 500 MBPS - 1GBPS

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

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

281565

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

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

The 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	https://www.icoe.in
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

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

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

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

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

File Description	Documents
Data as per Data template	[View File](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View File](#)
Report of the Placement Cell	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
4	150

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

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

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

12

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

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

0

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

5.3 - Student Participation and Activities

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

The primary student governing body at Indhira College of Education is the Student Council, which identifies and addresses various challenges faced by students within the institution. Class representatives are appointed for both programs and play a crucial role in providing comprehensive feedback on program and course-related matters. Regular class representative meetings, held at least twice each semester, facilitate this communication.

Furthermore, students hold prominent positions in the Cultural and Sports Committees, contributing significantly to event planning and management. Before the onset of the Covid-19 pandemic, students played a pivotal role in the administration and management of hostel affairs. Each hostel was led by a Captain, Vice-Captain, along with committees for mess, culture, sports, and cleanliness. These committees, managed by students, organized various extracurricular events and competitions throughout the year.

In addition to routine activities, students actively organize special events such as National Teachers Day celebrations on September 5th, Founder's Day celebrations on August 11th, and various national observances including Independence Day, Republic Day, Engineers Day, and Science Day. Additionally, students engage in National Service Scheme (NSS) and other social service activities, showcasing their commitment to community involvement and societal welfare.

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

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

0

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

5.4 - Alumni Engagement

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

The alumni associations of the institution facilitate gatherings, where college members come together, actively engaging and contributing their enthusiasm to all aspects of college affairs.

The Alumni Association plays a pivotal role in several key areas:

1. **Fostering Networking and Collaboration**: Alumni play a vital role in establishing and fostering networks with current students, sharing experiences and knowledge that enrich the academic and professional journey.

2. **Placement Information**: The Alumni Association serves as a valuable conduit, providing crucial updates to the college about the job placements of graduates, aiding in career guidance and opportunities.

3. **Job Opportunities**: Alumni regularly inform the college about job openings in various educational institutions, enabling current students to explore diverse career options.

4. **Curriculum Enhancement and Activity Organization**: The constructive feedback from alumni has significantly contributed to the improvement of the existing curriculum and the organization of new and relevant activities within the college, aligning with the evolving needs of the academic landscape.

The active involvement and contributions of alumni continue to be instrumental in the growth and development of the college, bridging

the gap between past, present, and future students while striving for excellence and progress within the institution.

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

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

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

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

1

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

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

Indhira College of Education proudly hosts an active Alumni Association, which has played a pivotal role in the institution's efficient growth and advancement through constructive feedback. The Alumni Association is headed by the college principal, who assumes the role of President, and comprises faculty and students as members.

1. **Networking and Collaboration**: Alumni actively assist in establishing networking opportunities with all students, fostering a sense of community and knowledge exchange.

2. **Placement Support**: The Association diligently arranges and supports placement activities for the students, aiding them in their transition from academia to the professional sphere.

3. **Job Opportunities**: By furnishing information about job prospects in schools, the Alumni Association helps students make informed decisions about their career paths.

4. **Research and Development Advocacy**: Encouraging research and development work in various educational domains is a key focus, inspiring both students and Association members to delve into academic exploration.

5. **Workshops and Skill Development**: The Association organizes workshops, guest lectures, and skill development programs, enriching the educational experience and broadening students' horizons.

6. **Talent Nurturing and Self-Employment Guidance**: Providing guidance and encouragement for talent nurturing and self-employment initiatives among college students is a vital objective.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution operates under a democratic and participatory administrative structure that actively involves various stakeholders, including teachers, students, and other relevant parties at all levels of decision-making. The managing trust entrusts its authority to both the CEO and the Principal, who subsequently share this authority with different levels of personnel within the college. The Principal assumes the role of the executive head and is granted the necessary powers to oversee the successful execution of all academic and extracurricular activities. To ensure efficient governance, the institution has established a College Management Committee responsible for overseeing the overall functioning of the college. Additionally, an Internal Quality Assurance Cell (IQAC) is in place to monitor the activities of various committees and cells, ensuring the effective implementation of planned programs in alignment with the institution's policies and values. The institution places great importance on valuing the input and perspectives of its teaching staff, and their voices are duly respected and represented in decision-making bodies.

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

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

Our institution practices decentralization and participative management to ensure the efficient operation of the college. Various committees have been established, each with specific responsibilities and delegated powers, to facilitate the integrated functioning of the college. These committees engage in discussions,

planning, scheduling, and execution of activities to promote smooth operations and shared responsibilities across different levels.

Key committees that contribute significantly to the institution's smooth functioning include:

- Academic Calendar Preparation Committee
- Academic Council and Board of Studies
- Admission Committee
- Anti-Ragging Committee
- College Cultural Committee
- Eco Club
- Internal Quality Assurance Cell
- Library Committee
- School Internship Committee
- Socially Useful Productive Work Committee
- Sports Committee
- Students Council
- Timetable Preparation Committee
- Website Committee

These committees make decisions related to various aspects of college activities, and their decisions are discussed within the Internal Quality Assurance Cell (IQAC) and subsequently implemented. Importantly, student representatives from IQAC, Board of Studies, and the Academic Council actively participate in the decision-making process, promoting a collaborative approach to college management.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

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

Financial Function

Financial reports are meticulously prepared with a commitment to utmost transparency. The college's financial transactions undergo rigorous internal and external audits to ensure absolute accuracy. An annual internal financial audit is conducted by a certified Chartered Accountant. Additionally, government accounts are subject

to scrutiny by a team from the Office of the Joint Director of Collegiate Education in Thiruvallur, followed by an audit by the Accounts General office in Thiruvallur.

Academic function

Student admissions strictly adhere to the regulations set forth by Tamil Nadu Teachers Education University.

Information about the college policies is effectively disseminated to stakeholders through the prospectus, website, counselling desk, enquiry desks, admission committee, and a comprehensive handbook.

Our admission process maintains utmost transparency, guided by the clear directives of TNTEU (Tamil Nadu Teachers Education University).

We diligently follow the reservation policies mandated by the Government of Tamil Nadu.

An admission committee is established to assess and select students based on their academic performance.

Administration Function

The oversight of administrative processes and advancements is conducted jointly by the Management Committee and the IQAC (Internal Quality Assurance Cell). Decisions reached by these entities are disseminated to all faculty members during staff meetings.

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

6.2 - Strategy Development and Deployment

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

Indhira College of Education, as a private institution, operates under the strategic oversight of Tamilnadu Teachers Education University. However, the college's Principal is responsible for implementing internal strategies to ensure the efficient functioning

of the institution. One such crucial strategic plan focuses on
enhancing the Teaching and Learning Process within the college.

The academic calendar is meticulously prepared by the Academic
Committee, and the Routine Committee designs the institution's
schedule at the commencement of each academic year.

One of the Principal's important responsibilities is monitoring the
progress of syllabus coverage. Special attention is given to
students who may be struggling or falling behind in their studies.
Both advanced and slow learners are provided with study materials,
including question papers from previous years, to facilitate their
learning process. Furthermore, the college offers guidance to
students on how to effectively write answers, helping them develop
strong academic skills.

In summary, the Principal of Indhira College of Education takes
active measures to ensure that the institution's Teaching and
Learning Process runs smoothly, focusing on syllabus coverage,
supporting slow learners, and providing necessary study materials
and guidance to students.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://icoe.in/index.php/campus-tour/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The Principal, serving as the institution's head, collaborates with
the Teachers' Council to maintain a conducive academic environment
within the college. Major policy decisions are made by the Chairman
of the college and are conveyed to the college community by the
Officer on Special Duty. Within the college, the Principal holds the
highest authority and is supported by the Secretary, Teachers'
Council, and various subcommittees. These subcommittees are
instrumental in executing academic and administrative plans and
policies to ensure the smooth functioning of college activities.

Additionally, the college houses an IQAC Cell and the following subcommittees:

- Academic Committee
- Admission Committee
- Examination Committee
- Library Committee
- Games and Sports Committee
- Discipline Committee
- Planning and Development Committee
- Purchase Committee
- Research and Development (R&D) Cell

These subcommittees play essential roles in addressing specific aspects of the college's operations, contributing to its overall effectiveness and quality.

File Description	Documents
Link to organogram on the institutional website	https://www.icoe.in
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

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 conducted among various committees, cells, and bodies within the institution, such as the placement cell, admission cell, guidance and counselling cell, and academic committee. These meetings serve as platforms for discussing various issues and gathering suggestions to enhance the institution's efficiency and effectiveness. Individual concerns and points raised during these meetings are given high priority, and immediate resolutions are sought.

The planning and execution of activities by different bodies and committees are meticulously coordinated by their respective members through a well-structured planning and evaluation system. The minutes of staff meetings are diligently recorded to maintain transparency and proper documentation of records.

In addition, the various bodies and committees within the college ensure that both the academic and cultural calendars are implemented punctually. Decisions made during these meetings are accurately documented, and proactive measures are 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	[View File](#)
Action taken report with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

Indhira College of Education's management treats its staff like family members and is fully committed to supporting their professional growth. The institution takes various measures to ensure the development of both teaching and non-teaching staff:

Professional Development Opportunities: Faculty members are actively

encouraged to participate in Orientation Programs, Refresher Courses, Seminars, and Workshops to enhance their knowledge and skills.

Faculty members are motivated and supported in their efforts to publish research papers in national journals, fostering academic excellence.

Faculty members who have earned a doctoral degree receive a salary increment as recognition for their academic achievements.

The faculty room is equipped with individual cabins, ensuring a tranquil and personalized workspace to minimize stress.

In the event of a medical emergency, faculty members are promptly transported to the hospital within the college premises using college vehicles.

Both teaching and non-teaching staff have access to the Employment Provident Fund facility, offering financial security and benefits.

In summary, Indhira College of Education's management prioritizes the professional growth and well-being of its staff, offering a supportive environment and various avenues for skill enhancement and career development for both teaching and non-teaching personnel.

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

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

0

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

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

5

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

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

5

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

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

The institution has implemented a performance appraisal system to evaluate the faculty's quality and the work efficiency of the teaching staff. The faculty appraisal process encompasses various aspects, including conduct, approach, behavior, judgment, and key qualities such as willingness, readiness, and involvement. It also considers factors like discipline, punctuality, and orderliness, as well as authority, boldness, respect, and compassion.

Furthermore, the appraisal evaluates the faculty's dedication to the progress and development of the institution, their enthusiasm for acquiring additional qualifications and training, and their commitment to improving teaching methods, guiding research, delivering the curriculum, conducting evaluations, and contributing to co-curricular and extra-curricular activities. It also considers their participation in national and international seminars, publications in reputable journals, applications for patents (whether pending or granted), awards and recognitions received, involvement in student development activities, and additional responsibilities held within the institution.

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

6.4 - Financial Management and Resource Mobilization

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

Indhira College of Education has established a comprehensive system to ensure meticulous accounting of student fees, receipts, and payments, emphasizing transparency and financial responsibility.

This system encompasses both internal and external audits and has been consistently applied over the past five years.

The internal financial committee plays a pivotal role in this process by meticulously examining all vouchers on a semi-annual basis. This scrutiny extends to the verification of expenses incurred across various categories, including a thorough review of bills and vouchers. Any discrepancies uncovered during this meticulous examination are promptly reported to the Principal for necessary action.

The college's budget encompasses both recurring and non-recurring expenses. Recurring costs, such as salaries, electricity, internet charges, maintenance, stationery, and other consumables, are meticulously allocated within the budget. Additionally, non-recurring expenses, including lab equipment, furniture, and developmental projects, are accounted for.

The vigilant accounting department closely monitors expenditures in alignment with the allocated budget. This oversight ensures that financial resources are utilized judiciously and in line with the institution's financial objectives.

Indhira College of Education's commitment to financial integrity, as demonstrated through its robust auditing system and diligent budgetary management, underscores its dedication to efficient financial resource utilization and accountability.

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

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

0

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

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

Gathering financial resources at the college is achieved through several avenues.

Firstly, the institution collects fees from students, maintaining affordability in accordance with the guidelines set by the Fees Fixation Committee. Importantly, no capitation fees are levied. The fees collected are earmarked for covering the operational expenses required to sustain the institution.

Additionally, the college benefits from Management Contributions. Annually, the Office Admin compiles a list of necessary expenditures, which undergo a thorough evaluation process. Viable proposals are then presented to the Trust for approval and subsequent implementation. It's noteworthy that all these funds are exclusively channeled into the administration and operation of the college.

OPTIMAL RESOURCE UTILIZATION

The college maintains a stringent focus on optimizing the usage of available resources. This is achieved through meticulous planning and budgeting processes. During the budgeting phase, priorities aligned with actual needs and areas of shared utility are diligently identified.

Every financial resource generated is meticulously accounted for, and rigorous audits are conducted to ensure transparency and accountability. This comprehensive approach to financial management

ensures that the college operates efficiently while maintaining fiscal responsibility.

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

6.5 - Internal Quality Assurance System

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

The IQAC has established a series of procedures aimed at promoting quality assurance, instilling accountability among its members. These protocols encompass

Role Clarification: Every IQAC member is assigned explicit roles and responsibilities, ensuring that each contributor is fully accountable for their part in advancing quality assurance within the institution.

Student-Centric Decision-Making: The IQAC places paramount importance on student needs when making decisions, aligning its actions with the requirements and aspirations of the student body.

Curricular Planning: The development of teaching plans for all courses plays a pivotal role in facilitating effective curricular implementation. Furthermore, the IQAC crafts action plans that supplement regular curricular activities, ensuring a comprehensive approach to educational planning.

Teaching-Learning Process Assessment: To gauge the effectiveness of teaching plans, the process includes both formal and informal discussions to assess the progress made in implementing teaching plans and improve the overall teaching-learning experience.

Feedback Collection and Analysis: Feedback from participants and stakeholders is methodically collected and analyzed, providing valuable insights for identifying areas that require enhancement and enabling data-driven decision-making.

In essence, these IQAC procedures establish a framework for

accountability while advancing quality assurance efforts, encompassing role definition, student-centricity, thematic focus, curricular planning, assessment, faculty development, feedback analysis.

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

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

Indhira College of Education is dedicated to enhancing the quality of education and adapting to evolving educational and societal demands. The institution has established a dedicated cell responsible for evaluating the performance of its academic programs. The college places a strong emphasis on meticulous planning and execution of these academic initiatives.

In its on going pursuit of excellence, the college relies on two key pillars: stakeholder feedback and the analysis of previous years' results. These factors serve as benchmarks, guiding the institution's continuous improvement efforts.

Recognizing the growing significance of information and communication technology (ICT) in the realm of education, the IQAC has emphasized the need for greater integration of ICT into the teaching-learning process. Consequently, the college has taken proactive steps to infuse information technology into its educational practices.

Traditional classroom lectures have been enriched with the incorporation of audio-visual aids, including the use of LCD projectors and PowerPoint presentations. This innovative approach not only enhances the learning experience but also reflects the institution's commitment to staying current with modern educational methodologies.

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

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

5

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

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

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

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

The institution maintains a proactive stance in this regard. It prepares an academic calendar well in advance, ensuring it is prominently displayed and widely circulated within the college community. This calendar is strictly adhered to, contributing to effective planning and scheduling.

Newly enrolled students are actively engaged in orientation programs, which provide comprehensive insights into the college's educational philosophy, the specifics of the education system, teaching-learning methodologies, continuous assessment procedures, core curriculum requirements, cultural activities, discipline, and the institution's culture. Prior to the commencement of the academic year, students are thoroughly acquainted with essential information, including timetables and course syllabi.

To maintain a feedback-driven approach, regular class committee meetings are convened to solicit input from students. This feedback is carefully considered, and appropriate measures are implemented to enhance the teaching-learning process.

The IQAC consistently prioritizes learner-centered teaching and learning methodologies and formulates policies accordingly. It actively engages in the evaluation of teaching and learning activities, diligently reviewing and adjusting these methods based on valuable input and suggestions.

In summary, Indhira College of Education demonstrates an unwavering commitment to the improvement of its teaching-learning processes and educational quality.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

LED Bulbs: LED bulbs are highly energy-efficient compared to traditional incandescent bulbs. They use significantly less electricity to produce the same amount of light and last much longer. Here are some advantages of using LED bulbs

LEDs for Daytime: Even though LED bulbs are energy-efficient, it's still a good practice to turn them off during the daytime if they are not needed.

Daylight Utilization: We prioritize the use of natural daylight wherever possible. Our buildings are designed with ample windows and skylights to maximize the ingress of natural light. This not only reduces our reliance on artificial lighting but also creates a more pleasant and productive learning environment.

Fresh Air Circulation: Our facilities are equipped with efficient ventilation systems that ensure a constant supply of fresh air. We promote the practice of keeping windows open when weather permits to further enhance indoor air quality and reduce the need for mechanical cooling.

Through these energy-conscious practices, Indhira Institute of

Education aims to reduce its carbon footprint, lower energy costs, and provide a sustainable and conducive learning environment for our students and faculty. We remain committed to continuous improvement and the responsible use of energy resources in pursuit of our educational mission.

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

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

Institutional policies play a pivotal role in the effective implementation of waste management practices, ensuring the responsible handling and disposal of waste materials. These policies are essential to safeguard public health, preserve the environment, and promote sustainability.

First and foremost, an institutional waste management policy sets clear guidelines for waste segregation at its source. It encourages individuals and organizations to separate recyclables, organic matter, and non-recyclables, thereby facilitating the recycling process and reducing the burden on landfills. Additionally, these policies often mandate the adoption of eco-friendly practices, such as composting and the use of reusable materials, to minimize waste generation.

In conclusion, a well-structured institutional waste management policy is vital in creating a cleaner, healthier, and more sustainable environment. It sets the foundation for responsible waste handling, reduces environmental pollution, and contributes to a greener future for all.

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

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

Sewage Treatment Plant

File Description	Documents
Documentary evidence in support of each selected response	[View File](#)
Geo-tagged photographs	**No File Uploaded**
Income Expenditure statement highlighting the specific components	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

The maintenance of cleanliness and sanitation is a top priority. We believe that a clean and sanitary environment is essential for the well-being and health of our students, faculty, and staff. Our dedicated maintenance teams work diligently to ensure that our campus facilities are kept spotless and hygienic at all times. This includes regular cleaning of classrooms, common areas, restrooms, and other spaces, as well as prompt waste disposal.

We also emphasize the importance of personal hygiene and sanitation practices among our community members. We provide educational resources and awareness campaigns to promote proper handwashing, waste disposal, and the responsible use of resources. Our commitment

to cleanliness and sanitation extends beyond our campus, as we
actively participate in community cleanliness drives to contribute
to the cleanliness of our surrounding areas.

By prioritizing cleanliness and sanitation, we not only provide a
safe and healthy environment for learning and working but also
instill a sense of responsibility and awareness among our students,
encouraging them to carry these practices into their daily lives and
contribute to a cleaner and healthier society. Cleanliness and
sanitation are integral to our commitment to the well-being and
success of our community and the broader community we serve.

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

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

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

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

Nil

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

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

The National Service Scheme (NSS) unit at Indhira College is actively engaged in community practices aimed at improving the lives of people in neighboring villages. One of our significant initiatives involves providing free books and food to underprivileged communities. Our NSS volunteers work tirelessly to collect and distribute textbooks, stationery, and educational materials to children who may not have access to such resources otherwise. Education is a powerful tool for empowerment, and we believe that every child deserves the opportunity to learn and grow.

In addition to educational support, our NSS unit also organizes food drives and provides free meals to families facing economic challenges. We recognize the importance of good nutrition in ensuring the overall health and well-being of the community. By providing free food, we aim to alleviate hunger and improve the quality of life for those in need.

These community practices reflect the core values of Indhira College and our commitment to social responsibility. Through our NSS unit, we hope to make a meaningful impact on the lives of the less fortunate, empower the next generation through education, and contribute to the overall development and well-being of the communities we serve.

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

| 7.1.9 - The institution has a prescribed code of | C. Any 2 of the above |

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

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

7.2 - Best Practices

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

1. ADOPTION OF VILLAGES

Indhira College of Education, situated in the serene village of IIupur, Gandhi Gramam, Panapakkam, has embarked on a commendable mission of adopting this rural community. With a steadfast commitment to uplift the lives of the local residents, the college has forged a deep connection with the village. This initiative encompasses a multifaceted approach, encompassing education, healthcare, and sustainable development. The college has set up educational programs and health camps to empower the villagers and enhance their quality of life. Through these efforts, is not only enriching the lives of the villagers but also setting an inspiring

example of community engagement and social responsibility.

2. ELCTRONIC BATTERY CAR

Indhira College of Education is at the forefront of embracing environmentally conscious technologies, including electronic battery cars. These vehicles represent a significant step towards sustainable transportation within the college campus. With a strong commitment to reducing carbon emissions and promoting eco-friendly practices, the college has integrated electronic battery cars into its daily operations. Allowing students to learn about clean energy and the importance of reducing our carbon footprint. Adoption of electronic battery cars reflects its dedication to a greener future and sets a positive example for the entire community.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Indhira college of education take into view the presumption that the students perform in life if they are provided with opportunities to shine. Our college takes pride in its distinctive practices aimed at creating a sustainable, eco-friendly, and pollution-free campus environment. One of our hallmark initiatives is the planting of saplings and medicinal plants. Our campus boasts lush greenery and dedicated areas for the cultivation of medicinal herbs. These efforts not only beautify our surroundings but also promote biodiversity and offer a valuable educational resource.

Our commitment to environmental stewardship extends to maintaining a pollution-free campus. We actively promote responsible waste management, recycling programs, and eco-friendly practices such as rainwater harvesting and energy-efficient lighting. These practices collectively create a sustainable and healthy campus environment that aligns with our mission of nurturing responsible global citizens.

Indhira College's distinctive practices underscore our dedication to sustainability, education, and a greener future. By fostering an eco-conscious campus and instilling environmental awareness in our students, we aim to inspire positive change and a deeper connection to the natural world.

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