



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

INDHIRA COLLEGE OF EDUCATION

- Name of the Head of the institution **Dr. REGINA JOEL**
- 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.in**

3.Website address<https://www.icoe.in>

- Web-link of the AQAR: (Previous Academic Year) <https://icoe.in/NAAC/AOAR%202020-2021.pdf>

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

- if yes, whether it is uploaded in the Institutional website Web link: <https://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/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
INSTITUTION	CAPACITY BUILDING AND PERSONALITY DEVELOPMENT	NSS	26/01/2022	12,000

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)

All of the professors are encouraged to lead conferences, workshops, seminars, etc. Thus, throughout this academic year (2021-2022), two national seminars are held. All faculty members are encouraged to attend seminars, workshops, conferences, etc., therefore during this academic year, teachers attended workshops, conferences, and seminars at the state and national levels. During the academic year 2021-2022, 10 faculty members' works were published in different publications as a result of encouragement. the creation of the 2020-2021 Annual Quality Assurance Report (AQAR). enrichment of the culture of high-quality research through outcome-based activities. Infrastructure for green, clean campuses and green energy initiatives should be supported and developed.

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 meeting 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:	Two Value Added Courses were included in this Academic year as Enrichment of Teaching Learning Process. Field Trip was arranged for students to Dakshina Chithra on 04.06.2022 to acquaint with traditions and Culture of India. Ramanujar Day was celebrated on 22.12.2021. Christmas celebrations were carried out on 24.12.2021.
To Conduct Webinars, Workshop, Symposium and field Study.	<p>SPSS workshop for M.Ed students was conducted on 05.07.2021.</p> <ul style="list-style-type: none"> • Online FDP was organised on Psychological Well-Being among students on 29.03.22 • FDP was organised and conducted by us with our sister institution on Interactive Teaching on 30.06.2022 to enhance Teaching -Learning Process. Research Circle organised internal seminars. Webinar on Anti Ragging was organised on 14.07.2021. FDP was organised and conducted by us with our sister institution on Expertise in Classroom Teaching on 25.01.2022 to enhance Teaching -Learning
To conduct Awareness Programme	Aids day was celebrated among Illupur Village people on 01.12.2021. Social Justice Day was celebrated on 17.09.2021. Awareness on Plastics was given through a Rally in Pandur Village on 06.05.2022.
Extensin Acivities	Food packets were distributed to

kuppathupalayam village people through our NSS unit on 16.08.2021. Stationery Kits and Sarees were distributed to needy people at Ramapuram Village organised by NSS unit on 2.9.2021. Grocery items were provided to village people through our NSS unit on 30.10.21. Grocery items were provided to village people through our NSS unit on 16.12.21. Pongal kit was provided to Kuppathupalayam Villagers on 14.01.22 through our NSS unit. NSS camp was conducted in tie up with TNTEU and GRT College of Education, Thiruthani from 19.04.22 for 7 days. Plantation was carried out on 26.04.2022 in our campus as a part of camp. Awareness on Plastics was given through a Rally in Pandur Village on 06.05.2022. Students were taken for a trekking to Gudiyam Village and caves as a camp activity on 07.05.2022.

13. Whether the AQAR was placed before statutory body? Nil

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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13.Whether the AQAR was placed before statutory body?	Nil
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14.Whether institutional data submitted to AISHE	

Year	Date of Submission
2021-2022	21/12/2022

15.Multidisciplinary / interdisciplinary

The college is getting ready to include multidisciplinary studies in accordance with the National Educational Policy 2020 in order to enhance the students' whole capacities, including their intellectual, aesthetic, social, physical, emotional, and moral ones, in an integrated manner. The institution is planning to establish short-term, vocational courses and value-added certificate courses while keeping in mind the issues that the students confront. The objective is to equip the students so they can forge a path toward self-employment rather than relying solely on government employment. The College is attempting to identify the program learning outcomes, along with courses and unit learning outcomes, that describe the precise information, abilities, attitudes, and values that are to be taught as it gets ready to offer more multidisciplinary disciplines.

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):

The institution must wait for approval from the academic council before implementing the Academic Bank of Credits. The institution's pedagogy is student-centered, and the pedagogies of the faculties are constructivist, inquiry-based, reflective, collaborative, and integrative. The learning outcomes of the students are assessed using summative and formative exams and assignments. 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:

Since the college's mission is to provide quality education, it makes an attempt to instill optimism in its students. Through core subjects, methodology, and credential programs, soft skills are fostered. Soft skills are developed, including self-awareness, empathy, interpersonal interactions, conflict management, time management, and others. The school offers students the chance to take part in a variety of practical

workshops. Their ability to take the initiative to engage in diverse activities is aided by the experiential learning they receive from this. The placement cell is important in helping students improve their life skills. The student instructors receive entrepreneurship training to help them develop the necessary skills to launch their own tailoring and jewelry-making businesses. The foundation upon which this institution is built is the proverb that "values are caught, not taught." National and local festivals are observed to instill cultural and constitutional values. Humanitarian principles are developed through activities like debate, essay writing, elocution, drama, dancing, etc. on topics like racial harmony and human rights. Students demonstrate their values by participating in cleaning and hygiene-related activities and by creating a plastic-free environment by making cloth or paper bags from sustainable resources. It is required for students to enroll in at least one online certificate course in pedagogy, education, or basic discipline skills during their academic career. Open Educational Resources courses have been enrolled in on SWAYAM portals.

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

The Vedic literature that forms the foundation of the Indian educational system is derived from and conveyed through music, words, and abhinaya, which explains stimulus variation techniques, facial expressions, and body postures. Concepts from the Bharata are used in the choreography. The classical languages that are spoken in these regions are studied, and role analysis is carried out, after which the student instructors compose a play from the material in the school textbooks and present it through performance or visual arts.

Tamil is the sole Indian language given as Method I and Method II at the U.G. (B.Ed) level. Workshops to create capacity will be conducted with linguistic specialists, and provisions will be made to install language translation software in all systems. Regional and classical Indian languages will be a comprehensive approach is adopted by the college, offered

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

The teaching-learning system contains goals and objectives, therefore an outcome-based method has been the focus of attention. The twenty-first century is thought of as the age of ICT, where it is very simple to assimilate and preserve

information. As a result, there are specific results of very specific teaching and learning programs. In fact, Indhira College of Education has been providing very specialized programs for teacher preparation that are both worldwide and locally acceptable and have a very noble goal in mind. Since the Indian Knowledge System is a very effective and scientific system, the following outcome-based educational initiatives are planned: School teachers who can lead, manage, and oversee teaching and learning processes are the focus of the UG B.Ed and PG M.Ed programs in education at a college level. The college also works to help students develop a positive outlook and other traits that will help them lead successful lives, as well as the understanding that learning is a lifelong activity. One of the program outcomes for the students is to understand, analyze, evaluate, and develop responsibility and effective citizenship.

20.Distance education/online education:

The College is also getting ready to start providing vocational courses via ODL (Open Distance Learning) in due time. Google Classroom, Zoom, Google, using videos as teaching and learning aids, group collaboration and interaction, assignment and revision, as well as the conducting of assessments are some of the institutional efforts towards blended learning that are made with the convenience of the students in mind.

Extended Profile

1.Student

2.1	300
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	150
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	150
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	150
File Description	Documents
Data Template	View File
2.6	108
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	6759708
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	53
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	26
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2	26
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Indhira College of Education is an affiliated institution of Tamilnadu Teachers Education University, situated in Chennai-97. The college diligently follows the curriculum prescribed by the University, ensuring efficient implementation. At the beginning of each academic year, the Principal, in collaboration with the faculty members, establishes an Academic Calendar that aligns with the University's schedule.</p> <p>The allocation of subjects to faculty members is meticulously done, considering their expertise and interests. This planning is executed well in advance to ensure a smooth educational process. The college employs student-centric teaching methods that prioritize experiential learning, with students actively participating under the guidance of their teachers. These methods include collaborative and cooperative learning, integration of information and communication technology (ICT), brainstorming sessions, role-playing activities, and educational field trips.</p> <p>Moreover, the college places a strong emphasis on nurturing students' confidence. To achieve this, students are actively encouraged to take the initiative and prepare and present topics in each class. This approach not only enhances their knowledge but also fosters their communication and presentation skills.</p>	

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	View File

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

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	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

A. All of the Above

are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

File Description	Documents
Data as per Data Template	No File Uploaded
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

10

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

10

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

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

108

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

108

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

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

All of the above

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

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

158

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

158

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 micro teaching 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, 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	View File

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

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 their abilities 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 is committed to delivering a diverse and enriching educational experience to its students. These measures are rooted in a student-centric approach, emphasizing the unique needs of each learner.

The college actively embraces and advocates innovative teaching methodologies, including but not limited to active learning, cooperative learning, and inductive teaching and learning. This encompasses approaches such as inquiry-based learning, problem-based learning, project-based learning, and discovery learning.

Furthermore, the institution places a strong emphasis on fostering collaborative group learning, both within and beyond the confines of the classroom. Individual student research and discovery are

encouraged, alongside collaborative research and discovery endeavours involving both students and faculty.

When addressing the critical aspect of social development, prospective teachers in a particular program engage in reflective practices pertaining to their own social development and the profound influence of their educators.

During their practice teaching experiences, student teachers actively participate in all aspects of school life, encompassing curricular and extracurricular activities. They play pivotal roles in school functions, including decorating spaces, conducting morning assemblies, and organizing sporting events and annual day celebrations, thereby gaining comprehensive hands-on teaching experience.

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

Two of the above

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	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

253

2.1.1.1 - Number of students enrolled during the year

253

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

94

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

94

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)	View File
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

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	View File
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.

Academic Support Some of them includes Guest Lectures, Workshops/Seminars, Group Discussions, Bridge Courses, Remedial classes, Supervised study sessions, Contact with external agencies etc. A well-stocked library and computer resource center provide

all students access to books, journals and e-resources. Academic Support is provided to different types of learners in different ways as discussed below: For Slow learners-To cater the needs of slow learners, special remedial classes are organized by teachers. With the increase in number of students from Tamil medium schools, the medium of instruction is now bilingual. Remedial classes for English and Tamil medium both are also organized for the benefit of students. For Moderate Learners-Well framed Time table which includes all type of activities and classes is top most priority. Peer tutoring is emphasized so that all types of learners can be benefitted. Guest lectures are also arranged for them. For Advance Learner-Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with the open educational resources to read in detail. They are provided with the opportunities to participate in different types of events that are arranged for them by contacting external agencies and NGOs.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	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	View File
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

All of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

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	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

1. Experiential Learning: When concepts both theory and practical are introduced in class, students are required to construct meaningful learning. Classroom transaction involves discussions, collaborative learning, problem solving, gaming, peer assisted learning, concept mapping, theme based activities, assignment, seminar presentation, projects, creating portfolios, showcasing reflections, action research etc.

2. Participated Learning: Drama and Art occupies significant and integral part of the college's teaching & learning process. Other than the course requirements, script writing, choreography provides platform for the needed skills. The college's in-house events like the green challenge -plantation drive, Swachh Bharat Mission and health awareness camps allow students to develop communal spirit, patriotic fervor, an aesthetic sense of social responsibility and welfare thereby adding to the national wealth.

3. Problem solving Methodology: Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities.

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**108**

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**108**

File Description	Documents
Data as per Data Template	No File Uploaded
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	View File
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

Three 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	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://www.icoe.in
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

Working in Teams: UG and PG students are grouped under the supervision of mentors with 13-15 students to cope with academic and professional growth. They are encouraged and guided to participate in curricular & cocurricular activities.

Dealing with Student Diversity: Equity and equality are the core values with special attention to students from below socio-economic strata in developing their capacity towards life skills, providing financial help, psychoemotional support and techno support to complete the programme successfully. **Conduct of Self with Colleagues and Authorities** Students are made aware of the vision, mission, code of conduct, professional ethics and exposed to the qualities such as soft skills, body language, team spirit, co-habitation, co-operative management skills, self-conducting habits with stakeholders, within the community other than the profession. **Balancing Home and Work Stress** Parents/ spouse of student-teachers admitted are oriented about the institution's supportive role towards the intensity of the programmes with a questionnaire circulated to inform them about the stress involved and few modalities to tackle them amicably. **Keeping Themselves Abreast** Awareness programmes are organized during the formative period of the UG and PG programmes to acquaint them with current updates in the areas of knowledge, technology and evaluation.

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. Innovative teaching practice is an important aspect of the teaching programme. Student teachers practice different innovative models and approaches beginning from I year and till the end of the course with emphasis on Secondary and higher secondary levels of teaching processes. In Pedagogy of languages, students prepare lesson plans based on Herbartian approach of lesson plan model, Value based, Digital, Team teaching and Appreciation of poetry. In pedagogy of subject methodologies students prepare lesson plan based on, Herbartian model, ICT Based

lessons/ E -Content Modules, Value based lessons, lesson plans based on Constructivism-5 E-Model, Multiple intelligence, Script writing in the form of dialogue for role-play or story on various topics, and skill oriented lesson on drawing, graphs and their interpretation, which nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills. Herbartian model promotes the difference between concept formation and attainment, nurturing other support system. Thus leading to social responsibility.

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

Eight /Nine of the above

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

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	View File
Any other relevant information	No File Uploaded

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

Three of the above

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	View File
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	Three 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	All of the above

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 of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence showing the activities carried out for each of the selected response	View File
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

Three of the above

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

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

Selection of schools for internship: Selection of schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, distance from homes to school, methodology requirements of the schools etc. **Orientation to school principal/teachers:** Communication is shared regarding dates, classes and the ratio of student teachers, criteria for evaluation/observation in the third semester for a period of 16 weeks from secondary level to higher secondary level. **Orientation to students going for internship:** Students are oriented and demonstrated to use different strategies of teaching, design instructional teaching, activities, preparation of TLMs, evaluation tools etc. **Practicing different innovative models, strategies and approaches under simulation sessions** are implemented during internship. **Defining role of teacher of the institution:** The institution requires the master teachers to guide, supervise their performances, and interact to provide continuous feedback to the M.Ed students. **Streamlining mode/s of assessment of student performance:** Rubric and observation sheet is provided. **Different classroom assessment strategies, tools, designing scholastic achievement test, diagnostic tests** are taught at source to be implemented. **Exposure to variety of schools:** Students are sent to government, private, international, rural, urban schools of different boards such as CBSE.

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****150**

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

Nine/All 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	No File Uploaded
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.

We follow a well-organized and well planned schedule for Internship. Role of teacher-educator The role of teacher educator is: To maintain and ensure regularity and punctuality of

teachertrainees during the Internship. Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme. They also look after the problems faced by the students in the schools and provide viable solutions at her level. Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities. Role of school principal To look after the proper allocation of classes to the Interns. To orient the Interns about the functioning of school system and role of a teacher To provide time-to-time guidance to Interns for their performance. To provide feedback of interns to the teacher-educator Role of school teachers The role of school teachers are: To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn. To provide them guidance in conducting the classes To provide regular remarks on the lesson planning and its execution by the Interns in the class. To provide feedback of interns to the teacher-educator.

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)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for

Five of the above

assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

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

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

05

File Description	Documents
Data as per Data Template	No File Uploaded
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

Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored. The records of the students are maintained by the faculty and they are Assessed on the basis of their performance in curricular as well as co-curricular areas. Internal assessment is done for all students as per the university criteria. Faculty evaluates the presentations made by the students as part of the internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit. Assignments, Presentations and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, PowerPoint presentations, projects and assignments. Seminar - (one) Attendance - Each candidate whose admission is approved by Tamil Nadu Teachers Education University shall apply for the written/practical examinations. Candidates, who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University, will not be permitted to appear for the written/practical examinations.

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

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

Five of the above

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

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

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	View File

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

The academic calendar is prepared by the college according to the guidelines of the Tamilnadu Teachers Education University and it 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 mid-term 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	View File

2.7 - Student Performance and Learning Outcomes

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

PROGRAMME 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 carry out 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	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

Different ways in which the students and staff are made aware of learning outcomes are as follows: a) Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes. b) The results of each academic year are analyzed thoroughly by the Principal with the faculty members, who in turn discusses them with the teachers. c) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction. d) Such meritorious students are felicitated for their performance during Annual day. e) The intended Learning outcomes of other co-curricular and extracurricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all-round personality. f) Winners of cultural and Sports events are awarded prizes.

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

135

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	No File Uploaded

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

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. Following are 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	View File
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

All 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	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	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

All of the above

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

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year**03**

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

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year**0**

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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	View File
Any other relevant information	No File Uploaded

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

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

150

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

150

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

150

File Description	Documents
Data as per Data Template	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.

Our kids understand the value of cultivating an attitude of altruism. The college's NSS units frequently hold ten-day NSS camps and cleanliness drives like "Swachh Bharat" in which they also include village inhabitants. Additionally, they carry out door-to-door surveys and hold demonstrations to raise awareness about a variety of topics, including drug abuse, education, and health. To raise awareness of sports and inspire participation, we have also held cultural activities including a Sports Day. The village kids take part in the college's cultural events that are held on various dates. To address the health concerns of the local populace, medical check-up camps are conducted. The students adopt a village and plant saplings around the campus. They also practice teaching in local schools.

Students and community members can benefit from the eco-sustainability programs by participating in eco-friendly activities like composting, trash segregation, and learning about the negative consequences of plastic, among other things. Reaching out to those who are less fortunate and marginalized, such as through community outreach activities and projects including visits to old age homes, orphanages, eco-sustainability drives, etc. Through these activities, our children learn leadership, resiliency, empathy, and service-mindedness.

File Description	Documents
Relevant documentary evidence for the claim	View File
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

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

3

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

3

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

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

All of the above

Practice teaching /internship in schools
Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
Discern ways to strengthen school based practice through joint discussions and planning
Join hands with schools in identifying areas for innovative practice
Rehabilitation Clinics
Linkages with general colleges

File Description	Documents
Data as per Data Template	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

- Dedicated faculties who are committed and well-trained.
- A striking and practical atmosphere.
- Upscale infrastructure.
- Linguaphone in a language lab.
- A fully equipped ICT lab with internet access.
- A psychology lab with the necessary equipment and tools.
- More than 10,150 books, journals, and periodicals are housed in a well-kept library.
- A lab with the necessary physical and natural science equipment.
- Facilities for the fine arts with adequate equipment.
- Smart Schools.
- Cost-effective canteen facility.
- Facilities for transportation with a bus fleet.
- Public address system with campus fire extinguishers that are Wi-Fi enabled to make it simple to give students crucial information.
- CCTV cameras both inside and outside, along with two LCD screens, are used for security and efficient administration.
- A large, clean hostel with wholesome meal options for both

boys and girls.

- A large playground with a pavilion where you may play badminton, volleyball, Cricket and kabaddi
- On-campus medical care is available around-the-clock.
- Concentrate on getting ready for the TET and CTET exams.
- The college gives students access to a seminar room, smart classrooms, and a class library, all of which are designed to improve learning and prepare students to be great teachers.

File Description	Documents
List of physical facilities available for teaching learning	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

3

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)

425853

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	View File

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

more than 100 - 200 words

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	View File
Any other relevant information	No File Uploaded

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

151725

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	https://www.icoe.in
Any other relevant information	No File Uploaded

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

One of the above

as gifts to College	
File Description	Documents
Data as per Data Template	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	
<p>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</p>	
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	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.icoe.in
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.icoe.in
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)

425853

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	All of the above												
<table> <tr> <th>File Description</th><th>Documents</th></tr> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td><td>No File Uploaded</td></tr> <tr> <td>Sample feedback sheets from the students participating in each of the initiative</td><td>No File Uploaded</td></tr> <tr> <td>Photographs with date and caption for each initiative</td><td>No File Uploaded</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </table>	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	No File Uploaded	Photographs with date and caption for each initiative	No File Uploaded	Any other relevant information	No File Uploaded	
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	No File Uploaded												
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	Three/Four of the above												
<table> <tr> <th>File Description</th><th>Documents</th></tr> <tr> <td>Geo-tagged photographs</td><td>No File Uploaded</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </table>	File Description	Documents	Geo-tagged photographs	No File Uploaded	Any other relevant information	View File							
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	A. All of the above												

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	View File
Institutional guidelines for students' grievance redressal	View File
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)

Three of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
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
50	50

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

Youth empowerment through high-quality education is something the Indhira College of Education is committed to. As a result, the college's cocurricular and extracurricular activities are allowed considerable room. The pupils participate in a variety of activities both inside the school and in the community. The Student Council is established in accordance with the rules and procedures established by Tamilnadu Teachers Education University Chennai. Other students are encouraged and motivated by the student leaders to take part in student-focused events like blood drives, freshmen welcomes, Republic and Independence Days, Voters Day, Yoga Days, and Environment Days. Teachers work with student representatives to make events like these effective. The student representative also works to maintain order in the college by urging students to abide by the guidelines established by the institution and demanding that other students do the same. Campus with no plastics. Events, tournaments, and tree plantings related to sports and culture are arranged at the college with the assistance of the student representative. Therefore, the student council actively contributes to improving the college's reputation.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	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 goal of the Indhira College of Education alumni club is to cultivate a culture of fidelity and to further the institution's overall welfare. It provides networking opportunities that can assist people seek career changes by putting them in touch with seasoned experts. Every year, we hold our annual gathering at the Indhira College of Education so that everyone can chat, plan, and debate things together. They can also use these meetings to carry out their plans with the assistance of the college's faculty and students. Maintaining the most recent information on all alumni is one of the goals of the Indhira College of Education Alumni

association. long-lasting sense of loyalty to the alma mater. Participate in internship and teaching activities. Offer chances for placement and institution brand expansion. involves performing tasks to aspire to social responsibility. In order for them to offer ideas for college improvement, we also urge them to attend alumni gatherings in big numbers. Over the past five years, the alumni group has notably contributed through a variety of activities: inspiring freshmen students coordinating a range of activities They aid in online instruction and learning. Alumni participate actively in IQAC.

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

All 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	View File
Any other relevant information.	No File Uploaded

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

2

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

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

The Registered Alumni club of Indhira College of Education improves the connections between the alumni, faculty, and management while also fostering a vital connection with the school's students. The college's alumni association is a vibrant organization with numerous alumni as members. Annual formal alumni gatherings are held where they can reconnect with friends, students, teachers, and management; they treasure the memories and exchange experiences. A number of major academic and administrative groups, including the Internal Quality Assurance Cell, College Advisory Committee, Curriculum Development, etc., have alumni as an important component. The university places a high value on alumni recommendations and makes full use of their services to advance the institution. There will be two alumni gatherings for everyone.

Every year, college graduates. Numerous events are planned for alumni, they are recognized, and the college gives souvenirs like mugs, photo frames, and mementos to all current alumni at the alumni meet. The college often has meetings with its alumni group. Every year, alumni groups conduct an average of two meetings where members can talk and share opinions.

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 adheres to a democratic and participatory administrative framework, actively engaging teachers, students, and various stakeholders at every level. The governing trust delegates its authority to the CEO and Principal, who, in turn, distribute responsibilities across different tiers within the college. The Principal serves as the head, vested with the authority to oversee the successful execution of both academic and extracurricular activities.

To enhance governance effectiveness, the institution has established a College Committees, which oversees the holistic functioning of the college. The Internal Quality Assurance Cell (IQAC) closely monitors the activities of various committees and cells to ensure the seamless implementation of planned programs, aligning them with the institution's core policies and values.

Teachers' voices are highly valued within the institution, and they actively participate in decision-making processes through representation in key decision-making bodies. This inclusive and participatory approach ensures that the institution operates efficiently and remains dedicated to its educational mission.

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

Indhira College of Education is dedicated to embracing a culture of decentralization and participatory management as a testament to its commitment to collective leadership and democratic values. This ethos is deeply ingrained in both academic and administrative aspects of the college. To facilitate this approach, the college forms various committees consisting of teachers and student representatives, each with specific objectives aligned with the college's vision. In these committees, every member is encouraged to freely express their opinions and views, and these inputs are genuinely considered for enhancing the college's operations.

Teachers at Indhira College of Education actively engage in the management process by overseeing their department's teaching plans and having the autonomy to make necessary adjustments. They take the initiative in organizing seminars, workshops, career counseling sessions, and other activities that benefit students. Moreover, teachers are empowered to introduce innovative measures and determine the nature and duration of special classes, ensuring a student-centric approach.

In summary, the college's commitment to decentralization and participatory management underscores its dedication to democratic principles, involving all stakeholders in decision-making and fostering a culture of collaboration and innovation.

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.

Indhira College of Education operates as a self-financed institution, where the management of salaries and other expenditures falls under the direct purview of the Trust overseeing the institution. The college relies on student fees, in accordance with established norms, as a significant self-generated

resource to cover staff salaries and operational costs. The handling of fees and college funds is centralized and overseen by the Trust, with regular audits conducted to ensure transparency in financial matters. Payments are processed through cheques, contributing to financial accountability. Furthermore, scholarships and other student benefits are disbursed directly into the recipients' bank accounts.

In terms of academic affairs, the college offers the B.Ed. course, with student admissions based on their performance in their undergraduate (UG) courses. Admissions adhere to the guidelines set forth by the Tamilnadu Teachers Education University and the State government, which may evolve over time.

Administratively, all staff members, both teaching and non-teaching, participate in college administration. At the start of each session, individuals are assigned additional responsibilities alongside their regular duties. The institution forms various committees annually to oversee different aspects of college activities, promoting a collaborative and organized approach to administrative affairs.

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

6.2 - Strategy Development and Deployment

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

The College takes a proactive approach to academic planning by establishing a tentative academic plan and a flexible academic calendar well in advance of each session. This comprehensive plan is crafted through collaboration with senior faculty members and committee convenors. Additionally, input from practicing school administrators is sought to ensure that teaching practice activities align effectively.

The institution places significant importance on feedback from various stakeholders, which is gathered from the preceding academic session. This input is invaluable in shaping future activities and striving for academic excellence in the upcoming

session.

During the 'Annual Plan' meeting, faculty members and the principal come together to consolidate these plans. The coordinator oversees the integration of all proposed plans, conducting an initial review. Any suggestions or modifications are openly discussed for further consideration and are eventually finalized.

Ultimately, the principal, in coordination with the Internal Quality Assurance Cell (IQAC), grants final approval to the annual plan, making it ready for implementation. This inclusive and decentralized approach ensures that the annual plan is developed democratically, fostering a sense of collective ownership and commitment to the institution's educational objectives.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.icoe.in
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

At Indhira College for Education during the academic year 2021-22, the institution's academic environment is meticulously maintained by the Principal, who serves as the college's highest authority. Working in tandem with the Teachers' Council, the Principal plays a pivotal role in upholding academic standards.

Significant policy decisions are made by the Chairman of the college and are effectively communicated to the college community through the CEO. Within the college structure, the Principal receives support from key individuals such as the Secretary, Teachers' Council, and various subcommittees.

The Principal is responsible for executing both academic and administrative plans and policies, relying on the collaboration of these subcommittees to ensure the seamless operation of college activities. Additionally, the institution boasts an IQAC Cell and several committees dedicated to specific areas of focus, including

Academics, Admissions, Examinations, Library management, Games and Sports, Discipline, Planning and Development, Purchase, and Research and Development.

This comprehensive structure reflects the college's commitment to maintaining high academic standards and fostering a conducive learning environment during the 2021-22 academic year.

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	View File
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	No File Uploaded

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

Regular meetings are a common practice among different committees, cells, and bodies within the institution, including the Placement Cell, Admission Cell, Guidance and Counseling Cell, and Academic Committee, among others. These meetings serve as forums for discussing various issues and gathering suggestions to enhance the institution's efficiency and functionality. The importance of

individual perspectives is acknowledged, and issues raised during these meetings receive immediate attention and resolution.

The planning and execution of activities undertaken by these bodies and committees are meticulously carried out by their respective members through a well-structured planning and evaluation system. Detailed records are maintained, including minutes of staff meetings, to ensure transparency and accountability.

The college's various bodies and committees are dedicated to ensuring the timely implementation of both academic and cultural events as per the established calendar. Decisions made during these meetings are carefully 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

During the academic year 2021-22, the institution provided various support and incentives for faculty and staff:

Faculty were permitted to deliver guest lectures at other higher learning institutions to promote knowledge acquisition and sharing.

Marriage leave with salary is being in practice.

Maternity leave of 120 days was granted to women staff members.

Exclusive transport facilities were extended to both teaching and non-teaching staff.

The management contributed to the Provident Fund for all nonteaching staff members.

The institution ensured emergency medical care, ambulance services, and first-aid availability on campus.

The institution boasted well-furnished infrastructure and instructional facilities to support effective teaching and learning.

A welcoming and harmonious working environment prevailed, fostering a sense of camaraderie among the staff.

Comprehensive medical health checkups at free of cost was extended to all staff members, ensuring their well-being.

The institution valued and acknowledged the diverse ideas and contributions of its faculty in enhancing institutional development.

Opportunities for professional development, including attendance at seminars and workshops, were facilitated through overdraft (OD) provisions.

The institution recognized excellence among its staff through awards,

The availability of a drinking water RO (Reverse Osmosis)

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	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.

3

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

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

4

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.

Indhira College of Education has established robust mechanisms for assessing and utilizing performance evaluations to enhance the quality of teaching, research, and service provided by both faculty and other staff members. The institution diligently analyzes and effectively applies the results of these assessments and annual performance appraisals.

To encourage open feedback and suggestions regarding faculty performance, the college maintains a suggestion box accessible to all stakeholders. Regular student feedback is actively sought and encouraged, with students having the freedom to communicate their opinions directly to the principal and management. Students are provided with opportunities to share their perspectives on various academic and co-curricular programs conducted throughout the academic year.

Comprehensive evaluations conducted by both Principal, Management, students and peers are integrated into the assessment process. At the conclusion of each academic year, the college collects written feedback from students, which includes sections dedicated to assessing the performance of both faculty and other staff members.

These processes involve the active participation of relevant decision-making bodies, committees, and organizational personnel to ensure that the institution continually strives for improvement based on constructive feedback and evaluations.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	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	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

The institution has implemented a robust system to ensure financial compliance through both internal and external audits conducted annually. This mechanism has been consistently demonstrating a commitment to transparency and fiscal responsibility.

The internal audit process involves a thorough examination of all vouchers by an internal financial committee on a semi-annual basis. This committee meticulously scrutinizes expenses across various categories by verifying bills and vouchers. If any discrepancies are identified, they are promptly reported to the Principal for resolution. This internal audit process serves as an important checkpoint for financial accuracy within the institution.

Externally, the institution engages a chartered accountant, in accordance with government regulations, to audit its financial accounts. This external auditor ensures that all payments are properly authorized. Following the audit, a comprehensive report is submitted to the management for review. Any queries or concerns that arise during the audit process are promptly addressed, supported by relevant documentation, within specified timeframes. Importantly, the institution has a commendable track record of not encountering significant audit objections in previous years.

This diligent approach to financial oversight reflects the institution's unwavering commitment to maintaining transparency and upholding financial discipline to prevent misappropriation of funds or assets at all levels.

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.

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

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

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

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

6.5 - Internal Quality Assurance System

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

The IQAC has implemented a series of protocols designed to promote quality assurance and foster accountability among its members. These procedures are multifaceted:

Role Clarification: Each IQAC member is assigned specific roles and responsibilities, ensuring clear accountability for their contributions to enhancing quality assurance.

Student-Centric Decision-Making: The IQAC prioritizes student needs when making decisions, aligning actions with student requirements and aspirations.

Curricular Planning: Effective curriculum development is crucial, with the IQAC crafting action plans to supplement regular curricular activities for comprehensive educational planning.

Teaching-Learning Process Assessment: The IQAC assesses teaching plans through formal and informal discussions to enhance the

overall teaching-learning experience.

Feedback Collection and Analysis: Thorough feedback collection and analysis from participants and stakeholders guide data-driven decision-making and highlight areas for improvement.

Comprehensive Documentation: Rigorous documentation of institutional activities ensures that all work is systematically recorded for future reference and accountability.

In summary, these IQAC procedures establish a robust framework for accountability while advancing quality assurance, covering role definition, student focus, curriculum planning, assessment, faculty development, feedback analysis, and meticulous institutional documentation.

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 needs. The institution has established a dedicated cell responsible for assessing program performance. The college places great emphasis on meticulous planning and the effective execution of academic programs.

Use of multimedia for teaching- learning.

Providing hands-on experience through supw and spss training.

Team teaching and Peer Teaching. Inviting eminent speakers for guest/ extension lecturers. Simulated Teaching Presentation by students on various topics.

Group discussions and panel discussions.

Enriched library resources. Research seminars for M.Ed. Closer association with mentor teachers.

Two Sessional examinations as per university guidelines. Consequently, incremental improvement in various activities has been observed.

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	View File

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

19

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	View File
Any other relevant information	No File Uploaded

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

Three of the above

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

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

The college meticulously plans its academic calendar in advance, making it accessible to all stakeholders. Adherence to this calendar is strictly upheld. New students are actively engaged in orientation programs, which cover the institution's educational philosophy, the specifics of the education system, teaching and learning methodologies, continuous assessment practices, compulsory core curriculum, various cultural activities, and the institution's disciplinary culture. Before the academic year commences, students are provided with information regarding timetables and course syllabi.

Regular class committees are convened to gather feedback from students, enabling necessary adjustments to the teaching and learning processes. The IQAC adopts a learner-centered approach and continually evaluates and refines its policies to align with this ethos.

Two notable examples of incremental improvements achieved within the institution during the year include:

Strengthening institutional relationships through various Memorandums of Understanding (MoUs). Instilling a sense of social responsibility among student-teachers by establishing and running an evening school, as well as providing healthy snacks to its attendees.

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

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.

Regular maintenance of electronic devices at Indhira College is crucial to ensure their longevity and optimal performance. Technicians and staff should conduct routine checks to identify and address any issues promptly. This includes cleaning dust and debris from vents and internal components to prevent overheating, updating software and firmware to enhance security and functionality, and inspecting hardware for signs of wear or damage. Preventative measures such as battery conditioning, cable management, and regular backups of essential data should also be part of the maintenance routine. Natural ventilation harnesses the power of outdoor air to cool and freshen indoor spaces. It relies on well-placed windows, vents, and openings to allow a continuous exchange of air without the need for mechanical systems. This approach not only reduces energy consumption but also improves indoor air quality, making it a sustainable and cost-effective choice for many buildings. LED lights are another energy-efficient solution, offering bright illumination while consuming

significantly less electricity than traditional incandescent bulbs. They last longer and emit less heat, further contributing to energy savings. Inverter air conditioners are designed to regulate their compressor speed, adjusting it to meet the cooling demand efficiently.

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

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

Indhira College of Education is committed to environmental sustainability, and one of the key aspects of this commitment is the implementation of a comprehensive waste management policy. This institutional policy has been developed to address the responsible handling and disposal of waste generated within the college premises.

The waste management policy at Indhira College outlines a systematic approach to waste reduction, recycling, and responsible disposal. It begins with waste segregation at the source, where separate bins are provided for recyclables, non-recyclables, and hazardous waste. The college community, including students, staff, and faculty, is educated about the importance of proper waste disposal through regular awareness campaigns and workshops.

Regular waste audits are conducted to assess the college's waste generation patterns and identify areas for improvement. Efforts are made to minimize waste through practices like reducing paper usage and encouraging the use of reusable containers and water bottles.

Indhira College's waste management policy exemplifies its dedication to sustainability, fostering a culture of environmental responsibility among its community members and contributing to a cleaner and greener campus environment. This commitment reflects the institution's awareness of its role in preserving the environment for future generations.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File
7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	One of the above
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	View File
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Two of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	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	
Indhira College is dedicated to the maintenance of a pollution-	

free, healthy environment and a "Go Green" ethos that prioritizes sustainable practices, including tree planting and preservation. We firmly believe that a clean and green environment is essential for the well-being of our college community and the broader ecosystem.

To ensure a pollution-free environment, we have implemented strict waste management and recycling programs, emphasizing the responsible disposal of waste materials. Additionally, we actively participate in local environmental initiatives, such as clean-up drives and pollution awareness campaigns, to contribute to a cleaner and healthier community.

Our commitment to "Go Green" is exemplified by our tree planting efforts. We have established green spaces on our campus and continue to plant trees to increase biodiversity, enhance air quality, and create natural, serene areas for our students and faculty. At Indhira College, the maintenance of a pollution-free and healthy environment, combined with our dedication to "Go Green" through tree planting and sustainable practices, is a testament to our commitment to environmental stewardship. We strive to create a campus and a community that values and protects the environment, ensuring a sustainable and eco-conscious future for all.

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

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

Two of the above

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	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
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)

585650

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

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

The NSS unit of Indhira College has taken significant strides in its efforts to uplift the village of Gudiyam , Kuppathu palayam,in Thiruvallur district. This initiative encompasses a multifaceted approach, addressing various aspects of the community's well-being.

One of the key aspects of our community practices in Gudiyam, Kuppathupalayam village is the provision of essential resources. Our NSS volunteers have been actively involved in distributing food, clothing, and study materials to the residents of the village. We recognize that access to these basic necessities is crucial for a dignified and empowered life, and we are committed

to supporting the community in these fundamental ways.

Moreover, our engagement with villages goes beyond material assistance. Our NSS unit conducts awareness campaigns and educational programs on various topics, including health, hygiene, and environmental sustainability. We believe that knowledge empowers individuals and communities, and we are dedicated to sharing valuable information with the residents to improve their overall quality of life.

Our commitment to social responsibility and community development. By addressing the immediate needs of the villagers while also fostering education and awareness, we hope to contribute to positive and lasting change and inspire similar initiatives in the broader community.

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

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	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. HOSTEL FACILITIES

Our college provides excellent hostel facilities for both men and women, ensuring a safe and comfortable environment for all students. The hostels are equipped with modern amenities, including spacious and well-furnished rooms, 24/7 security, Wi-Fi connectivity, and recreational areas. Separate accommodations for men and women are maintained with strict security measures to ensure the safety and privacy of all residents. In addition to comfortable living spaces, the hostels offer a pleasant atmosphere for academic growth and personal development, fostering a sense of community and camaraderie among the residents.

2. PROVIDING NUTRIOUS BREAKFAST FOR LOW COST

Indhira College of Education is committed to the well-being of its students and staff, and as part of this commitment, it offers a convenient and affordable breakfast option for just Rs 30. This initiative not only ensures that everyone on campus has access to a nutritious meal but also promotes a sense of community by bringing individuals together to start their day with a wholesome breakfast. The menu is thoughtfully designed to offer a variety of

options, catering to different dietary preferences and requirements.

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

In today's digital age, the concept of a digital library has revolutionized the way we access, store, and share information. A digital library is a dynamic, online repository of knowledge, encompassing a vast array of digital resources such as books, journals, articles, videos, and more. What sets digital libraries apart from their traditional counterparts is their accessibility, scalability, and versatility.

One of the most striking features of digital libraries is their accessibility. With a simple internet connection, users can access a wealth of information from anywhere in the world, eliminating geographical constraints and enabling lifelong learning. This accessibility is a game-changer for students, researchers, and enthusiasts who can now tap into global knowledge repositories with ease.

Digital libraries are not limited by physical space, allowing them to store a staggering amount of information. This scalability ensures that digital libraries can accommodate a diverse range of resources, catering to various subjects, languages, and formats.

In conclusion, digital libraries have emerged as indispensable tools in the information age. They embody accessibility, scalability, and versatility, providing a wealth of resources at our fingertips. As society continues its digital transformation.

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