



YEARLY STATUS REPORT - 2022-2023

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**
- Address **No.1, V.G.R GARDENS, V.G.R NAGAR, PANDUR VILLAGE**
- City/Town **TIRUVALLUR**
- State/UT **TAMILNADU**
- Pin Code **631203**

2. Institutional status

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

- Location **Rural**
- Financial Status **Self-financing**
- Name of the Affiliating University **TAMIL NADU TEACHERS EDUCATION UNIVERSITY**
- Name of the IQAC Co-ordinator/Director **Mrs. N. JAYAVARDHINI**
- Phone No. **9841049379**
- Alternate phone No.(IQAC) **04427650440**
- Mobile (IQAC) **9884164692**
- IQAC e-mail address **indhiraeducation@gmail.com**
- Alternate e-mail address (IQAC) **office.icoe@indiraeducational.org**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <https://icoe.in/NAAC/AQAR%202021-2022.pdf>

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

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

<https://www.icoe.in>**5.Accreditation Details**

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

6.Date of Establishment of IQAC**23/07/2008****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	0

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)

Accreditation Preparation: IQACs often play a crucial role in preparing institutions for accreditation processes by assessing and enhancing the quality of academic and administrative activities. **Quality Improvement Initiatives:** IQACs work on implementing quality improvement initiatives, including feedback mechanisms, faculty development programs, and curriculum reviews to enhance the overall quality of education. **Research and Publications:** Encouraging research activities among faculty and students, as well as facilitating the publication of research outcomes, can be a significant contribution made by IQACs. **Student Support Services:** Focusing on the overall development and support of students through mentoring programs, counseling services, and career guidance initiatives. **Infrastructure and Learning Resources:** Monitoring and improving infrastructure facilities, as well as ensuring the availability of adequate learning resources, such as libraries, laboratories, and online platforms.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
To plan for academic activities	Academic Calendar preparation was done.
To establish the MOU with sister Institution	Established MOU with sister Institution Priyadarshini Dental College and Hospital .on 19.09.2022
To conduct Staff Development Programmes	Planning to conduct
To update AISHE	AISHE was updated as discussed in IQAC meeting on 21.12.2022.
To involve in extension activities	Students participated in seven days NSS Camp from 27.05.2023 to 03.06.2023.
To establish Research Circle	Necessary steps were taken

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
ACADEMIC AND ADMINISTRATIVE COMMITTEE	04/08/2022

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	Dr. REGINA JOEL
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• Alternate e-mail address (IQAC)	office.icoe@indiraeducational.org				
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• if yes, whether it is uploaded in the Institutional website Web link:	https://www.icoe.in				
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Cycle 2	B++	2.87	2017	12/09/2017	11/09/2022
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
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<ul style="list-style-type: none"> • If yes, mention the amount 	
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13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
ACADEMIC AND ADMINISTRATIVE COMMITTEE	04/08/2022
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-2022	21/12/2022
15.Multidisciplinary / interdisciplinary	
<p>In our college, the ethos of multidisciplinary and interdisciplinary approaches underscores our commitment to providing a well-rounded and holistic educational experience. Our academic environment encourages collaboration and the integration of knowledge from diverse disciplines. Faculty and students alike are empowered to transcend traditional departmental boundaries, fostering a dynamic learning ecosystem.</p>	

Multidisciplinary is evident in the curriculum, where students have the opportunity to engage with a variety of subjects, gaining insights that go beyond the confines of a single discipline. This approach not only enriches their academic journey but also equips them with a comprehensive skill set that is valuable in today's interconnected world.

Furthermore, our commitment to interdisciplinary learning is manifested through collaborative research projects and initiatives that bring together faculty expertise from different departments. Students are encouraged to explore the intersections between disciplines, promoting a nuanced understanding of complex issues and nurturing a spirit of innovation.

By championing multidisciplinary and interdisciplinary approaches, our college aims to prepare students for the challenges of a rapidly evolving global landscape, fostering creativity, adaptability, and a holistic perspective that extends beyond traditional academic boundaries.

16.Academic bank of credits (ABC):

In our college, the Academic Bank of Credits (ABC) stands as a pioneering initiative that revolutionizes the traditional approach to education. The ABC system is designed to empower students with flexibility and autonomy in shaping their academic journeys. Rather than adhering to a rigid course structure, students accumulate credits by successfully completing modules or courses, allowing for a personalized and student-centric learning experience.

This innovative system recognizes and values diverse forms of learning, including internships, research projects, and community engagement. Students have the freedom to choose from a wide array of courses offered across disciplines, fostering a multidisciplinary approach that enriches their educational experience.

The ABC system encourages a culture of continuous learning, as students can accumulate credits at their own pace. This flexibility is particularly beneficial for those seeking to balance academics with other commitments, promoting a holistic development approach.

Moreover, the ABC system facilitates the transferability of credits, allowing students to seamlessly transition between

programs or institutions. This enhances opportunities for collaboration and exchange, both locally and globally, and prepares students for the dynamic demands of the modern workforce.

In essence, the Academic Bank of Credits in our college is a transformative force, championing personalized learning, interdisciplinary exploration, and adaptability, and ensuring that our students are well-equipped for success in a rapidly evolving academic and professional landscape.

17.Skill development:

In our college, a robust emphasis on skill development underscores our commitment to preparing students not just academically, but also for the challenges of the professional landscape. The curriculum is meticulously crafted to integrate practical skills alongside theoretical knowledge, aligning with the evolving demands of various industries.

Our approach to skill development extends beyond the traditional classroom setting, incorporating experiential learning opportunities such as internships, workshops, and industry collaborations. These engagements provide students with hands-on experiences, honing their problem-solving abilities and fostering a real-world understanding of their chosen fields.

The college also prioritizes soft skills, recognizing their integral role in personal and professional success. Communication, teamwork, and critical thinking are woven into the fabric of our programs, ensuring that graduates possess a well-rounded skill set that extends beyond technical expertise.

Furthermore, our commitment to skill development is reflected in the provision of specialized training programs and certifications, equipping students with industry-relevant skills that enhance their employability. The college acts as a catalyst for entrepreneurship, encouraging students to cultivate an entrepreneurial mindset and providing resources for those inclined to venture into business.

In essence, skill development in our college is a dynamic and integral component of the educational experience. It empowers students to navigate the complexities of the contemporary job market with confidence, resilience, and a proficiency that extends beyond theoretical knowledge.

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

In our college, the integration of the Indian Knowledge System represents a visionary commitment to preserving and promoting the rich heritage of our cultural and intellectual traditions. One key facet of this integration is the emphasis on teaching in Indian languages, acknowledging the linguistic diversity that defines our nation. Courses are conducted in regional languages, fostering a deeper connection between students and the subject matter, and ensuring inclusivity for those more comfortable with vernacular mediums.

Cultural integration is woven into the fabric of our academic environment. Courses explore the intersections between traditional Indian knowledge and contemporary global perspectives, creating a harmonious blend that enriches the educational experience. This approach not only imparts subject-specific knowledge but also instills a sense of cultural pride and identity among students.

The use of online courses further amplifies the reach and impact of this integration. Virtual platforms facilitate accessible and inclusive learning experiences, breaking down geographical barriers and enabling students from diverse backgrounds to engage with and contribute to the preservation of the Indian Knowledge System.

In essence, the appropriate integration of the Indian Knowledge System in our college is a celebration of our cultural heritage, fostering a holistic educational experience that seamlessly combines linguistic diversity, cultural richness, and modern technology to prepare students for a globally interconnected world.

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

In our college, a paramount commitment to Outcome-Based Education (OBE) underscores our dedication to ensuring that education goes beyond the mere transmission of knowledge, focusing instead on tangible, measurable outcomes that prepare students for success in the professional arena.

OBE in our curriculum revolves around clearly defined learning objectives and measurable goals. Each program is designed to equip students with a specific set of skills, knowledge, and competencies that are relevant to their chosen fields. This

approach facilitates a transparent and results-oriented educational experience, aligning with industry needs and expectations.

Assessment methods are intricately linked to OBE principles, emphasizing continuous evaluation and feedback. This ensures that students not only grasp theoretical concepts but also demonstrate practical application and critical thinking skills. The emphasis on outcomes encourages a proactive learning mindset, fostering student engagement and accountability.

Moreover, our faculty plays a pivotal role in implementing OBE. They are dedicated to facilitating a dynamic learning environment that encourages collaboration, problem-solving, and the application of knowledge. The integration of real-world scenarios and industry-relevant projects enhances the practical relevance of the education imparted.

In essence, OBE in our college is a transformative force, shaping students into well-rounded, industry-ready professionals. By focusing on measurable outcomes, we ensure that our graduates are not only academically proficient but also possess the practical skills and competencies necessary for success in their chosen careers.

20.Distance education/online education:

In the midst of the pandemic in 2020, our institution, INDHIRA COLLEGE OF EDUCATION, introduced online distance learning. This innovative approach empowered students to become self-reliant learners, preparing them for the challenges of the real world. The platform offered opportunities for students to explore new learning applications, fostering the development of skills and capacities that accelerated their growth trajectory.

Faculty members actively endorsed online and distance education, encouraging students to utilize their free time to learn new skills from anywhere in the world. Presently, universities and colleges are increasingly emphasizing Massive Open Online Courses (MOOCs) as an educational revolution. Despite the high ideals initially associated with MOOCs, they appear to be reinforcing existing advantages rather than bridging educational disparities.

Students worldwide register for online courses through platforms like MOOCs and Swayam, submitting assignments and engaging with the syllabus. These platforms serve as a bridge between global

faculties and subject matter experts, creating a social network that allows learners to contribute and choose areas of interest.

To facilitate communication and collaboration, educators and students alike leverage Google Workspace productivity tools. Google Classroom, a free platform, offers flexibility for teachers to connect with students, organize classes, events, and materials, while also keeping records. Pedagogical staff use GCR Application as a central hub for communication, asking questions, making assignments, and ensuring timely submissions.

In the digital landscape, the Virtual Classroom is instrumental in enabling online learning for today's digital learners. This application provides a unique interface and feedback, making it easy for students to navigate and ensuring a secure learning environment. The app assists in managing, measuring, and enhancing learning experiences, allowing educators to identify missing assignments with timestamped records.

Students can create diverse learning activities using various tools such as YouTube videos, Google Forms, survey sheets, or PDFs from Google Drive within the Google Classroom. The key principles of effective online learning, including clear rules and expectations, frequent and successful assessments, high student engagement, authentic and purposeful learning, and efficient learning, are emphasized.

It is worth noting that Google Classroom is freely available for educational institutions utilizing Google Apps for Education, further promoting accessibility and collaboration in the learning process.

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 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	150
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	150
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	150
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	150
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	7725035
4.2 Total number of computers on campus for academic purposes	53
3.Teacher	
5.1	26

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
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>The institution is affiliated with the Tamilnadu Teachers Education University, adhering strictly to all the university's requirements for implementing the curriculum. The B.Ed program's first year comprises 10 courses, while the second year includes 4 courses and practical components. Despite this, we actively engage in staff meetings to discuss the curriculum's nature. At the beginning of each academic year, we organize student orientation events, providing them with syllabus copies for reference. Our timetable and library feature the curriculum orientation schedule.</p> <p>We emphasize tailoring the curriculum to the local environment, particularly in practical coursework related to the course. This involves incorporating materials on local environmental and social issues, such as community outings and researching environmental problems. Our faculty members, serving on the Board of Study and Academic Council, play an active role in developing university-level curricula. The institution has conducted seminars and workshops to deliberate on the curriculum's structure and content. It is crucial to highlight that this year's curriculum remains unchanged, and these procedures have been in effect since the start of the academic year. The same procedures are followed for the M.Ed course, and the curriculum details can be accessed from the website (B.Ed/M.Ed).</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	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	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	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.icoe.in
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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

1.2.2 - Number of value-added courses offered during the year	
4	
1.2.2.1 - Number of value-added courses offered during the year	
4	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
258	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
258	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	One of the above

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

150

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

150

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

1.3 - Curriculum Enrichment

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

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

File Description	Documents
List of activities conducted in support of each of the above	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

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

navigate and appreciate diversity in classrooms, communities, and the broader society.

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

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

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

File Description	Documents
Documentary evidence in support of the claim	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

All of the above

Students Teachers Employers Alumni Practice Teaching Schools/TEI	
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
300	
2.1.1.1 - Number of students enrolled during the year	
300	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

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

96

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

96

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

The assessment process at Indhira College of Education is designed to evaluate students' diverse learning needs and readiness for the professional education program. Academic transcripts, showcasing previous qualifications, aid in understanding students' backgrounds. Aptitude tests and interviews assess critical thinking, problem-solving, and communication skills, determining preparedness for the program. Assessment results guide tailored academic support, including extra classes, tutoring, or mentoring. Post-admission, additional assessments ensure a nuanced understanding of students' learning levels, facilitating specialized programs for both advanced and weak learners. Content tests at the program's start identify knowledge gaps, guiding instructional strategies and enrichment activities. Annual talent hunts recognize and enhance students' talents in various fields. Internal exams, like class tests, occur during each semester, fostering better performance. Teachers recommend resources and use a bilingual approach for comprehensive learning. Individual counseling is provided for academic and career guidance, ensuring a holistic educational experience.

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

Six/Five 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	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

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

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

2.2.4 - Student-Mentor ratio for the academic year

12:1

2.2.4.1 - Number of mentors in the Institution

26

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

2.3 - Teaching- Learning Process

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

In adopting a multiple-mode approach to teaching-learning, educators leverage various methodologies to cater to diverse learning styles and enhance student engagement and comprehension across different courses within each program.

Experiential learning immerses students in hands-on activities, fostering deeper understanding through direct experience and reflection. Participative learning promotes active student involvement, encouraging collaboration and peer-to-peer interaction to deepen comprehension. Problem-solving methodologies empower students to apply theoretical knowledge to real-world challenges, fostering critical thinking and practical skills development.

Brainstorming stimulates creativity and idea generation, encouraging students to explore multiple perspectives and solutions. Focused group discussions facilitate in-depth exploration of specific topics, encouraging active participation and exchange of ideas among peers. Online modes offer flexibility and accessibility, leveraging digital platforms to facilitate asynchronous learning and resource sharing.

Each mode is strategically chosen based on the course content and learning objectives, aiming to create a dynamic and interactive learning environment tailored to the needs and preferences of students within each program.

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

20

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

300

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	View File

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	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

In our institution, mentoring efforts focus on developing professional attributes in students through various avenues:

1. Working in teams: Mentors guide students in understanding team dynamics, fostering effective communication, resolving conflicts, and leveraging individual strengths to achieve collective goals through regular feedback and coaching sessions.

2. Dealing with student diversity: Mentors provide strategies for embracing diversity, promoting inclusivity, and adapting teaching approaches to cater to the unique needs and backgrounds of students, fostering empathy and cultural competence.

3. Conducting self with colleagues and authorities: Mentors offer guidance on professional etiquette, interpersonal communication, and conflict resolution techniques, fostering respectful and collaborative relationships with colleagues and authorities.

4. Balancing home and work stress: Mentors support students in developing time management skills, setting priorities, and implementing self-care practices to maintain a healthy work-life balance, offering encouragement and resources for managing stress effectively.

5. Keeping oneself abreast with recent developments in education

and life: Mentors facilitate continuous professional development by recommending relevant literature, organizing workshops, and encouraging participation in conferences and seminars, promoting lifelong learning and staying updated with emerging trends and innovations in education and personal growth.

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

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	No File Uploaded
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

The teaching-learning process serves as a catalyst for nurturing a wide array of essential qualities among students. Through dynamic and interactive pedagogical approaches, educators foster creativity by encouraging students to explore, experiment, and express themselves freely. Innovativeness is cultivated through problem-solving activities, project-based learning, and exposure to diverse perspectives, empowering students to think outside the box and develop novel solutions to challenges.

Intellectual and critical thinking skills are honed through engaging discussions, analytical exercises, and the exploration of complex ideas, fostering a deeper understanding of subjects and the ability to evaluate information critically.

Empathy is cultivated through collaborative projects, discussions on social issues, and exposure to diverse perspectives, helping students develop a deeper understanding of others' experiences and perspectives.

Furthermore, life skills such as communication, teamwork, adaptability, and resilience are integrated into the curriculum through various activities and projects, preparing students for success in both academic and real-world settings.

By nurturing these qualities, the teaching-learning process not only enhances students' academic growth but also equips them with the skills and competencies needed to thrive in an ever-evolving global society.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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)

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

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

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

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

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

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

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	
File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of each response selected	No File Uploaded
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	Two of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
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	

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

Nil

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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

300

File Description	Documents
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	No File Uploaded
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

File Description	Documents
Data as per Data Template	No File Uploaded
Sample copies for each of selected activities claimed	No File Uploaded
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.

The institution implements robust monitoring mechanisms during internship programs to maximize their impact in schools. Teacher educators play a pivotal role in overseeing interns' progress, providing guidance, and facilitating reflection on teaching experiences. They conduct regular observations, offer feedback, and collaborate with school principals to ensure interns receive comprehensive support. School principals oversee the overall implementation of the internship program, monitoring interns' integration into school culture and providing resources as needed. School teachers serve as mentors, offering practical advice, modeling effective teaching strategies, and providing constructive feedback to interns. Peers also play a vital role, offering support, collaboration opportunities, and feedback on classroom practices. Through collaborative efforts, including regular meetings, observations, and feedback sessions, these stakeholders ensure interns' professional growth, enhancing the overall impact of the internship program in schools.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
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)

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	No File Uploaded

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

Five of the above

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	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	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

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

6

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

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

26

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

26

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

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

Teachers engage in various efforts to stay updated professionally, including in-house discussions and collaborations with colleagues.

They participate in regular meetings and workshops within the institution to discuss current developments and issues in education, sharing insights and best practices with one another. Additionally, teachers actively exchange information with colleagues from other institutions, either through formal networks or informal channels, to stay abreast of policies, regulations, and innovative teaching methods. They attend conferences, seminars, and training sessions to enhance their knowledge and skills, fostering continuous professional development. Furthermore, teachers leverage online resources, journals, and professional associations to access the latest research and trends in education, ensuring their teaching practices remain relevant and effective. Overall, these efforts enable teachers to adapt to evolving educational landscapes and provide high-quality instruction to their students.

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

Continuous Internal Evaluation (CIE) in the institution comprises various components designed to assess and monitor student learning throughout the academic term. Firstly, regular assessments, including quizzes, assignments, projects, and presentations, are conducted to gauge student understanding and progress. Secondly, formative assessments provide ongoing feedback to students, enabling them to identify areas for improvement and adjust their learning strategies accordingly. Thirdly, faculty members review student performance and provide constructive feedback to support their academic development. Additionally, student engagement and participation in class discussions, group activities, and practical sessions contribute to the CIE process. Moreover, periodic reviews of assessment results and student feedback inform instructional adjustments and curriculum enhancements to better meet learning objectives. Overall, CIE ensures a dynamic and continuous evaluation process that fosters student growth and academic success.

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

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

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

The mechanism for grievance redressal related to examinations is operationally effective when it ensures transparency, accessibility, and timeliness in resolving issues. Firstly, it should provide clear guidelines on how students can lodge complaints or grievances, whether through online portals, dedicated email addresses, or physical forms. Secondly, there should be a systematic process in place to review and address each grievance, involving relevant stakeholders such as faculty members, administrators, and impartial adjudicators. Thirdly, timely communication with students regarding the status and resolution of their grievances is crucial to maintain trust and

confidence in the system. Additionally, periodic reviews and improvements to the grievance redressal mechanism based on feedback from students and stakeholders can enhance its effectiveness over time. Ultimately, a robust grievance redressal mechanism ensures fairness and accountability in the examination process, contributing to a positive academic environment.

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

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

The institution ensures adherence to the academic calendar for the conduct of internal evaluation through a well-structured mechanism that involves several key steps. Firstly, at the beginning of each academic year, a comprehensive academic calendar is established, outlining important dates for internal evaluations, including deadlines for submission of assignments, quizzes, tests, and projects. Secondly, faculty members are provided with this calendar well in advance, along with clear guidelines on assessment criteria and expectations. Thirdly, periodic reviews are conducted to monitor the progress of internal evaluations and ensure alignment with the established timeline. In cases where adjustments are necessary due to unforeseen circumstances, such as holidays or emergencies, timely communication is maintained with students and faculty to accommodate changes without compromising the integrity of the evaluation process. Ultimately, this mechanism ensures that internal evaluations are conducted systematically and in accordance with the academic calendar, enabling students to plan their studies effectively and facilitating smooth academic operations within the institution.

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

2.7 - Student Performance and Learning Outcomes

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

Since Indhira College of Education is affiliated to TAmil Nadu Teacher's Education University ,PLO's and CLO's are designed by the University.The institution ensures alignment of stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process through a structured approach. Firstly, during curriculum development, PLOs are defined to reflect the overarching knowledge, skills, and competencies students should acquire by the end of their program. CLOs are then formulated for each course to specify the intended learning outcomes at the course level, aligning with the broader PLOs. Secondly, instructional design incorporates teaching methodologies, assessments, and learning activities tailored to address the identified CLOs, ensuring students have opportunities to demonstrate mastery of the desired skills and knowledge. Thirdly, continuous evaluation and feedback mechanisms are employed to assess the effectiveness of teaching strategies in achieving the intended outcomes and to make necessary adjustments. This alignment between PLOs, CLOs, and the teaching-learning process ensures coherence in the educational experience, facilitating student development and program accreditation.

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

2.7.2 - Pass percentage of Students during the year

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

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

The institution monitors the progressive performance of students and the attainment of professional and personal attributes aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) to drive continuous improvement. This process involves regular assessment and feedback mechanisms integrated into the curriculum. Faculty members use various assessment tools such as exams, projects, presentations, and portfolios to evaluate student performance against the established outcomes. Additionally, student feedback surveys and performance reviews are conducted to gather insights into their learning experiences and areas needing improvement. Data from these assessments are analyzed to identify strengths and weaknesses in the curriculum, teaching methods, and support services. Based on these findings, adjustments are made to enhance the effectiveness of teaching-learning processes, address gaps in student learning, and ensure alignment with PLOs and CLOs. This iterative approach fosters a culture of improvement, ultimately enhancing the quality of education and the achievement of desired learning outcomes.

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

10

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.

Assessment tasks serve as barometers for measuring the extent to which students' initial learning needs are met. For instance, if a student struggles with mathematical concepts, an assessment task might focus on problem-solving skills rather than rote memorization. Similarly, if a student needs improvement in writing, assessment tasks may emphasize structuring coherent arguments or narratives.

Consider a scenario where a student initially struggles with comprehension. An assessment task could involve reading a passage and answering questions that require critical thinking and inference skills. If the student's performance demonstrates an enhanced ability to comprehend and analyze the text, it reflects how their initial learning need for comprehension was addressed.

In summary, the alignment between assessment tasks and students' initial learning needs is evident in the tasks' content, structure, and the demonstrated skills or understanding showcased by students upon completion.

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

Online student satisfaction survey: feedback on teaching-learning process effectiveness.

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	View File
Any other relevant information	View File

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

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

One of the above

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

3.2 - Research Publications

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

3

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	View File

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

8

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

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

7

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	View File

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

135

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

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

140

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

140

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	View File

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.

B.Ed students engaged in impactful outreach activities by organizing interactive workshops and awareness campaigns within the community. These activities were designed to sensitize students to prevalent social issues and instill a sense of responsibility towards community development. Through dynamic sessions, students explored topics like education inequality, environmental sustainability, and social justice.

Utilizing creative mediums such as skits, discussions, and multimedia presentations, B.Ed students effectively communicated the importance of community engagement and the role education plays in fostering positive change. Field visits to local NGOs, schools, and community centers provided firsthand exposure to the challenges faced by marginalized groups. Reflective sessions and group discussions enabled students to critically analyze societal issues and brainstorm viable solutions.

This holistic approach not only enhanced students' awareness of social issues but also motivated them to actively contribute to community development, fostering a sense of empathy and civic responsibility among future educators.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	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

1

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

1

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

1

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities

One/Two 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)

398720

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

4.2 - Library as a Learning Resource

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

The college library has a vast collection of text books and general books, International and National journals, to cater to the needs of both UG and PG students. Separate sections for General, Reference books, Journals and Periodicals, Magazines are provided along with a browsing facility to access online databases and academic information. As per the recommendations of the committee all the books in the reference section are affixed with the Call Number, Spine Labels legibly printed and arranged by that number. The same procedure is being used for the books meant for circulation. The committee also recommended the journals, back volumes of journals. Student project reports to be arranged in a systematic order department wise for easy accessibility. New arrivals of books are displayed on the Notice Board. Safety measures like Pest control, Dusting every day and fire extinguishers are provided. Special services to differently-abled users. Accessibility through Online Public Access Catalogue (OPAC) Open access to books and journals. N-LIST(National Library and information Services Infrastructure for Scholarly Content) software taken recently for digital Library to refer books online.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.icoe.in
Any other relevant information	No File Uploaded

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

more than 100 - 200 words

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

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

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

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

File Description	Documents
Landing page of the remote access webpage	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)

154675

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://icoe.in/?utm_source=icbse.com&utm_medium=referral
Any other relevant information	No File Uploaded

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

Two of the above

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

4.3 - ICT Infrastructure

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

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

programmes, preparing PPTs and for maintaining records, etc. In the Computer Lab software available are; Ms Office with tools MSWord MS-Excel MS- Power Adobe Reader Internet Explorer Nero Start Smart -CD writer D-link software Java C,C++ and Adobe Photoshop

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

4.3.2 - Student – Computer ratio during the academic year

15:3

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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	View File
Any other relevant Information	No File Uploaded

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

One of the above

Teleprompter Editing and graphic unit	
File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.icoe.in
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
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)	
398720	
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	
<p>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</p>	

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

File Description	Documents
Data as per Data Template	No File Uploaded
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

Seven/Eight of the above

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

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

C. Any 2 of the above

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

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

One of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	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
100	150

File Description	Documents
Data as per Data Template	No File Uploaded
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).

65

File Description	Documents
Data as per Data Template	No File Uploaded
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)

6

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

5.3 - Student Participation and Activities

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

The Student Council at Indhira College of Education is instrumental in enhancing institutional functioning and promoting student welfare through various proactive initiatives. Firstly, the council acts as a bridge between students and the administration, representing student interests and concerns in decision-making processes. They organize regular feedback sessions, surveys, and meetings to gather input from the student body, ensuring their voices are heard and considered.

Moreover, the Student Council initiates and oversees numerous student-centric activities such as cultural events, sports competitions, and academic seminars, fostering a vibrant campus atmosphere and promoting holistic development among students. They also collaborate with faculty and staff to address academic and non-academic challenges faced by students, facilitating timely solutions and support mechanisms.

Furthermore, the council plays a pivotal role in organizing awareness campaigns and workshops on pertinent issues like mental health, gender equality, and environmental sustainability, thereby promoting a socially responsible and inclusive campus culture. Overall, the proactive involvement of the Student Council significantly contributes to the overall well-being and success of students within the institution.

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

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

3

File Description	Documents
Data as per Data Template	No File Uploaded
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

Report of alumni participation in institutional functioning for the academic year 2022-2023

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

Beyond the confines of traditional classroom activities, alumni take the lead in organizing various extracurricular events and activities. This not only enriches the overall campus experience but also provides students with a holistic development platform.

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

involvement of alumni in these multifaceted capacities significantly enhances the overall institutional ecosystem.

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

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

One/Two of the above

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

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

1

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

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

The Alumni Association serves as a robust support system for the institution by leveraging the experiences and achievements of former students to motivate and nurture current students' special talents. Firstly, the association organizes regular alumni interaction sessions where successful alumni share their journey, insights, and expertise with current students, inspiring them to excel in their chosen fields.

Furthermore, the Alumni Association facilitates mentorship programs wherein alumni mentor current students based on their areas of interest and expertise, providing guidance and support to nurture their talents. Additionally, the association collaborates with the institution to establish scholarships, grants, and awards to recognize and incentivize outstanding talent among students, thereby encouraging them to pursue excellence.

Moreover, the association facilitates networking opportunities for students by connecting them with alumni working in diverse industries, opening doors for internships, job placements, and professional development opportunities. Through these mechanisms, the Alumni Association plays a pivotal role in motivating, recognizing, and nurturing the special talents of students, contributing to their overall growth and success.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution operates within a democratic and participatory administrative structure, fostering active engagement among teachers, students, and stakeholders at all levels. Authority is decentralized by the governing trust, empowering the CEO and Principal to delegate responsibilities across different college tiers. The Principal, as the head, holds the authority to oversee both academic and extracurricular endeavors, promoting successful execution.

To bolster governance effectiveness, the institution has instituted College Committees, ensuring a comprehensive oversight of college operations. The Internal Quality Assurance Cell (IQAC) vigilantly monitors various committees and cells, guaranteeing the seamless implementation of planned programs in alignment with the institution's core policies.

Teachers play a pivotal role, and their input is highly valued, as evidenced by their active participation in decision-making bodies. This inclusive and participatory approach not only enhances operational efficiency but also underscores the institution's unwavering commitment 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	View File
Any other relevant information	No File Uploaded

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

The institution employs a decentralized and participative management approach through the establishment of various departments and committees, ensuring the seamless operation of the college. The overall management is overseen by the management, with the principal taking charge of day-to-day activities. This involves planning activities, forming committees, delegating responsibilities to designated in-charges, and coordinating among stakeholders to administer progress and task implementation.

Human resources are categorized into teaching, non-teaching, and students, with faculty members investing considerable effort to ensure high-quality education and efficiency. The practice of decentralization is evident in the formation of different departments, facilitating smooth execution of initiatives such as micro teaching under the mentor student program and the decentralized internship program.

Furthermore, various groups are established for social service, practical activities, and more, granting them flexibility in choosing operational methods to achieve their objectives. The institution's well-organized and decentralized structure forms the foundation for the smooth and flawless functioning of every aspect.

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

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

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

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

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

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	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 adopts a proactive stance in academic planning, devising a tentative academic plan and flexible calendar well in advance of each session. This collaborative effort involves senior faculty members, committee convenors, and input from practicing school administrators to align teaching practice activities effectively.

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

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

fostering collective ownership and commitment to the institution's educational objectives.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	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.

The faculty recruitment process at the institution is based on specified qualifications and experience. The management advertises vacant positions in national newspapers and convenes a selection committee from the University for the hiring process. Salaries are structured in accordance with management norms, and a three-month notice period is required from both the employer and employee for job termination.

The institution prioritizes academic freedom, a conducive environment, and timely increments to retain faculty with diverse qualifications, knowledge, and skills. Exceptional faculty and staff are recognized through cash awards and other incentives, fostering a culture that encourages excellence.

In areas like arts, crafts, fine arts, theater, and music, part-time staff is recruited based on syllabus requirements. While the basic qualifications for ad hoc and regular faculty are the same, individuals with expertise specifically needed for identified syllabus portions or proficiency in practical areas such as arts and crafts are appointed on a part-time or ad hoc basis. This appointment is made through interviews organized by the institution, bypassing the regular university selection process when necessary.

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	View File

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

Five/Six of the above

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

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

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

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

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

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	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

In the academic year 2022-23, the institution prioritized the well-being and professional development of its faculty and staff through various supportive measures. Faculty members were encouraged to share and acquire knowledge by delivering guest lectures at other higher learning institutions. 12 days of Casual Leave and 12 days of Earn Leave per calendar year is provided to staff .

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

Opportunities for professional development were facilitated through overdraft provisions for attending seminars and workshops. Staff excellence was acknowledged through awards, and the availability of a drinking water RO system further emphasized the

institution's commitment to the holistic well-being and growth of its faculty and staff.

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

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

0

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

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

2

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

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

10

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

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

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

Comprehensive evaluations by the Principal, Management, students, and peers are integrated into the assessment process. At the

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

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

6.4 - Financial Management and Resource Mobilization

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

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

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

Simultaneously, mechanisms are in place to monitor the efficient utilization of financial resources. The college's budget covers both recurring and non-recurring expenses, meticulously allocating funds for salaries, utilities, maintenance, and other consumables. The vigilant accounting department closely monitors expenditures, ensuring judicious use of financial resources in alignment with the institution's objectives. This commitment to financial integrity, reflected in robust auditing and diligent budgetary

management, underscores the college's dedication to efficient financial resource utilization and accountability.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	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	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

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

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 foster quality assurance and enhance accountability among its members. These procedures include:

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

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

The IQAC plays a pivotal role in developing teaching plans for all courses, supplementing regular curricular activities with action plans for a comprehensive approach to educational planning.

Formal and informal discussions assess the effectiveness of

teaching plans, enhancing the overall teaching-learning experience.

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

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

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

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

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

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

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

The institution actively engages eminent speakers for guest and extension lectures, conducts simulated teaching presentations by

students on various topics, hosts group discussions and panel sessions, and enriches library resources. Research seminars for M.Ed. students, a closer association with mentor teachers, and two sessional examinations aligning with university guidelines further contribute to the incremental improvement observed across various activities.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	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

7

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

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
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 diligently plans its academic calendar in advance, ensuring accessibility for all stakeholders and maintaining strict adherence to its schedule. New students actively participate in orientation programs covering the institution's educational philosophy, teaching and learning methodologies, continuous assessment practices, compulsory core curriculum, cultural activities, and disciplinary culture. Prior to the academic year, students receive information about timetables and course syllabi.

Regular class committees gather feedback from students,

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

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

File Description	Documents
Relevant documentary evidence in support of the claim	View File
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.

At Indhira College, routine maintenance is essential to ensuring the longevity and peak functionality of electronic equipment. Staff members and technicians should do routine inspections to find and fix any problems as soon as possible. This include checking hardware for wear and damage, upgrading software and firmware to improve security and functionality, and clearing dust and debris from vents and internal components to prevent overheating. The maintenance schedule should also include preventive actions like cable management, battery conditioning, and frequent backups of critical data. The power of outside air is harnessed by natural ventilation to cool and revitalize interior areas. It doesn't require mechanical systems; instead, it depends on strategically positioned windows, vents, and apertures to for a constant flow of air. This method not only lowers It is an economical and ecological option for many buildings because it

uses less energy and enhances indoor air quality. Another energy-efficient option are LED lights, which provide strong illumination with a far lower electricity consumption than conventional incandescent bulbs. Further contribute to energy savings because they last longer and produce less heat. The compressor speed of an inverter air conditioner is designed to be regulated, effectively adjusting to match the cooling requirement.

File Description	Documents
Institution's energy policy document	No File Uploaded
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.

The establishment of a thorough waste management policy is a fundamental component of Indhira College of Education's commitment to environmental sustainability. The purpose of this institutional policy is to address the proper management and disposal of trash produced on college property. Indhira College's waste management policy describes a methodical approach to recycling, appropriate disposal, and trash minimization. Waste is first segregated at the source, with several bins available for hazardous, non-hazardous, and recyclable materials. Regular workshops and awareness campaigns inform the college community—students, staff, and faculty—about the significance of safe garbage disposal. To evaluate the college's waste generation patterns and pinpoint opportunities for improvement, waste audits are carried out on a regular basis. Attempts Practices like cutting back on paper usage and promoting the use of reusable containers and water bottles help to reduce waste. The trash management policy of Indhira College is a prime example of the institution's commitment to sustainability. It helps to create a culture of environmental responsibility among its constituents and makes the campus cleaner and more environmentally friendly. The institution's understanding of its responsibility to protect the environment for coming generations is reflected in this pledge.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	One of the above										
<table border="1"> <thead> <tr> <th data-bbox="86 353 539 421">File Description</th> <th data-bbox="539 353 1445 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 539 562">Documentary evidence in support of each selected response</td> <td data-bbox="539 421 1445 562" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 562 539 629">Geo-tagged photographs</td> <td data-bbox="539 562 1445 629" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 629 539 770">Income Expenditure statement highlighting the specific components</td> <td data-bbox="539 629 1445 770" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 770 539 837">Any other relevant information</td> <td data-bbox="539 770 1445 837" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Documentary evidence in support of each selected response	View File	Geo-tagged photographs	No File Uploaded	Income Expenditure statement highlighting the specific components	View File	Any other relevant information	No File Uploaded	
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Documentary evidence in support of each selected response	View File										
Geo-tagged photographs	No File Uploaded										
Income Expenditure statement highlighting the specific components	View File										
Any other relevant information	No File Uploaded										
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Two of the above										
<table border="1"> <thead> <tr> <th data-bbox="86 1102 539 1169">File Description</th> <th data-bbox="539 1102 1445 1169">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1169 539 1310">Income Expenditure statement highlighting the specific components</td> <td data-bbox="539 1169 1445 1310" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1310 539 1413">Documentary evidence in support of the claim</td> <td data-bbox="539 1310 1445 1413" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1413 539 1480">Geo-tagged photographs</td> <td data-bbox="539 1413 1445 1480" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1480 539 1541">Any other relevant information</td> <td data-bbox="539 1480 1445 1541" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	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	No File Uploaded	
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Documentary evidence in support of the claim	View File										
Geo-tagged photographs	No File Uploaded										
Any other relevant information	No File Uploaded										
<p>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</p>											
<p>Indhira College is committed to upholding a clean, healthy environment free of pollution and a "Go Green" mentality that gives priority to sustainable activities like planting and conserving trees. We sincerely think that the health of our campus community and the larger ecology depend on a clean and green environment. We have put in place stringent waste management and recycling systems, with an emphasis on the appropriate disposal of</p>											

waste items, to guarantee a pollution-free environment. In order to promote a cleaner and healthier community, we also actively take part in local environmental projects including clean-up drives and pollution awareness campaigns. Our attempts to "Go Green" are demonstrated by the trees we have planted. In order to improve the quality of the air and boost biodiversity, we have created green spaces on our campus and will keep planting trees and construct calm, natural spaces for our teachers and kids. Our effort to "Go Green" by planting trees and other sustainable techniques, together with the upkeep of a clean, healthy environment, demonstrate our commitment to environmental care. Ensure a sustainable and environmentally conscious future for all, we work to establish a campus and a community that respect and preserve the environment.

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

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

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
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	No File Uploaded
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

Indhira College's NSS unit has made great progress in improving the Gudiyam hamlet in Kuppathu palayam, Thiruvallur district. This program takes a multipronged approach to addressing several facets of the welfare of the community. In Gudiyam, Kuppathupalayam village, one of the most important parts of our community practices is the provision of necessary resources. The villagers' needs for food, clothing, and study materials have been actively met by our NSS volunteers. We are dedicated to providing the community with these essential forms of support because we understand how important it is for people to have access to these basics in order to live honorably and with agency. Furthermore, we do more for villages than just provide financial support. Our NSS unit runs educational initiatives and awareness campaigns on a range of subjects, encompassing environmental sustainability, health and cleanliness. Since knowledge empowers people both individually and collectively, we are committed to providing residents with useful information that will enhance their quality of life overall. Our dedication to community development and social responsibility. In addition to providing for the villagers' immediate needs, we seek to raise awareness and encourage positive, long-lasting change, serving as an inspiration for similar projects in the larger 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,

A. All of the above

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
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. HOSTELS' AMENITIES

Our college offers first-rate dorm accommodations for both genders, guaranteeing a secure and welcoming setting for every student. Modern conveniences found at the hostels include well-appointed, roomy accommodations, round-the-clock security, Wi-Fi access, and common spaces. Strict security measures are in place to preserve separate quarters for men and women, guaranteeing everyone's safety and privacy. Apart from providing cozy accommodations, the hostels create an enjoyable environment for both personal and academic advancement, encouraging a feeling of togetherness and friendship among the occupants.

2. OFFERING LOW-COST NUTRITIVE BREAKFAST

As part of its dedication to the health and welfare of its faculty and staff, Indhira College of Education provides a reasonably priced and easily accessible breakfast choice for just Rs 30. This program brings people together to share a hearty breakfast, which not only guarantees that everyone on campus has access to a healthy meal but also fosters a sense of community. The menu has been carefully crafted to provide a range of choices that accommodate various dietary needs and tastes.

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

The idea of a digital library has completely changed how we access, save, and share information in the modern digital age. A digital library is an ever-expanding online knowledge base that includes a wide range of digital resources, including books, journals, articles, films, and more. The accessibility, scalability, and diversity of digital libraries distinguish them from their traditional equivalents. The accessibility of digital libraries is one of its most notable qualities. Users can access a multitude of material from anywhere in the world with just an internet connection, removing geographic restrictions and promoting lifelong learning. For students, researchers, and hobbyists, this accessibility is revolutionary as it allows them to easily access worldwide information resources. The lack of physical space constraints in digital libraries allows they are able to store an astounding quantity of data. Because of its scalability, digital libraries may support a wide variety of resources covering a wide range of topics, languages, and formats. To sum up, digital libraries have become essential resources in the information era. They represent adaptability, scalability, and accessibility while offering an abundance of resources at our disposal. as society keeps evolving toward digitalization.

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