



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**ST. IGNATIUS COLLEGE OF EDUCATION
(AUTONOMOUS)**

**PUNITHAVATHIYAR STREET PALAYAMKOTTAI
627002**

www.ignatiuscollegeofeducation.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

St. Ignatius College of Education owes its reputation as the pioneer institution in upholding the cause of women's education to the well renowned ICM management who had sown the seed at the conceptual level on 2nd July 1957 and had been zealously watching its growth year after year. It is a pedestal of learning situated in an urban area, with its rich hues and nuances of cultural flavour and spiritual significance. As a Christian minority higher education institution it offers education to all the students without discrimination of caste or creed and this conscious move towards expansion and equity has been backed by a strong desire to excel which spans over six decades of undaunted service to the society at large. The college is situated in Palayamkottai, a vibrant and dynamic spot in the district of Tirunelveli.

The institution's focus dwells on social change and transformation and empowering women by imparting inclusive education to respond to the clarion call to uplift the needy and marginalized students and to serve humanity at large.

The institution is a grant-in-aid institution recognized by UGC Act under sections 2 (f) and 12 (B) and NCTE recognized the institution as per order No.2147. It was affiliated to Madras University in 1957, Madurai Kamaraj University in 1967, Manonmaniam Sundaranar University in 1990, and Tamil Nadu Teachers Education University in 2008. The institution was accredited by NAAC with 'A' grade in 2004(First Cycle) and Re-accredited with 'A' grade in 2011(Second Cycle). In recognition of its service and excellence, the institution was granted autonomy in 2009 and an extension of autonomous status was granted in 2016.

The institution offers B.Ed. and M.Ed., programmes, M.Phil. and Ph.D. Research programmes. Besides these, the institution serves as the B.Ed., study centre for Madurai Kamaraj University and Tamil Nadu Open University.

The institution focuses on the holistic intellectual, social, emotional, and aesthetic development of the students. It works conscientiously to reflect upon and enhance the pedagogic methods. The institution has a policy of recruiting well-qualified and experienced faculty as per UGC norms.

Vision

Vision

St. Ignatius College of Education aims at the formation of prospective women teachers with a farsighted clear vision of the present and the future panorama of the needs and requirements for the promotion of Social Justice and Social Progress.

The institution had been marching steadily forward for the last 64 years towards the realization of the objectives of the institution crystallized in various programmes implemented. These programmes, projected in various dimensions of curricular, co-curricular, and extracurricular activities are pivoted around the purpose of forming

integrated teachers with the total development of their powers, potentials, and intellect.

The institution holds the motto, “VIRTUE IS OUR STRONGEST SHIELD” with the awareness that the teachers are expected to be the safe custodians of values and virtues. With the motto of the institution as a beacon-light and the goals as the steering wheel, the institution sails forward with single-minded devotion under the able guidance of the zealous administrators.

Mission

As ICM educators, we commit ourselves to work in a special way for the development of an integrated personality of our students and staff by giving importance to deep faith formation, inculcation of moral and spiritual values and empowering them to strive for equal status in life.

The purpose of the institution is to develop in the student teachers a broad vision of interests, a deep love of knowledge and a fine taste for culture. The institution endeavours to introduce in the student teachers an interest in their fellow persons, a deep concern over the advancement of the country and a perception of themselves as part of the whole world. The ultimate aim is pivoted around moulding the student teachers for the mission of Social Change and Social Justice

The aim of the institution is to develop in the student teachers a broad vision of interests, a love of knowledge and an aesthetic sense. To kindle the flame of genuine love in the students for knowledge and to dispel the darkness of illiteracy in the community around them. To equip the student teachers with skills and the right disposition that would make them effective teachers in the community

To develop in the student teachers, right attitude towards self, life and teaching profession.

To develop a value system comprising of essential, personal, community and values

To orient student teachers towards their obligation towards upliftment of women and awareness of the problems of women

To mould the students for the mission of social change and social justice

To instill interest in their fellow persons and to be concerned about the advancement of our country

To develop far sightedness in the student teachers so as to search for Truth, Justice and Beauty in the light of the knowledge, Attitude, Skills and Values that would be developed during the course

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. In accordance with the Government’s reservation policies a conducive, safe and secure environment for students, a transparent and merit-based admission is practised.
2. Restructured curriculum to accommodate global relevance pertaining to the academic dimension of the courses.

3. Student induction programmes and Departmental clubs to facilitate skill integration and development.
4. Competent and committed faculty with due focus on the integration of innovative teaching methods.
5. Remedial and Tutorial assistance provided to educationally disadvantaged students.
6. Integration, effective deployment, and maintenance of ICT in academic and administrative functions.
7. Tutor-ward system to facilitate a smooth transition to the professional programme.
8. E-content material uploaded on the institution's website.
9. Hi-tech studio and Language laboratory enhance the quality of teaching-learning experiences.
10. Research initiatives published through, 'Inigo Edu Research Journal'.
11. Effective organization of International and National conferences seminars and webinars.
12. A continuous and consistent engagement with the community by conducting national priority programmes.
13. Well-furnished technology-enabled classrooms and laboratories.
14. Active career guidance cell which orients the student teachers to improve their professional skills to face competitive exams.
15. Alumnae are actively involved in institutional development and planning as a resource persons, mentors, and employers.
16. Decentralized and participative system of Management.
17. Progressive, proactive and highly supportive management striving for women's empowerment.
18. Faculty Empowerment Strategies are meticulously planned and implemented.
19. Congruence of a well-laid out management system that is principled on the Ignatian concept of marching toward excellence.
20. The policy of reducing, reusing, and recycling is implemented for institutional waste management.
21. The Energy Conservation policy of 'diminish demand, enhance efficiency and elude wastage' is judiciously implemented.
22. Campus is clean, green and rich in Bio-diversity.
23. Dedicated and qualified faculty committed to students' welfare.
24. Curriculum emphasized knowledge dissemination, capacity building and horizon of competency.
25. Internal Quality Assurance Cell of the institution plays a vital role in planning and implementing academic activities.
26. Keeping pace with fast-changing global scenarios.
27. Clean, green and hygienic campus with adequate infrastructure.
28. Remarkable public relations and diligent placement cell with significant campus placement records.
29. Exit performance of the students is appreciably higher than the entry performance.
30. Hostel facility for students within the campus.
31. TET and NET coaching classes are organized effectively.

Institutional Weakness

1. Practical difficulties in implementing innovative and best practices due to the diverse nature of students.
2. Lack of funded research projects.
3. The Location of the institution restricts the organization of international events in the institution.
4. Less number of research articles published in UGC notified journals.
5. Less number of publications in indexed journals.
6. Less enrolment in M.Ed. Programme.
7. For enhancement of institutional growth and development, the number of Government aided teaching staff in the College needs to be increased.

8. Less number of student exchange programmes.
9. Delay in getting Government approval for filling up the vacancies for faculty and staff.
10. Less number of books published by the faculty.

Institutional Opportunity

1. Offering self-study and value-added courses to channel the capability of intellectual and value-oriented initiatives of the students.
2. Offering hands-on training to disseminate digital curriculum methodology.
3. Offering B.Ed. Programmes through distance mode for Tamil Nadu Open University and Madurai Kamaraj University.
4. Providing library resources to meet new academic expansions.
5. Formulation of opportunities to procure employment through Campus placement interviews.
6. Initiating Faculty exchange programmes to create opportunities for collaboration with other institutions.
7. Implementation of Learning Management Systems (LMS).
8. Incorporation of ICT facilities in classrooms and seminar halls.
9. Extension services bring under its purview reaching out to the unreached sections of the society.
10. Empowering and educating student teachers to commit themselves to social transformation.
11. With the recent employment trends that require a more highly skilled workforce, the institution can initiate professional and job-oriented courses that meet the current needs of society.
12. Given the emerging educational needs and the constant change in the structures of work and employability, the institution has a large repertoire of its alumnae who enhance learning experiences on campus adding relevance to the current programmes offered. This effort will strengthen the social capital of the college with the alumnae.
13. Organizing high-quality Seminars, workshops, and conferences is an added opportunity to further partner with eminent institutions both nationally and internationally, to carry out certificate programmes, add-on courses, etc. This will provide the scope to create more teaching-learning material and contribute to the various fields of education.

Institutional Challenge

1. Restructuring pedagogic strategies to motivate the techno-savvy student community.
2. Different boards of schools to be included for observation of classes and internships (CBSE & ICSE schools) while the institution is forced to send the student teachers only to schools following the state board syllabus.
3. Rural-urban divide poses a concern for the students' communicative competency.
4. Difficulties in getting enough resources for the development programmes.
5. It is a challenge to obtain the Grants and Funding for pursuing research projects.
6. Mushrooming growth of self-financing colleges in the neighbourhood.
7. Pressure on teaching faculty due to post COVID impact on the students and innovative pedagogical methods.
8. Research design is updated to address local, social and need-based issues.
9. Two year Post Graduate programme poses a grave concern for the admission of M.Ed students.
10. Due to two year B.Ed. programme the young girls getting married and leave the institution without completing their studies.
11. Poor Socio-Economic status of many of the students who find it difficult to complete the course because

of financial constraints.

12. Keeping pace with fast-changing global scenario.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CURRICULAR ASPECTS

The curricular inputs in the form of Programme Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), and modes of transacting them have been carved out diligently by the dedicated academic wing of our institution. The curriculum has been designed meticulously to imbibe the metaphorical dictum that teaching is 'human engineering and soul doctoring' and to ascertain that education as a vital human activity is the foundation stone of intellectual power that shapes the power profile of a nation. The curricular review and revision are undertaken stringently by the esteemed members of the Board of Studies and Academic council which include the stakeholders to ensure the current and relevance of the cognitive dimensions of the UG, PG, and Research programmes offered. The institution is dedicated and committed to students' welfare and their progression as they are the primary stakeholders of the organization. After joining the programme, all the students are provided with an orientation session, which gives them a clear idea about the programme and its expectations, as well as various challenges that they will encounter. Mentor –Mentee system is followed in the college. A group of students is assigned to a particular faculty as a mentor. The mentor regularly monitors the academic and non-academic activities of the students

The Student Induction Programme is conducted to tackle linguistic conundrums and nuances of personality defects. Staff Orientation Programme equips the teaching community on crucial issues related to curricular up-gradation. UG curriculum comprises courses that come under 'Perspectives in Education, Curriculum and Pedagogic Studies, Pedagogy of Language, EPC, Life skills and Electives'.

The PG programme includes 'Perspective course, Tool course, Teacher Education course, and Specialization course'. The Self Study courses and Value-added courses offered by the institution enhance the employability values of the student teachers. The feedback collected from employers, academic peers, alumni, parents, and students are utilized to bring out noteworthy changes in the curricular pattern. SICE curriculum is instrumental in coalescing the student community to significantly address academic and societal needs.

Teaching-learning and Evaluation

TEACHING LEARNING AND EVALUATION

The institution focuses on the holistic and intellectual development of the students to infuse critical and innovative thinking to evolve student-centered pedagogies. Well qualified and experienced faculty as per UGC norms are recruited to accentuate the Teaching-Learning process. The courses are assigned to the faculty with a focus on elaborate course plans, as part of the academic schedule. ICT tools and modern pedagogical

techniques are adopted by the faculty to create enthusiasm and ignite passion. PLOs are based on outcome-based education and course outcomes rely on Bloom's taxonomy. Academic Calendar published annually contains the curriculum, evaluation, plans for co-curricular, and extra-curricular activities, and training programs. The student-centric approach is followed, wherein self-learning and participatory method of learning is adopted by incorporating group discussion, presentation of papers, project work, participation in various community activities and minor research on the social issues. The ICT enabled learning has been introduced in all the departments and students are exposed to the interactive learning by conducting seminars and workshops. Every effort is taken to ensure the classroom environment is friendly and conducive to learning Remedial courses and tutorial sessions are aimed at providing individual support to students with special needs and also from economically weaker sections. Bridge courses are organized for all the students to facilitate a smooth transition to the professional programme. Students are also supported through a well-designed tutor ward system in which eight students are assigned to each faculty. To cater to the diverse needs of the students' elective courses are offered so that the students can choose according to their competence. The Evaluation process is transparent and students are evaluated in a continuous assessment system. An online system helps students to view their marks at the end of each semester. Examination results can be seen through online mode. The effective and friendly teaching methods resulted in production rank holders. The average success rate of B.Ed. program is 99% and for M.Ed. and M.Phil. Programme is 100%.

Infrastructure and Learning Resources

The institution adopts new avenues of technology, integration, and effective deployment and maintenance of ICT in academic and administrative functions. The institution provides well-furnished technology-enabled classrooms, seminar halls, and laboratories with computers, laptops, Interactive White Boards, OHP, LCD projector, audio system, and Wi-Fi with the internet. Laboratories are well-constructed for demonstration and experiments with proper ventilation, uniquely classified, and equipped with necessary apparatus and modern ICT tools. It comprises the sports field, fitness centre, facility for indoor games, and equipment room. The library has been functioning since its inception from the year 1957. It is automated through application software named ROVAN LMS SOFTWARE. The process of migrating from the existing commercial software to the KOHA has started in December 2020. It is automated from 2006 onwards through the implementation of Rovani Software on 23rd January 2006. INFLIBNET, N-LIST, and DELNET services are provided in the library. The Students can access and download several free E-Books through DOAB (Directory of Open Access Books). The library is spacious and equipped with complete curriculum-based books, reference books, national and international journals to suit the needs of faculty and students. The college has sufficient physical facilities to conduct all the programmes successfully and smoothly. The institution has a well-established system and procedure for maintaining and utilizing, physical, academic, and support facilities. These facilities are maintained through the attendance register, stock register, breakage register, and periodic supervision. The Secretary coordinates the maintenance of the assets through Heads of Departments, faculty, administrative staff, assistants, and technicians. Repair, up-gradation, purchase of hardware, and software are maintained by concerned staffs expert and technical assistants. All the classrooms are monitored by the Principal and staff members regularly.

The Public address system is made available to facilitate announcements for general and emergency purposes. The campus is enabled with a 24-hour internet facility. The college has a fine infrastructure with hostel

facilities. To strengthen the security, the college has installed CCTV at strategic points for centralized surveillance

Student Support and Progression

STUDENT SUPPORT AND PROGRESSION

The institution has an active career guidance and placement cell which orients the student teachers to improve their employability skills and prepare them for competitive examinations. In the past 5 years, 153 student teachers were placed in reputed institutions through campus placement and off-campus placement. Student teachers are trained to write legibly with italic handwriting, improve their communicative skills and prepare e-content to incorporate ICT in the teaching-learning process. The seminars, workshops, invited talks, guest lectures, sports, and cultural events organized by the institution improve student performance and make them an integrated personality. Remedial classes are also provided to the below-average students through the personal approach technique by the faculty. Students are also counselled by the faculty both formally and informally to help them cope with the various challenges of the programme. Parent-Teacher Association (PTA) meeting helps the parents to know their ward's progress and attendance details to suggest any improvement in their wards. In this meeting, suggestions from parents are also welcome for the development of the college.

The student council has a proactive role in the functioning of the institution. The Student teachers serve as representatives in the committees, cells, and subject clubs of the institution. Student teachers get their grievances addressed either offline or online, redressed within 7 days. In the past 5 academic years, 176 student teachers are pursuing higher education. Every year fine arts competitions and intramurals are conducted to bring about the overall development of the student teachers. The alumnae are actively involved in curriculum development and planning of the college either as motivators, resource persons, facilitators, mentors, or employers. They voluntarily extend a helping hand through alumni scholarships and prizes for meritorious students. Concession in tuition fees and hostel fees by the ICM management support the student teachers to continue their learning, hassle-free. An amount of Two lakhs and fifty thousand rupees were given as a concession for 11 student teachers in the past 5 academic years.

Governance, Leadership and Management

GOVERNANCE, LEADERSHIP AND MANAGEMENT

St. Ignatius College of Education's governance reflects effective leadership and is in tune with its vision and mission. The management gives adequate support to the Principal and faculty in their functioning and provides the requisite financial support for the infrastructural development of the campus. The faculty and non-teaching staff are encouraged to improve their areas of expertise and skill up-gradation. The Institution functions under a decentralized and participative system of Management and it has drawn out a long-term Strategic Master Plan for its development. The Principal, Dean, and faculty perform their functions with adequate freedom within the policy framework. Meetings of faculty and non-teaching staff are regularly held on relevant matters. The staff members actively participate in the functioning of statutory, administrative, and examination-related committees. Organizational Structure is clearly defined in an Organogram. The functions of the college are carried out through cells, associations and committees constituted for the purposes. The committees review the event after its completion and record suggestions for the future. The minutes of the meetings and implementation of their resolutions are recorded systematically. Faculty Empowerment Strategies include Staff

Development Programmes, Professional Development Allowance, Induction and Orientation Programmes, Performance Appraisal, and Feedback. The IQAC is involved in planning, auditing performance, vetting strategic issues, and maintaining quality parameters. Accessibility of the Leadership afforded to everyone in the college to interact with all teaching and non-teaching staff is an outstanding characteristic of the college. The Staff Council meetings and the Staff meetings, which are held regularly, provide a forum for the sharing of views and suggestions, which in turn help the leadership to identify the needs for the development of the organization. The Managing Committee, Principal, Head of the departments, Staff, IQAC, and Student Council participate in decision making for the holistic development of the students. They execute and evaluate the practices and functions of the college. The Staff Council meetings and the Staff meetings, which are held regularly, provide a forum for the sharing of views and suggestions, which in turn help the leadership to identify the needs of the development of the organization.

Institutional Values and Best Practices

INSTITUTIONAL VALUES AND BEST PRACTICES

The institution has in its store energy conservation measures and adopts the policy of “Diminish demand, Enhance efficiency and Elude wastage and maintain them regularly”. It uses Solar Energy to meet its power requirements. The institution implements the policy of ‘Reduce, Reuse and Recycle’ for institutional waste management. In the college campus, the RO plant is maintained to provide clean drinking water to staff and students. To strengthen the security, the college has installed CCTV at strategic points for centralized surveillance. The institution creates an eco-friendly environment in the campus by recycling the electronic components, valuable materials from old electronic components, to make new products. The rainwater harvesting system is available in the college and hostel building of the institution and the water tank in the campus helps to minimize the strain on the water supply. To give a healthy environment, the institution takes necessary measures to maintain its cleanliness, sanitation, green cover, and pollution-free healthy environment. It has pedestrian-friendly roads and a ramp facility for physically challenged persons. The use of single-use plastics is banned in the college premises and it promotes the use of eco-friendly alternatives. The code of conduct of the institution clarifies its mission, values, and principles, linking them with standards of professional conduct. It has also a code of conduct for the prospective teachers, teacher educators, administrators, and other staff. The code of conduct of the institution involves a clear and transparent procedure for reporting violations, reviewing incidents, and related due process. The best practices of the institution are, “Towards Personal and Social Transformation” and “Integration with the Innocent Victims”. It develops the integrated personality of the student teachers and their social responsibility. . . The best practices which are followed by the college are the strategic empowerment of first-generation learners and learning for life for the rural-based women students. Students are encouraged to participate in various activities, which are aimed to develop a sense of social responsibility and promote an understanding of social issues to foster participation in society’s development.

Research and Outreach Activities

RESEARCH AND OUTREACH ACTIVITIES

The research policy of the college aims to create and support a research culture among faculty and scholars for enriching and enhancing professional competency. 2 minor projects with the financial assistance of Rs.61,450 were completed. Four Ph.D. and 14 M.Phil. Scholars were awarded degrees and six scholars have registered for Ph.D. Programme. The faculty published 28 research papers, of which 16 papers are in UGC notified journals. The faculty members have written three books and have contributed 27 chapters in edited books and 4 papers published in National Seminar proceedings with ISBN / ISSN. Faculty members participated and presented papers in Conferences / Seminars / Webinars organized by foreign countries such as Germany, Hong Kong, Rome, and Dubai. The institution had organized 7 National Seminars, 2 International Workshops, 21 National Webinars, 6 International Webinars, 1 National Level Online Workshop and 12 regional workshops were organized by the college during the assessment period.

The faculty members presented papers in various National and International Conferences / Seminars / Workshops and 11 awards have been received. One patent has been granted in the last five years. 15 functional MOUs and more than 200 linkages were established during the previous five years. The faculty members are encouraged to publish in various referred and impact factor journals and magazines of national and international repute. To encourage the faculty to conduct research, the management provides financial assistance to faculty members for participating and presenting papers in international/national conferences/seminars/faculty development programmes/workshops. They are provided OD for paper presentations in seminars and conferences. Sr. Raphaela Incubation Centre was created to nurture entrepreneurial skills. The institution provides facilities to conduct B.Ed. programme through distance mode for Tamil Nadu Open University and Madurai Kamaraj University. Social commitment and sensitizing students to social issues is an integral part of the vision of the institution. The student-teachers actively participate and create awareness about the pertinent problems in their surroundings and involve them in community life. The college is greatly interested in promoting neighbour community network contributing to good citizenship, service-oriented and holistic development of students

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
Address	PUNITHAVATHIYAR STREET PALAYAMKOTTAI
City	TIRUNELVELI
State	Tamil Nadu
Pin	627002
Website	www.ignatiuscollegeofeducation.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	L Vasanthi Medona	0462-2560558	9442075912	0462-2561120	lrvmicm22@gmail.com
IQAC / CIQA coordinator	M Maria Saroja	0462-2912558	9488662905	0462-2912558	shaanmaria@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Status.pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Tamil Nadu	Tamil Nadu Teacher Education University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	24-05-1983	View Document		
12B of UGC	04-04-1985	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	26-11-1996	306	Permanent recognition

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	PUNITHAVATHIYAR STREET PALAYAMKOTTAI	Urban	5.7499	7776.54

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	BA. B.Sc.	English, Tamil	200	173
PG	MEd, Education	24	B.Ed	English, Tamil	50	0
Doctoral (Ph.D)	PhD or DPhil, Education	36	M.Ed	English	6	0
Pre Doctoral (M.Phil)	MPhil, Education	12	M.Ed	English	15	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				10			
Recruited	0	0	0	0	0	2	0	2	0	8	0	8
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				26			
Recruited	0	0	0	0	0	0	0	0	0	24	0	24
Yet to Recruit	0				0				2			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	3	8	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	0	7	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	14	0	16
M.Phil.	0	0	0	0	0	0	0	8	0	8
PG	0	0	0	0	0	0	0	9	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	2	0	2

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	173	0	0	0	173
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	16	11	9	15
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	148	146	147	142
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	8	13	14	11
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		172	170	170	169

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	?The course on Environmental education includes areas such as "Environmental Issues and Policies", "Sustainable Development", and "Teacher Education and Environmental Education." ?To inculcate environmental awareness, the institution has organized seminars/webinars on Water Resource Management, Moving towards Plastic Free Future, Rebooting Environment and our Psychosocial Disposition. ?To promote moral values, the institution had organized seminar on "Towards fullness: Integrated Development of Humanistic Ethical and Universal Human Values" and "Value Education: Embellish virtues and Eradicate vice". ?The course "Value-based Education" includes units
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like Empowerment of Self through affective education, Value Crisis and approaches of value education, and Peace Education. The institution has started research on "Awareness on Constitutional Rights Education Programme for Children", and "Awareness on Personal Hygiene among Arunthathiyar". The institution is proactively working towards the implementation of the suggestions given in the National Education Policy in the following ways:

- Restructuring the academic programmes in tune with the spirit of the New Education Policy to impart multidisciplinary education.
- Integrating Arts, Humanities, Social Sciences, Science, Mathematics, Professional and Vocational Education.
- Integration of traditional Indian knowledge in the curriculum of various disciplines.
- Introducing more certificate courses in vocational education.
- Establishment of a Centre for Skill Development to benefit the local community.
- Establishment of advanced Incubation Centres in frontier areas of research/ innovation with greater industry-academic linkages.
- In future, the institution would take proper steps to integrate humanities and science with STEM into the curricula to enable the students to be better learners, more flexible and valuable professionals, and more enlightened citizens by having a larger social and moral context in which to do scientific and technical work.
- Integration of multidisciplinary skill component in the curriculum of Vocational, Professional and other academic programmes.
- General elective courses in Communication Skills, Behavioural Science, Environment Education, for the UG/PG students.
- A course on value-based education, including the components of constitutional values, ethics, righteous conduct, scientific temper, citizenship values, as a Generic Elective Course.
- Employing the teachers with familiarity with local languages to impart skill training to the group of learners from neighbouring communities.
- Empowering Centre for Innovation, Skill and Entrepreneurship Development to disseminate employable skills and training.
- Linkages with foreign universities, and research organizations to boost vocational education.
- Transforming the teachers through periodical training, autonomy in collaborative research, and adequate financial support for research and extension activities.
- The institution plans to engage in

	multidisciplinary research by undertaking minor research projects related to social and environmental issues. The institution intends to conduct research on "Awareness on Consequence of Natural Resource Depletion among High School Children in Tirunelveli district", and "Installation and Implementation of Digital Classrooms in the adopted village". ?Curricular and pedagogical reforms to integrate Indian values, languages, knowledge, ethos and traditions with the latest advances in education; ?B.Ed., the programme collaborates with other departments such as Psychology, Philosophy, Sociology, Indian Languages, Arts, Music, History, Literature, Physical Education and Mathematics for optimum multidisciplinary inputs.
2. Academic bank of credits (ABC):	?The institution has made vital efforts to sensitize the students regarding the academic bank of credits as the government endeavors to offer an online repository for all academic awards under the Digital India Programme. ?To propagate academic competencies, the institution orients students on the mode of transactions of the academic bank of credit (ABC). It includes the deposit of the academic credits gained by the students, maintaining the credits accumulated and transferred, validating and redeeming them for the award of degree/diploma/ certificate from the registered university/institutions. ?The institution has not registered yet under the Academic Bank of Credit. ?The internationalization of higher education is one of the critical trends of development. International webinars on "Education Making A difference in this pandemic era, Digital Methodology in Teaching of English", "Bloom's Digital Taxonomy", International Webinar on "Emerging Trends in Educational Research", "Systems of Education around Globe: A critical Appraisal" were organized with the international collaboration which laid conducive grounds for interaction and innovation as the blending point of the new and the relevant areas which are manifested as a new holistic unit. ?In the future, the institution would take concrete steps to initiate joint degrees between Indian and foreign institutions and enable credit transfer. ?The faculty members duly guided by the principal design their own curricular and pedagogical approaches by actively participating in Pre-Board of Studies meeting, Board of Studies meeting and Academic

	Council meeting The institution encourages the faculty in the following ways: ?Empowering the faculty to adopt innovative pedagogical approaches to enable them to perform creatively. ?Recognition to the faculty for adopting, engaging, innovative methods and tools for teaching as Course Designers. ?Freedom to the teacher to review and amend the curriculum periodically. ?Empowering the teacher to devise and adopt appropriate strategies for a formative and comprehensive assessment. ?Promoting the teachers to integrate research with teaching. ?To design their own curricular and pedagogical approach, the faculty members have skilfully published books on “Teaching of Biological Science”, and “Awareness on Detrimental Effects of Single-Use Plastics among College Students in Tirunelveli District” and “Socio-Cultural Awareness of Gypsies: An Analytical Study”. ?The faculty members have designed their reading materials to sensitize the student teachers with the knowledge, attitude, and behavior they require to perform their pedagogical tasks effectively in the classroom, school, and broader community. ?Task assessments were designed to foster in the student teachers a genuine love for knowledge, a growing sense of personal responsibility for one’s training and openness to lifelong growth in other areas of life. ?The institution enlightens the students by highlighting the credentials of the Academic Bank of Credits that it opens up the higher education system by making it liberal and tangible. Here the students can progress through the system with a part-time enrolment and enjoy multiple entry and exit privileges. The students will be moving through a standardized curriculum as credit banks permit intercollegiate mobility for doing a programme.
3. Skill development:	?The institution ensures a fear-free environment for learning. It nurtures the foundations of education by imparting the principles of learner-centeredness, lifelong learning and practical knowledge integrated into the teaching-learning process to enable holistic development of the student teachers. The following co-curricular and extracurricular activities enhance the healthy development of student-teacher personality and prepare them to enter different walks of life with great confidence. ?Organizing intra-mural competitions to enable the participation of all the

student-teachers and to create leadership qualities, flexibility, coordination, group functioning and developing skills among the student-teachers.

• Besides regular academic sessions, periodical seminars and workshops on significant themes and vital issues were planned as education is the most effective instrument of social re-engineering and empowerment of people.

• The co-curricular programmes impart knowledge and skills, thereby creating an informed citizen capable of setting the agenda for good governance, significant progress and harmonious socio-economic life.

• Yoga and Physical Education, Library and Information Services, Art and Aesthetics papers are introduced to enhance the professional capacities of student teachers.

• Hands-on experiences for student-teachers to use ICT facilities for the teaching-learning process and tech-based tools are developed to promote interest in teaching.

• Bridge course is arranged to make the student-teachers speak the second language as they speak the mother tongue. Experts are invited to train the student-teachers regarding their communication skills and get an easy speech flow in conversation.

• Organizing Seminars/Workshops/Guest lectures on stress management, transactional analysis, communication skills, self-awareness and self-motivation, positive thinking, time management, women empowerment, management of emotions and health awareness programmes to encourage the student-teachers to think creatively, work together and reflect social issues.

• Orientation and motivational programmes, namely personality development, creative means of communication, soft skills, inter-personal relationship and effective means of understanding student-teachers, are organized for the students to improve their personality.

• To build confidence and lay a solid foundation for sharpening the student teachers' future, the institution designed value-added courses on communication skills, interpersonal skills, digital enhancement, personality development, leadership skill and time management.

• The self-study courses were designed to acquaint the student teachers with the basics of computers, operating systems, cyber security, preparation for competitive exams and managing attention in the digital era, SWAYAM online courses, and content knowledge for competitive exams. The institution offers a compulsory online certificate course on ICT

	integrated teaching learning and assessment and offline certificate courses on web designing using HTML and CSS, fabric painting, Hindi and nutrition for a healthy lifestyle. To motivate the student teachers to become entrepreneurs, Sr. Raphaela incubation centre regularly organizes vocational training programmes/Online workshops on Social Entrepreneurship, Swachhta and Rural Engagement Cell (SES-REC), Action Plan for Institutions, Preparation of Washing Powder, Chudithar- Cutting and Stitching, Making of Washing Powder and Phenoyl, Making of silk thread Jewellery and Floating Diya. Social commitment and sensitizing students to social issues are integral part of the institution's vision. Visits to special schools, HIV homes, juvenile homes, and Saranalayam were organized to create social awareness.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The theory papers in the curriculum transaction provide fertile ground for students to understand the present context of Indian Society, the role of diversity and equity, and the integration of the Indian knowledge system. The course Education in Emerging Indian Society comprises the different disciplines and schools of Philosophy propagated by eminent Pedagogists such as Plato, Rousseau, Dewey, Bertrand Russell, Vivekananda, Rabindranath Tagore, J. Krishnamurthy, Aurobindo, Radha Krishnan, and Moulana Abul Kalam Azad. The curriculum has rightly incorporated the brief history of education in ancient and medieval India, Vedic Education, Gurukul System, Buddhist Education and Islamic education, and Basic Education. Yoga and Physical Education, Library and Information Services, Art and Aesthetics papers are introduced to enhance the professional capacities of student teachers, to develop their attitude in art, music and drama, to nurture student teachers' creativity and aesthetic sensibility. The course language across the curriculum comprises understanding the language background of the learner, to develop communication skills, language and culture, the relation of language with culture—multilingualism in the classroom and challenges of teaching language in the multi-cultural classroom. A course on Art and Craft comprises the need and importance of Arts in the curriculum, creative art and SUPW to extrapolate the hidden

	beauty and aesthetics in our culture and fine arts and help to promote the Indian arts like drawing, painting, jewel making and sewing. ?The course Physical Education and Yoga promotes Holistic Health among the student teachers and transmits the knowledge about the art of Yoga. ?English has become part and parcel of the intellectual as well as the emotional make-up of the educated people in our country and abroad, stringent efforts are taken to hone the communicative competency of the student teachers ?The institution offers courses on Teaching of Tamil, and Pedagogy of Language to help the student teachers become effective teachers of teaching the Tamil language. The institution gives due importance in promoting the Tamil language and has established Tamil Literary Association. The association conducts competitions and organizes programmes to develop reading, writing, speaking and listening to preserve and promote language skills. ?Under the practicum component of the B.Ed., Programme, the institution provides awareness of the Constitutional Rights Education Programme to the student teachers. ?Bilingual mode of delivery is encouraged to practice activity-based learning namely, class discussion, Collaborative Learning, debate, reaction to a video, small group discussion, class game, learning by teaching, role-playing, peer review, student teachers review, and comment on materials written by their classmates, quiz programme, project work, and practical work. ?The equity policy in admission opens the doors of our threshold to candidates of other languages (Malayalam, Hindi, and Telugu). These students feel at ease because spoken English is emphasized in their daily schedule. Further, the university has directed the students to write the theory examination in Tamil or English. Hence this facilitates the the students to face their examinations with ease.
5. Focus on Outcome based education (OBE):	?The institution has made extensive efforts to educate stakeholders on the importance of outcome-based education, which entails focusing and organizing everything in an educational system around which all students must be able to perform successfully at the end of their learning experiences. ?The Head of the institution encourages faculty to implement student-centered teaching and learning techniques in which course delivery and evaluation are organized to meet

specified goals and objectives. ?The curriculum framework includes specified quantifiable outcomes. ?The method of curricular transaction and evaluation techniques are designed to support outcome-based education. ?Participatory Learning environments are designed to promote outcome-based education. ?The institution focuses on outcome-based learning through three learning domains Knowledge, skills and Attitudes (KSA). Learners are involved in the experience, conducting research, taking action, interacting with others, and reflecting on their own experiences. ?Outcome-based education is emphasized through practicing class discussion, Collaborative learning, debate, small group discussion, class game, learning by teaching, role-playing, peer review, and comment on materials written by their classmates, quiz programme, project work, and practical work. It transforms student teachers from passive listeners to active participants, allowing them to better comprehend the subject through inquiry, data collection, and analysis, allowing them to solve higher-order cognitive difficulties. ?The participation of student teachers in peer teaching, peer demonstration of lessons, and peer criticism of teaching, mutual learning through interactive learning, brainstorming, tutorials, think tank, educational tours to academic institutions and historical sites, participation in intra-class quiz competitions, and inter-departmental seminars pave the way for achieving the course objectives. ?The institution organized a Webinar on "Outcome-based Education," which helps to understand the importance of developing a clear set of learning outcomes on which all of the system's components can be focused, as well as creating conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes. ?The institution organized a Faculty Development Programme on "National Education Policy 2020," with due emphasis on Outcome-Based Education, to help in the acquisition of knowledge on utility-oriented outcome-based education. ?The institution had made commendable attempts to transform its curriculum to focus on outcomes. The involvement of students in the classroom is an important key aspect of outcome-based education. Increased student involvement allows students to feel responsible for their learning, and they learn more

	through individual learning. The institution had designed its Programme Learning Outcomes in the following manner: ?The prospective teachers ?Recognize the significance of lifelong learning to cope with the changing trends in education. ?Develop skills needed for an effective teaching-learning process. ?Promote interest to employ learning for holistic development of self. ?Communicate and comprehend innovative processes for curricular, co-curricular and extra-curricular activities in schooling. ?Curriculum, instructional strategies, assessments and performance standards are developed and implemented to facilitate key outcomes.
6. Distance education/online education:	The institution has created an ecosystem that encourages entrepreneurship development. Raphaella Incubation Centre was established in 2020 to nurture entrepreneurial skills and produce entrepreneurs. The Centre provides hands-on experience to aspiring entrepreneurs on entrepreneurship. ?To motivate the student teachers to become entrepreneurs, Sr. Raphaella incubation centre regularly organizes vocational Training programmes/Online workshops on Social Entrepreneurship, Preparation of Washing Powder, Chudithar- Cutting and Stitching, Making of Washing Powder and Phenoyl, Making of silk thread Jewellery and Floating Diya. ?The centre provides vocational training on fabric painting, glass painting, stitching, embroidery and jewellery making. ?To enhance the professional capacities of the student teachers, the institution offers a course on Art and Craft to extrapolate the hidden beauty and aesthetics in our culture and fine arts. ?The student-teachers are given orientation and awareness programmes and skill development workshops in preparing and using technological gadgets for classroom teaching. ?The management evinces keen interest in providing the different and latest technology for teaching. ?Faculty members are encouraged to practice combining digital learning with more traditional classroom face to face teaching. ?The institution is well-equipped with technological equipment and tools for implementing blended learning. ?It has a well-equipped Sr. Lilly Pushpam Digital Library, well-furnished classrooms with computer and LCD Projector and Sr.Avila Hi-tech Studio for e-content preparation. ?Classrooms are equipped with the latest technologies like OHPs, computers, interactive

boards, LCD projectors, 24/7 internet connection with free Wi-Fi campus, and a public address system. Technologically well-equipped seminar halls (4 numbers) Faculty members use technological tools like Desktop, Laptop, Google Classrooms, Smart-boards, Over Head Projectors, Docs, Canvas, Google Forms, Kahoot, Zoom Meet, and Google Meet for their curricular transactions. Faculty members use ICT facilities for the teaching-learning process through interactive boards, PowerPoint presentations, preparation of notes, and demonstration of video lessons. Student-teachers use the ICT facility to prepare lesson plans, teaching aids, preparation for e-content, seminars, assignments and practical activities as a learning resource. The College extends its service to the community by sharing human and material resources. The institution offers a compulsory online certificate course on ICT integrated teaching learning and assessment and offline certificate courses on web designing using HTML and CSS, fabric painting, nutrition for a healthy lifestyle, Aerobics, Instrumental Music, French, Hindi, and Bharathanatyam. The self-study courses were designed to acquaint the student teachers with the basics of computers, operating systems, cyber security, preparation for competitive exams and managing attention in the digital era, SWAYAM online courses, and content knowledge for competitive exams. NTCE has approved the college to act as a Programme Study Centre for conducting Counselling/Workshop/Evaluation of Assignments and Term-End Examinations of the B.Ed. programme of Tamil Nadu Open University. The college has been selected to perform the B.Ed., Programme through Distance mode by the Madurai Kamaraj University, Directorate of Distance Education, Madurai.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
334	329	320	313	319
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
265	265	265	265	265
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
183	183	183	183	183
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
165	164	154	160	164
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

Number of graduating students year-wise during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
165	164	154	160	164
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
172	170	170	169	164
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

Number of full time teachers year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
28	27	26	24	22

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
28	27	26	24	22

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2020-21	2019-20	2018-19	2017-18	2016-17
244.19	112.57	137.22	56.98	40.07

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 72

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The institutional curriculum is well-planned, improvised, evaluated and remedied to translate learning into a meaningful exercise. The following steps are adopted with regard to the planning of a successful and effective curriculum:

- 1.Planning the different aspects of curriculum focusing on the crucial aspect that curriculum is the totality of experiences received by the student teachers.
- 2.Gathering knowledge and ideas about the contemporary and similar curriculum planned and followed in prominent teacher education institutions cutting across the length and breadth of the country.
- 3.Disseminating the gathered knowledge to the major stakeholders to secure their support and consent concerning the planned curriculum.
- 4.Pooling down the expert opinions of faculty who have participated in different seminars, conferences and workshops related to curriculum planning.
- 5.Synchronizing the different Course learning outcomes decided for the various courses to focus on the formation of efficient teachers.
- 6.Presenting the proposed curriculum before the members of faculty in the Pre-Board of Studies meeting.

The institution has reviewed and revised the planned curriculum regarding its effectiveness and suitability by adopting the following measures:

1. The theoretical inputs from cognate disciplines – psychological, philosophical and sociological foundations provide general principles on conceptualizations about tasks related to practices in education.
- 2.Discussion with experts from state Government nominee, university nominee and major educationists with regard to modification, review and revamping of curriculum in the Board of Studies and Academic Council Meetings.
- 3.Strengthening the review of curriculum through feedback and evaluation of the students, parents, alumnae, heads of the practice teaching schools and employers on the relevance and sustainability of the courses offered in terms of knowledge and skills.
- 4.Validating apt and pertinent responses from the concerned educationists in the light of social needs, requirements and expectation of the modern society.
- 5.Holding constructive and formal discussion with the respective Heads of the model schools and other practice teaching schools with respect to revising the curriculum.

Curriculum thus revised adapts to the local context in the following manner:

- 1.The integrated curriculum nourishes the economically backward, socially downtrodden and marginalized students with courage and conviction to face the odds of life.
- 2.Strenuous efforts are put in place to make the different curricular and co-curricular experiences suit the gifted and slow learners to gain a strong footing ground to opt for employability.
- 3.Teaching-Learning, Research and Extension form the pivot in the curricular transaction with due emphasis on self-study and value added courses.
- 4.Collaborative learning, team teaching, practice teaching, internship and practicum facilitate co-operative learning to induce a conscientization of the needs and wants of the neighbourhood society.
- 5.The courses ‘Gender school and society’ and ‘Inclusive Education’ throw light on gender disparities and learning disabilities thereby reiterating the fact that the learning objectives are purposefully derived from occupational, environmental and social needs of current generation students.
- 6.The Course “Perspectives and Issues in Teacher Education” familiarizes with the nature of education and pedagogical processes.
- 7.The course “Advanced Educational Technology” encompasses the relevant technology to be implemented by the students.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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 last completed academic year

1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

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

Response: 100

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	11	11	11

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	11	11	11

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

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 3

1.2.2.1 Number of Value – added courses offered during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 50.96

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
172	166	166	160	159

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table
- 2.Facilities in the Library
- 3.Computer lab facilities
- 4.Academic Advice/Guidance

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 41.24

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
110	172	126	130	128

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

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

Response:

A fundamental or coherent understanding of the field of teacher education

1. The institutional prospectus provides the fundamental knowledge about the institutional objectives and goals, motto, vision and mission, eligibility criteria for admission, courses offered and other relevant details. Knowledge acquired through the course syllabi, curriculum, specific conferences, and e-content modules instill in the student teachers an adequate knowledge of prominent foundations of education – Philosophical, Psychological and Sociological - and their educational implications which equip the students in an increasingly interconnected global economy. The acquired knowledge is illustrated in curricular transactions, evaluation, and research.
1. The skills acquired through the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) of the courses are demonstrated through a variety of curricular experiences. Skills acquired through the courses “Curriculum Pedagogy and Assessment”, “ICT in Education” and “Library and Information Science” are exhibited in the conduct of digital classrooms, Teaching Competence, and Teaching Based Records.
2. Values incorporated in the course “Curriculum Pedagogy and Assessment”, “ICT in Education”, “Library and Information Science”, “Value and Peace Education” and “Self Science Education” are displayed while conducting activities in the internship schools and while compiling “School and Community Based Activities records.”
3. A positive attitude is acquired through the attitudinal makeup endorsed by the faculty by sensitizing the students about the paradigm of academic excellence in quality-related conferences, seminars, and workshops for a strategic shift towards innovation, creativity, and technology transfer, and outreach. The student-teachers display a conducive attitude in their teaching-learning transaction.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one’s chosen specialization

1. The demonstration by the teacher educators, micro-teaching practice, and observation of model school teachers, mentors, and peers assist the students in imbibing the procedural knowledge of teacher education. The student teachers acquire the knowledge through the course “Development in Indian Education” and Self Study Course ‘Content Knowledge for Competitive Exam’. The students express their views in compiling the ‘Projects on Identifying and Analyzing the diverse needs of learners’ and ‘Reflective Record on Continuous and Comprehensive Evaluation’ by analyzing the curriculum prescribed at different levels of school education.
2. The skills acquired through Value Added Courses “Communicative English” and “Computer Fundamentals and PC Software” are presented in relevant technological aspects provided by the institutional curriculum foster quality enhancement in different levels of school education. The students actively participate in various laboratory activities and acquire a deep knowledge of handling equipment by choosing a suitable methodology to motivate and secure the interests of the pupils specific to their chosen specialization.
3. Values acquired through Self Study Courses, “Social Skills”, and “Yoga Practices” are demonstrated during the internship period by establishing physical and mental equilibrium among the students.
4. The student teachers are equipped with a positive attitude as teaching is emphasized by its transformative quality to bring out the quality change in the learners to metamorphose attitude and character through the course “Personal and Professional Life Skills”. The student teachers are sensitized to promote student-centric participation with respect to the variety of cultural backgrounds, learning styles, and intellectual abilities of the pupils at different levels of school

education.

Capability to extrapolate from what one has learnt and apply acquired competencies

1. The student teachers acquire knowledge through the course “Education in Emerging Indian Society” and “Curriculum Development in the Knowledge Era” and apply their awareness in the interplay of education and philosophy by internalizing the prominent roles of various agencies of education. The content knowledge and pedagogical skills gained through various experiences in the institution are skillfully elaborated in the individualized instruction imparted to the school students during the internship.
2. The student teachers acquire communication skill through the course “Pedagogy of Language” and assessment skills through “Assessment of Learning” and showcase the linguistic acumen and assessment in their teaching competence and placement opportunities. The content and pedagogical skills acquainted through coherent and procedural knowledge are successfully illustrated in the effective competition revolving around B.Ed. practical examination and compilation of M.Ed., M.Phil. and Ph.D. dissertations and facing the viva voce successfully.
1. The student teachers acquire the values of Physical and Mental equilibrium through the courses “Physical Education and Yoga”, “Guidance and Counselling” and illustrate them through physical fitness and mental alertness. Students’ acquired values are expressed through the enactment of tableaux, citizenship training camp, and participation in rallies.
2. The attitudinal makeup endorsed by the faculty and students is displayed in the conducive atmosphere in the remedial teaching classes and Tutor Ward system to propel the academic environment and its co-related issues towards quality enhancement in pedagogical aspects. The students exhibit a favorable attitude by transforming themselves into active participants while applying the acquired competencies.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation, Communication Skills, and Collaboration with others.

1. The students acquire knowledge through enrichment programmes that are embodied in the related curricular contexts and applied in the teaching learning process. The personality development programmes, awareness programmes, and various competitions like fine arts highlight the knowledge acquired by the student teachers on the various aspects of the field of education.
2. Communication skills acquired through the course “Language across the curriculum” and aesthetic skills through Enhancing Professional Competency (EPC) course “Art and Craft” are presented in the efficient content delivery and preparation of teaching-learning materials. The skills acquired are disseminated fruitfully by rendering specialized knowledge suitable for specific situations.
3. The students acquire and manifest the pertinent values through their vibrant participation in Educational Tours, Field trips, and Citizenship Training Camp. The students acquire communication, leadership, time management, team management, and decision-making skills through the conduct and organization of various club activities.
4. The students’ attitude enhanced through the conduct of psychology experiments, case studies, action research, and projects are displayed in their encounter with practical challenges involved in their field of study. A favourable attitude is acquired through the internalization of techniques related to brainstorming, think tank and displayed in the organization of various co-curricular activities to assist the students to work outside academic contexts and propagate academic competencies to harmonize the institutional efforts with the major stakeholders.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Development of school system:

- 1.The course “Development of Indian Education” focuses on the various systems of Education.
- 2.The course “Status and Issues of Secondary Education” points out “Historical Perspectives of Secondary Education in India”.
- 3.The Course unit “Education in the Post-Independent Indian Society” brings forth the development of Education and Integrated Scheme for School Education.

Functioning of Various Boards of the School system

- 1.Orientation and preparatory process of practice teaching unravel the four levels of the Indian school system - lower primary, upper primary, high and higher secondary and the students record the functioning of the various boards of schools in the school visit record.
- 2.The course unit “Educational Problems at Primary and Secondary stages” delineates the various issues pertaining to the school system.

- 1.The unit “Structure of Secondary Education” unveils different School Boards at the Secondary level and the types of Secondary Education-Government, Government-Aided and Private Schools. Students are enabled to comprehend the crux of State Board ‘Equitable Standard Education’. They have enumerated clearly the prominent functioning of the Boards: Central Board of Secondary Education(CBSE), Secondary School Certificate(SSC) and Indian Certificate of Secondary Education(ICS)

Functional differences among them:

- 1.The unit “Experiments in Secondary Education” unravels the functional differences in the roles of public schools, Multipurpose schools, Junior Technical schools, Post basic and schools, Kendriya Vidyalaya Schools (KVS), Navodaya Vidyalaya Schools(NVS) and Sainik schools.

Assessment systems:

- 1.The course “Curriculum,, Pedagogy and Assessment” empowers the students to analyze and comprehend issues based on assessment procedures.
2. The course unit “Structure of Secondary Education” enlightens the students regarding State Board, CBSE, SSC and ICSE mode of assessment.
- 3.The institutional placement cell instructs the students to succeed in state level Teacher Eligibility Test and Teachers Recruitment Board Exam to facilitate entry into the state board schools and Central Teacher Eligibility Test(CTET) to be cleared by the students to assist entry into the Kendriya Vidyalayas.

Norms and standards:

- 1.Students are instructed during the preparatory internship programme that states have three kinds of schools - Government Schools, Grant-in-Aid Schools and Private Schools. The Curriculum, pedagogy and evaluation methods are decided by SCERT in the state following the national guidelines prescribed by NCERT.
- 2.The course unit “Experiments in Secondary Education” enunciates the “New Policy and Programmes in Secondary Education”.

State-wise variations:

- 1.The institutional placement cell organizes “Inigo Job Fest” to orient the students regarding state-wise variation to assist them in finding greener pastures.
- 1.The students are instructed to compare and find out significant state-wise differences to be compiled in the Book Review Record.

An international and comparative perspective:

- 1.International webinar, “Systems of Education around Globe- a Critical Appraisal” co-organized by the institution sensitized the students pertaining to the international and comparative perspectives with special emphasis on ICT-based application.
- 2.The alumnae of the institution placed in international schools enumerate the feasibility of the students’ chances to be recruited and placed abroad.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

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

Response:

1. Student Induction Programme conducted at the dawn of the academic year and the various correlational techniques employed by the resource persons are effectively demonstrated by the students in different academic exercises to enhance their teaching efficiency.
2. Student teachers are familiarized thoroughly with the theoretical inputs from cognate disciplines – Psychological, Philosophical and Sociological Foundations, and Content Pedagogy courses which are acknowledged in the institutional Annual Report for reference in placement sectors.
3. Student teachers are trained skillfully in the practice of micro-skills demonstration, practice teaching, internship, and in the preparation of micro-teaching, observation, criticism, test and measurement, and school-based records which equip them to facilitate a smooth transition to their professional field as registered in the institutional IQAC newsletter.
4. Italic handwriting and teaching-learning materials namely, Tangrams, Tessellations, and curve stitching equip the student teachers to aesthetically prepare updated teaching-learning materials in their professional field to fascinate young minds as exhibited in the institutional Magazine.
5. The innovative techniques namely, Computer Assisted Instructions(CAI), Team Teaching, Blended learning, and Flipped Learning, equip the students with technical knowledge and equip them to handle ICT-enabled classrooms as recorded in the Academic and Administrative Audit (AAA) report.
6. The continuous and comprehensive evaluation trains student teachers in the nuances of testing and mould them in skills of assessment and evaluation which is registered in the institutional Academic Calendar.
7. The enrichment activities provided to the gifted students and remedial teaching to the slow learners assist them in their pedagogical mastery to ensure their upward mobility in their professional field.
8. Special coaching is offered through handouts, e-materials, self-study courses and model tests to face boldly the competitive examinations namely, TET, CTET, and NET to facilitate student entry into government, government-aided, and colleges of education.
9. The Parent Teacher Association meetings infuse the pertinent organizational climate to enhance the academic graph of the students thereby eliminating the pitfalls in order to assure their place in the professional arena.
10. The research investigations undertaken by M.Ed., M.Phil., and Ph.D. scholars probe into research problems related to psychological aspects, social trends, and organizational structure which have an

impact on the academic style and efficacy of their future roles as administrators, policymakers and curriculum designers as recorded in the institutional Annual Quality Assurance Report(AQAR).

11. Research colloquiums develop research bent of minds to tackle research problems and arrive at conclusions that create research knowledge and culture to be transferred to the future scholars in the professional domain.
12. Extension activities, Socially Useful Productive Work(SUPW), and fine arts competitions instill a healthy team spirit and equip them to serve humanity.
13. Adhering to our motto 'Virtue is our strongest shield', the student teachers are inculcated with the right value system to strengthen their inner self during the value education classes and seminars.
14. Physical education imparted to the students reiterates the dictum 'A sound mind in a sound body. The utility-oriented, meaningful competitions and awareness programmes equip the student teachers to safeguard their mental and physical health to become effective leaders.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 63.77

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 12.61

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
116	113	112	122	114

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:** 0.12**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

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..

Response:

Entry-level assessment done in the college based on Blooms taxonomy analyses the preparedness of all new students to ensure that they have the best possible chance of success in attaining their academic goals. Assessment results obtained are used to identify students' cognitive, affective, and psychomotor levels and train them for the professional programme. As students matriculate through their academic programmes, their progress is tracked, and the information gained is used to evaluate and strengthen them through various programmes.

The Admission Committee interviews the selected candidates and assesses students' capacities, knowledge, and skills as part of the admission process. The students are evaluated through personal meetings headed by the Secretary and the Principal, which enables to estimate the students' affective domain based on their marks obtained in their higher secondary, undergraduate/postgraduate levels, co-curricular and extracurricular activities.

After the admission at the beginning of the course, an entry-level test is conducted by providing objective-type questions which are constructed based on Blooms Taxonomy. The students are given twenty objective-type questions which carries one mark each. During the pandemic the entry-level test was conducted through online mode with thirty objective-type questions. The students are assessed based on the scores they obtained in the entry-level test. The entry-level test assessment helps to identify student's attitude, knowledge, skills, abilities, and interest. Based on the marks scored by the students in the entry-level test,

student teachers are trained to undergo various enrichment activities.

The curriculum is planned to cover different topics to cater to the students' diverse learning needs. The teacher educators assess the students' learning levels during lectures, assignments, and task assessments. Depending on the needs of the learners, sessions on spoken English, personality development, italic writing, stress management, ICT training, spirituality for daily life, yoga, and value education are organized. Carrier Guidance, counselling sessions, and peer tutoring are arranged according to student needs. The institution offers value-added courses to make the student teachers acquire relevant knowledge in soft skills. To develop self-paced learning, students are encouraged to join self-study courses based on their interest. A separate timetable is allotted before and after class hours and remedial classes are conducted based on the marks obtained in their Internal Examinations.

The student teachers are monitored and guided by their teacher educators, and their progress is reported during the Parent-Teachers Meeting. Teacher educators monitor the students' achievements and give them remedial measures. Students are encouraged to participate in group discussion, brainstorming, think tank, panel discussion, quizzes, seminars, and webinars. Peer tutoring is done whenever need arises. Student teachers are motivated to enroll in the online courses like NPTEL, Udemy, and Swayam. They are assigned with task assessments and assignments to explore their talents and creativity. Teacher educators guide the student teachers to undergo individual/ group projects. Student teachers are encouraged to participate in workshops, seminars and competitions organized on social issues, gender, inclusiveness, ICT and Environmental issues.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 16:1

2.2.4.1 Number of mentors in the Institution

Response: 21

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response:**2.3.1-Multiple Mode approach in teaching and Learning**

St. Ignatius College of Education believes in adopting students' centric methods. Student teachers are given the right blend of traditional and modern teaching methods to make learning effective.

Experiential Learning

Excursions, field visits and industrial visits are organized to expose students and faculty to develop skills required for teaching. Mathematics laboratory provides the experience of Tangram, Tessellation, and curve stitching. Students maintain experimental records for Physical Science and Biological Science and psychology. The students are entrusted to prepare working, improvised teaching materials and models under the guidance of the concerned teachers. Students utilize the Language laboratory to practice English language in a structured way. They practice micro teaching skills and Mini teaching to face the real teaching experience. Demo teaching, observation and Peer teaching help them to use the various skills in their teaching. As part of the B.Ed course, second year student teachers are engaged for sixteen weeks internship in various government schools, aided schools and private schools.

Participative Learning

The college organizes group activities namely, group discussions, exhibitions, intercollegiate competitions, quiz contests, role play, seminars, workshops, fine arts competitions, paper presentations, debate, declamation contests, and poster-making competitions. Extension lectures are organized by all the departments which provide the faculty as well as student teachers an opportunity to interact with eminent resource persons from various universities at the national and international levels. Student teachers participate in Citizenship Training Camp and analyze societal needs.

Problem Solving Methodology

Student teachers are trained to conduct case study. Extensive use of case studies and action research improves the problem-solving ability of the student teachers. Student teachers are trained to do action research for the classes they handle and submit the record. Quizzes are conducted for student teachers based on their subject's specialization. Career Counseling and Guidance Cell of the college and various talks by eminent speakers prepare students to meet the challenges of life boldly.

Brain Storming and Think Tank

Brainstorming sessions are conducted by posting the question or a problem or introducing the topic to student teachers. Online brainstorming sessions are conducted for the student teachers and Research scholars. Think tank session is conducted in the form of a survey and recorded.

Focused Group Discussion

Institutional social responsibility is built through various focused group discussions. Department wise group discussions are organized for student teachers.

Online Mode

Online self-study courses, competitions, National and International webinars, and workshops are conducted. The ICT course, curriculum, and pedagogical studies help them to prepare CIA Packages, online quizzes, E-learning materials, podcasts, and vodcasts. Delnet and Inflight facilities in Sr.Lilly Puspham library enhance students' knowledge. Sr. Landrada Centre for Research assists scholars to carry out research widely. Sr.Avila Hi-Tech Studio helps to develop e-content materials. Teacher educators share their e-learning materials with the student teachers using Google Classroom, Blogs, and WhatsApp. To help the student teachers explore a new space, a virtual educational tour is organized. Student teachers are supported to enroll courses in NPTEL/SWAYAM/ Udemy.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2020-21	2019-20	2018-19	2017-18	2016-17
28	27	26	24	22

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100**2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 334

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4 ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students**Response:**

The Institution has a vibrant 'Mentorship Program'. It aims at fostering the professional and personal

development of the student teachers. The mentees are divided into groups consisting of eight student teachers. Mentoring System in the college helps the student teachers strengthen their varied capabilities and build an interpersonal relationships with the teacher educators. The mentors meet the mentees and share their grievances and get moral and psychological support.

Mentors monitor and guide student teachers all through their course, and take care of their academic progress. Student teachers share their academic and personal and home-based difficulties with the concerned mentors and get suggestions for their personal and professional development. Student teachers who need extra care and attention are given individual mentoring after class hours. Teacher educators keep a confidential datasheet about their mentees. The teacher educators discuss with their parents during PTA (Parents Teachers Association) meeting their performance in the college. Student teachers are asked to discuss a particular issue they often face and are given an opportunity to come out with new ideas to tackle the problems they face. Thus they work in a team to challenge the difficulties they meet with.

After the identification of the individual capabilities, the mentors encourage them to participate in Citizenship Training Camp, Club activities, and other extracurricular activities. These activities make the student teachers to collaborate with their team and achieve leadership and cooperative skills. The mentors spot the underachievers and support them in their academics by giving remedial coaching. The gifted students are encouraged to take the additional course and participate in various programs. The special student teachers are identified and they are given separate assistance to face the challenges in life. Mentors find out the hidden potentials of their mentees and guide them to participate in different competitions. The mentors motivate them to do master of ceremony, Introducing the Chief guest, welcome address, and vote of thanks.

Mentors attend the Parent Teacher Association meeting along with the mentees and gather information about their families and inform them about their mentee's performance in college activities. Student council members share their views during the meeting. Discipline observance committee members help in maintaining discipline on the campus.

Hostel students with homesickness are given special care by the allotted mentors. For the physical well-being of the student teachers, the institution arranges medical camps, food festivals and webinars. They inspire them to participate in yoga, aerobics, and field sports organized by the institution to relieve their stress.

Mentoring efforts are taken by the institution for the less fortunate student teachers. They are enriched with the latest developments in education like Interactive smartboards, LCD projectors, and a Digital library. They are exposed to google classroom, blogs, YouTube, teaching through online platforms, seminar presentations using technology, and participation in webinars. Through the courses, Information and Communication Technology and Curriculum and Pedagogical Studies, the student teachers acquire knowledge of latest developments in their course of study. Students who are weak in communication are given training through the language laboratory.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

Case 1:

ICT usage in Teaching- Learning Process

St. Ignatius College of Education strives hard for the holistic development of the student teachers. All the Teaching Learning processes of the institution focus on updated knowledge and nurtures creativity, innovativeness, intellectual thinking skills, empathy and life skills.

Education is student centric in the institution. The institution has well equipped ICT Enabled classrooms. The student teachers are encouraged to utilize computer laboratory to equip themselves in the preparation of effective teaching learning materials.

The Institution offers the course 'Information and Communication Technology in Education' through

which the basic and fundamental knowledge on technology was acquired by the student teachers. Teacher Educators train the student teachers to cope with different types of web based learning such as e-learning, blended, Mobile and flipped learning which serve them to implement the learnt skills in teaching and learning process during internship programme.

The student teachers incorporate ICT which changed the face of traditional classrooms to virtual classrooms. Appropriate teaching methodologies and resourceful content with the **creativity** of the student teachers get reflected in their teaching learning experiences.

Flipped learning is in practice in the institution through the digital forum namely, google classrooms, WhatsApp groups, and blogs. Teacher educators provide various learning experiences to the student teachers such as uploading the learning materials and clarifying the doubts regarding the topics by discussing the same in the classroom. The flipped learning experience provides a better environment and empower the student teachers to submit their assignments and task assessments in the right time.

Sr. Avila language laboratory of the institution sharpen the communication skills which in turn help the student teachers to prune the language of the students and also develop better pronunciation and good communication.

The institution has provision for remote access of the reference materials in the library. The Digital library of the institution motivate the student teachers to access the available learning resources using the DELNET, INFLIBNET and NDL. Wide exposure and voracious reading inspires the student teachers to think critically and analytically.

Student teachers are trained to prepare their own e-content material and Individualised instructional materials, CAI packages using hot potatoes. Online learning and evaluation had introduced **innovativeness** in instructional aids and tools for evaluation. It provides ample opportunity for the student teachers to access online tools such as Google Forms, e-quiz and Kahoot Quiz to review assignments and other additional learning materials.

Learning management system is accessible for every student teacher through their individualised institutional ID. These facilities ensure collection of information in the knowledge era through multiple e-resources. The ICT enabled classrooms make the student teachers to realize and understand the usage of multi-sensory teaching materials for the effectiveness of learning in real classroom situations. It lays a strong foundation to prepare low cost, innovative and improvised teaching materials and creative e-content materials in the Sr.Avila hi-tech studio of the institution.

The acquired teaching skills make them to shine during the intensive teaching practice as well as in different institutions.

Case 2:

Problem-solving skill

The purpose of St. Ignatius College of Education is to develop in the student teachers a broad vision of interests, a deep love of knowledge and a fine taste for culture. The ice breaking sessions conducted at the dawn of the institution encourages the student teachers to bring out their inherent talents and to break the shell of hindrance and hesitance in them. The various learning engagements during the Student Induction

programme help the students to develop their problem solving ability.

Peer teaching help the student teachers to acquire the teaching skills through the valuable feedback given by the peers. It has a positive effect on students to improve their attitude towards teaching and to solve their drawback.

The group discussion during the curricular activities based on the recent policies and trends in education facilitate the student teachers to generate new ideas, to analyse their strengths and weaknesses, to accept others opinion and to showcase their talents.

The discussion during the co-curricular activities like participating in morning assembly, organizing subject club activities enable the student teachers to develop their interpersonal skills, self- identification, leadership and time management skills. Discussion during the laboratory activities make the student teachers to think analytically and critically. The lab activities of the institution accelerated the creative and intellectual ability of the student teachers in the preparation of improvised teaching aids.

The training given in the institution during the extracurricular activities namely, tableau, fine arts competitions, food festival, inter collegiate competitions and celebrations help to exhibite their talents, clear understanding of individual roles in the society, awareness on shared goals, ability to cooperate and be flexible to handle themselves.

Team Teaching techniques help to improve creative ideas, collective responsibility and to express their ability, interest and expertise in the work place.

Role play and debate sessions in the institution provides opportunities for observing their peers, and helps the student teachers to overcome their communication barriers.

Mock interview conducted by the student teachers provide prior knowledge on interview and the make them more confident to prepare the resume, update their content knowledge and develop their questioning skills.

Brainstorming and think tank sessions conducted by the teacher educators provide ample opportunities to explore ideas, avoid biases towards particular viewpoint, generate more ideas in a short period of time and to foster their creative ideas in finding a perfect solution for a particular problem. This paves way for the student teachers to find out a solution to sort out their problems in real life situations.

Various competitions namely, photography, poster making, quiz, drawing, slogan writing, collage making, elocution and pencil sketch conducted in the club activities enable the student teachers to showcase their talents, competitive spirit and develop a positive attitude towards the chosen profession.

The syllabus of 'Art and craft' course offered by the institution is framed for the development of manual and motor skills and to enhance students' dexterity and agility. Student teachers are trained to bring out their innovativeness, creativity and vocational skills.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan (IEP)

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating Scales

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

Response: B. Any 3 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

Other Upload Files

1	View Document
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2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

2.4.8 INTERNSHIP PROGRAMME IS SYSTEMATICALLY PLANNED WITH NECESSARY PREPAREDNESS

The Institution organizes internship programme cooperatively involving the student teachers, school teachers, and Teacher Educators. The internship schools are selected based on the proximity of the student teachers' residence to the school and determined by the availability of the qualified staff, and students, and the willingness of the head of the institution. Internship schools are also allotted at the request of the

student teachers. A meeting is organized before internship with the teacher educators, teachers, and heads of the internship schools to orient them with regard to the role of mentors, assessment to be done, and to offer exposure to a variety of school set up for the student teachers.

Before the internship, the student teachers observe 10 demonstration classes of the senior teachers from the model school and record them in the observation record. Orientation is given to the student teachers to write lesson plans using the Herbartian approach and Active Learning Method (ALM) on Curriculum and Pedagogic Studies(CPS) and Pedagogy of Language(POL) respectively. They are also trained in writing digital lesson plans and online teaching practice before they enter into intensive teaching. They do observe 10 teaching of their peer members and recorded them in the criticism record.

Before the internship, the institution gets prior permission from the heads of the schools and the chief educational officer (CEO). Then the student teachers visit the allotted school and the teaching schedule is prepared in consultation with the Heads and mentors of the school. They are guided to prepare 30 lesson plans each for Level-I and Level-II of CPS and 15 lesson plans for POL. The student teachers observe the lessons of their mentors before they start their teaching in the school.

The courses on CPS, POL, and Information and Communication Technology help the student teachers to prepare the instructional aids for their intensive teaching. Students are given the practice to prepare audio-visual aids to enhance their teaching. Prior to the internship, the student teachers are oriented and equipped to conduct a diagnostic test, in the beginning, to assess the level of the students in their class, to conduct case-study, action research, and projects on identifying and analyzing the diverse needs of the learners and to prepare the records of it.

The student teachers are well trained before going for the internship, to meet the diverse learning needs of students, handle ICT resources, involved in all school activities namely, conducting assembly, arranging sports events, and national day celebrations. The mentor teachers are given a separate sheet of assessment of the teaching performance of the student teachers for traditional and ALM methods of teaching and they observe and evaluate the student teachers and give immediate feedback and corrective measures are suggested to the teacher trainees regularly. A feedback form to be filled out at the end of the internship is given to the mentor and the head of the school to assess the performance of the student-teacher in the class and participation in all the activities of the school.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 6.88

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 24

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Student teachers undergo intensive teaching for sixteen weeks in their respective schools. They observe the

teaching of guide teachers and teacher educators and record it in the observation record. Institution organizes orientation–cum-consultation meetings with the teacher educators and mentor teachers. Student teachers prepare a total of 75 lesson plans, 30 lessons in each level for Curriculum and Pedagogical Studies and 15 lesson plans for Pedagogy of Language. Student teachers are trained to prepare audio visual aids and improvised aids.

The Principal of the institution initiates the internship programme by seeking permission from the Head of the schools nearby through the permission letter from the Chief Educational Officer. The student teachers are provided chance to choose permitted schools in locality based on their conveniences. The rules and regulations of internship teaching practice is communicated to the student teachers before the internship programme. They are instructed to visit the college once in every month to report the progress of their teaching practice and record notebooks.

Guide teacher in collaboration with student teachers frame the activities to be carried out during internship. They monitor the regular attendance of the student teachers. They observe the student teacher's teaching and provide oral and written feedback regarding their teaching. The guide teacher scrutinizes the lesson plan before the student teacher begins her teaching. Evaluation format is provided to assess each lesson systematically based on the planning of lesson, teaching aids, blackboard work, skills used, presentation of mind map, explaining concepts, demonstration, and classroom management.

Teacher educators visit the schools regularly to monitor the progress of student teachers during intensive teaching and they note down the remarks on the evaluation form and provide suggestions for further improvements. They discuss the accomplishment of the student teachers along with their guide teacher and the head of the school. They evaluate the lesson plans, records related to school activities and teaching aids prepared by the student teachers for the relevant classes in school. They examine their teaching aids like flash cards, different types of charts, Static and working models, Mind maps, improvised aids, and other self-instructional materials. Teacher educators verify the student teacher's records related to school activities and give them necessary suggestions.

Each school principal is provided with an opinionnaire to comment about student teacher's performance during their internship. School principal monitors the student teacher's internship attainment and discuss with the guide teacher and teacher educators. The school principal directs the student teachers to involve in the activities to be carried out during internship. They also monitor the regular attendance of the student teachers, observe the student teacher's instructional strategies and provide feedback regarding their teaching competency.

They give valuable suggestions regarding the behavior and performance of the student teachers based on punctuality, classroom management, lesson plan preparation, teaching aids, discipline, co-curricular involvements and leadership traits given by the Head of the schools are collected, analyzed and remedial action will be taken for further improvements in the curriculum.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

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

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years	
Response: 100	
File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years	
Response: 62.99	
2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years	
Response: 16	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.	
Response: 5.68	
2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed	

academic year

Response: 159

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

The college transforms teachers into better educators by enabling them to create relevant and tailored course instructions for today's students. The institution improves its skills to meet the needs of students. Participating in conferences, seminars, workshops, orientation programmes and refresher courses provided by the college renews their knowledge spectrum.

In-house discussions on current developments in education

In house discussions are organized by the institution to improve teacher educator's mental and emotional attitude that focuses on an individual's personal and professional skills.

Staff Orientation programmes were conducted on the theme "Modern day teaching, and self-development", "Drink water from a running brook and not from a stagnant pool, "Personal and Professional Grooming: A Holistic Approach" and "Empowering Educators towards excellence". These programmes helped to enhance the professional skills of the teacher educators.

Renewal Programme on Relax, Relate, Renew was held for the Academic and administrative staff of the College. This programme impelled the teacher educators to commit themselves for the transformation of society in general and the individuals in particular.

Enhancement Seminars were arranged on the topics "Statistical Package for the social sciences and "How to Choose the Right Research Topic to Sustain Enthusiasm and Curiosity". These programmes help to develop SPSS Oriented knowledge and research aptitude of the teacher educators.

Faculty Orientation programmes were organized on Themes Centered Interaction (TCI), "The Ultimate Discovery" and "How to prepare NAAC SSR". These orientation programmes helps the teacher educators to prepare themselves for their professional career with a clear vision.

Faculty Development Programmes were organized for preparing E-Content and 'Outcome Based Education'. These faculty development programmes provide upgradation of knowledge, skill and opportunities for the teacher educators to enhance their professional growth

Staff meetings are conducted to discuss on updating of policies and regulations. These meetings help to improve the performance of teacher educators and student teachers and productivity of the institution. This helps to establish a rapport between the employees and the management.

Planning and evaluation committee helps to prepare, implement and execute the strategic plan made by the committee.

Regular discussions on recent trends and approaches in education among the staff of our institution enhances the quality and widening of knowledge.

Information with colleagues and other institutions on policies and regulations

The institution regulates policies to encourage teacher educators to give freedom of expression, and economic upliftment of its members.

It radiates the process and information within as well as with other institutions. The college in collaboration with other colleges, namely, VOC College of education, Thoothukudi, Government Primary Health Centre, Tirunelveli Saradha College of education Tirunelveli, Aravind Eye Hospital Tirunelveli, St.Xavier's College of Education, Tirunelveli, Jesuit Council For Educational Research and Training, National Federation, Arumbugal trust Tirunelveli, District employment and career guidance centre, Tirunelveli and Annammal college, Thoothukudi organized various professional development programmes. These collaborations, encourage problem solving ability and allows the teacher educators to learn from each other and increase the potential of the institution.

The teacher educators serve as counselors and advisors to educational institutions on policies and regulations.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

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

Response:

2.6.1. Continuous Internal Evaluation

CIE (Continuous Internal Evaluation) plays a vital role in a student's overall performance. Every student must pass in CIEs and the performance is considered in the final evaluation process. The Examination cell of the Institution framed guidelines for conducting the CIE in line with the calendar of the Affiliated University.

The Scheme of Examination was framed in conformity to the suggestions given by the Experts and Members of the Board of Studies, Academic Council, and Planning and Evaluation Committee held at the advent of every academic year.

During the academic year 2016-2017, the Internal Assessment was carried out through continuous internal assessment process consisting of 15 marks for internal tests and 10 marks for Assignments in each paper for B.Ed., M.Ed., and M.Phil., as drafted in the Examination scheme.

During the academic year 2017-2018, the Internal Assessment was carried out through the CIE process consisting of 15 marks for internal tests and 10 marks for Assignments in each paper. For EPC courses the mode of assessment was only internal for 50 marks.

During the academic year 2018-2019, the Internal Assessment was for 30 marks and the external assessment was for 70 marks for Perspective courses and for curriculum and Pedagogic studies. For the paper on the pedagogy of language English/Tamil, the internal was for 20 marks and the External was for 30 marks as drafted in the Examination scheme.

During the academic year 2019-2020, the aggregate of Semester marks included Internal Assessment for 30 and external examination of 70 marks for Perspective courses and for curriculum and Pedagogic studies. For the paper on Pedagogy of language English/Tamil, the internal mark was 25, and the external was 50 marks as drafted in the Examination scheme. The Internal assessment included the marks obtained in the internal test which was carried out through CIE mode and marks obtained in Assignments, Seminars, and Task assessments. EPC courses had only an internal assessment for 50 marks.

During the academic year 2020-2021, the aggregate of I Semester marks for B.Ed. Students included internal examination for 40 marks and external examination of 60 marks for Courses in perspectives in education, curriculum, and Pedagogic studies, whereas for Pedagogy of Language and Life Skills the internal examination was for 30 marks and external examination was for 45 marks as drafted in the examination scheme.

For M.Ed and M.Phil courses, the aggregate of semester marks included Internal Assessment for 30 and external examination for 70 marks in each paper, as drafted in the Examination scheme. The Internal Assessment included marks obtained in internal tests assignments, seminars, and task assessments for each paper.

Internal tests were conducted for the students to acquire familiarity with question patterns, time management, and stress reduction.

The results of internal tests facilitate the identification of slow learners, to provide remedial coaching for them, with the aim to enable better performance of these student teachers in the Semester Examination.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

MECHANISM FOR GRIEVANCE REDRESSAL RELATED TO EXAMINATION

The institution has a well-organized mechanism for the redressal of examination-related grievances. The

student-teachers approach the Teacher educators, Controller of Examinations Office and Principal to redress the examination-related grievances. The mechanism deals with examination-related grievances in the college, including the internal evaluative process and final year examinations conducted by the college. The institution takes steps to ensure that this mechanism, in its levels of operation, is transparent, prompt and efficient.

The institution has a transparent, time-bound and efficient grievance redressal mechanism for examination-related grievances. Any discrepancy in question pattern or marks awarded is addressed by the Examination Committee headed by the Principal as soon as it is brought to notice. As the faculty members enjoy a good rapport with the student teachers, the latter do not hesitate to approach their teacher educators in case of any examination-related doubt in their minds. After results are communicated to them, they are free to voice their grievances to the Head of the Department, Controller of Examinations, and the Head of the Institution. Speedy, effective remedial measures are taken.

In the final examinations (every year) conducted by the college, the marks are awarded by the external examiners. The Controller of Examinations carries out the entire process. If student teachers are not satisfied with their marks, they apply for Re-appearing/ Retotaling/ Revaluation of the concerned papers. The college assists student teachers who apply for Re-appearing/ Retotaling/ Revaluation. The Examination committee guides the student teachers regarding the submission of relevant documents. For revaluation, the candidate has to apply within a week after publication of the results, together with the prescribed fee.

Transparency in the examination system is followed, namely, the photocopies of the answer scripts are available on request for the student teachers, provided the student teachers apply for the same within ten days of the declaration of the result. There is provision for personal verification, photocopy of answer script and revaluation on payment of fees. The student teachers must apply to the controller of examinations explaining their grievances. After going through their application, the controller of examination office forwards it to the principal. Then the complaints of the student teachers are resolved.

Besides, the Principal raises her concern with college authorities in an appropriate forum if student teachers are dissatisfied with the evaluation pattern or are aggrieved about the delay in publication of results. Parents are also provided with an opportunity to voice their opinions about examination-related grievances of their wards in Parent-Teacher Meetings, duly attended by all faculty members and the Principal. And their queries are clarified and rectification is done. The alumni also address their grievances if any, regarding examinations during the alumni meeting. After the resolution of the problem of the student-teacher, controller of examination office distributes the required documents to the students. A feedback questionnaire is developed and given to the students. The process is entirely transparent.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Academic Calendar is a strong foundation of academic activities and propagates to the vision and mission of the institution. Preparation of Academic Calendar begins before the commencement of academic session. Academic calendar is prepared and followed by the institution for its various activities like internal evaluation, semester examination, practical examination, viva-voce examination and other activities. It contains the date of commencement, last working day of the semester, Internship schedule and dates for semester-end examination.

The academic calendar is prepared so that teacher educators and student teachers know all the activities regarding continuous internal evaluation process and it is also published on website of the college. Academic calendar consists of events including details of the total number of working days and holidays, Internal Evaluation dates, guest lectures, workshops, industrial visits, other co-curricular and extra-curricular activities of the departments. The academic activities, Continuous Internal Evaluation (CIE), and all activities are conducted in adherence to the calendar of events.

The events are added in the academic calendar well in advance so that the faculty start preparing other scheduling tools in the form of various timetables. The academic calendar is the landmark scheduling system for the entire educational institution.

Internal evaluation, assignments, seminars and task assessments are part of the Continuous Internal Evaluation (CIE) of student teachers. There is a well-defined process for the conduct of CIE as per the calendar of events. It indicates duration of course, minimum attendance, programme, content of the course study for all the semesters, credits given, to Perspectives in Education (PE), Curriculum and Pedagogy Studies (CPS), Pedagogy of Language, EPC Courses, and Teaching Competence. Educational Practical's for Curriculum and Pedagogy Studies (CPS), Community Service, Project and Experiments, Health and Hygiene, Cultural Activities, Field Experience are assessed in internal evaluation. Distribution of credits is given for B.Ed., M.Ed., and M.Phil. Courses. The information such as standard of passing and Details of Passing minimum and Award of Class are given in the academic calendar.

Curricular Activities: It covers the entire teaching and learning process with the teaching plan and transacting the prescribed curriculum effectively.

Co-curricular Activities: Internal Evaluation, assignments, practicum, project work, field studies, seminar and group presentations are conducted by the respective faculties which are included in the calendar.

Extracurricular Activities: The Academic Calendar includes the activities outside the formal classroom in a social milieu. Observation days, celebration of eminent personalities and various social awareness programmes are included in the calendar.

Every department submits the compliance of the academic calendar as part of their annual submissions. Every teacher is assigned with the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of assigned subject. The Head of the department along with the Dean compile the academic plan submitted by the teacher educators. The IQAC compiles the inputs received from the various departments and a comprehensive plan is prepared and uploaded by the website

committee in the college website. Monthly planner is uploaded in the website in accordance with the calendar.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The Institution frames the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for B.Ed., M.Ed, and M.Phil, which reflects the vision and mission of the institution. These outcomes have been set, considering the variety of programmes and the heterogeneity of rural and urban students. PLOs and CLOs are stated in the syllabus book and the academic calendar. They are displayed on the college website and communicated to teachers and students. The syllabi are handed over to the teachers and students at the beginning of the programme. They are retained in the library for reference.

Program Learning Outcomes and Course Learning Outcomes are highlighted and made aware to the students during the induction and orientation programmes. Besides, they are addressed through value-added courses and activities, namely, Seminars, Webinars, Citizenship Training camps, Field Visits, Social Useful Productive Work, and competitions organized by the Institution. Learning outcomes are informed to the parents during Parents Teachers Meeting. Care has been taken that the learning outcomes defined in each curricular area are linked in terms of appropriateness and complexity within and across the curriculum. The students are encouraged and guided to learn and imbibe these outcomes. They are also percolated to students through the organization and participation in Co-curricular and extra-curricular activities.

The course objectives promote democratic values and peaceful living in a multi-faceted society with courage and conviction. Every department plan and conducts all activities based on the Programme Learning Outcomes and course learning outcomes. A holistic perspective helps to accomplish the overall development. Students' performance in semester examinations and in different internal examinations is a parameter of outcome assessment. For the assessment of students, summative and formative approaches are followed to get the intended learning outcomes. The most appropriate assessments to improve guidance in student learning are quizzes, tests, writing assignments, seminars, preparation of e-contents, and task assessments that teachers conduct in their classes on a regular basis. Students are assigned various topics for presentations, seminars, and teaching aids preparation whereby they are assessed. Teachers rely on the results from these assessments because of their direct relationship with course learning outcomes. The feedback obtained from students on the teaching-learning process helps to understand the expected learning outcomes. The college tries its best to inculcate the outcomes mentioned above.

Programme learning outcomes and Course Learning Outcomes are also related to communication skills, competitive spirit, literary sensibility, good citizenship with soft skills development, and constructive social work through women empowerment, Entrepreneurship development, and career opportunities. The inclusion provides effective learning opportunities to all students. The learning outcomes are the same for all students provided that these are balanced and brought in harmony with the individual needs of each student. Modifying the learning situations suiting their needs ensures their participation in the learning process which helps them progress like other students. The students and teachers are made aware of these, enabling students to visualize the importance of the subject and learn better.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 100

2.7.2.1 Total number of students who passed the university examination during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
165	164	154	160	164

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Course Learning Outcomes (CLOs) are attained by the student teachers at the end of the course. They are mapped with PLOs. The student learning assessments are measured systematically and sequentially throughout the program using a variety of reliable direct assessment methods as listed below. The direct assessment represents the students' performance through formative assessments like seminars, assignments, task assessment, Internal examinations and summative examinations, through these tools, the attainment of CLOs are quantified.

Formative assessment

The teachers employ continuous assessment during the course of the study for the purpose of measuring and improving student learning. The methods employed yield critical information for monitoring an individual's acquisition of knowledge, skills, analytical thinking, decision-making, and problem-solving abilities. Internal assessment during the course delivery permit the instructors to monitor the extent of attainment of course outcomes. Formative assessment is done twice before the semester examinations for forty marks for four credit papers and thirty marks for three credit papers which is used to evaluate the academic performance of the students. For two credit papers only internal assessment is done for fifty marks. Through course on Enhancing Professional Capacities (EPC) the students recognize the significance of lifelong learning to cope with the changing trends in education and promote interest to employ learning for the holistic development of self. Students present a seminar which is assessed for five marks. Seminar topics are assigned for student teachers and they are evaluated based on content, preparation, presentation, and communication skills. Assignment is submitted by the students for each course which is assessed for five marks. The assignment is designed to evaluate students' on the ability to comprehend, innovative ideas, analytical/critical thinking, interpretation skills and written communication skills with respect to the learning outcomes. The subject teacher regularly interacts with the student teachers during the practical hours to evaluate the extent of knowledge and ability for critical thinking.

Summative assessment

Comprehensive evaluation of learning outcomes is carried out at the end of the academic year/semester for sixty marks for four credit papers and forty-five marks for three credit papers. The method employed is the semester examination that is conducted both in theory and practical at the end of the academic year/semester covering the complete syllabus. The student teachers draw appropriate solutions through analytical thinking in real life situations. Results of semester examinations help to determine the academic performance of the students at the end of the course, besides the extent of outcomes that have been attained. This molds the prospective teachers for the mission of social change and social justice. After the internship practical examination is conducted to assess the school and community based activities, submission of records and teaching competencies through this the students learn to function effectively to disseminate the principles of education and contribute them to the society. M.Ed/ M. Phil students submit their dissertation through which they attain the development of research attitude in education. The scholars become an inspiring motivational leaders of educational institutions and community.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4 Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 165

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The institution gives a variety of tasks like the usage of the library, utilization of extension activities, development of motor skills, and using multimedia resources to the student teachers. Training is given to the students in preparing task assessments. Task assessments are evaluated for internal evaluation. At the entry level, the institution takes laudable efforts to inspire the new students to participate with whole-hearted involvement in various academic and non-academic programmes.

The student teachers learning needs are identified and various task assessments are given based on their knowledge, skills, and attitude. The student teachers are given the training to utilize all the e-resources such as Delnet, Infilbnet, and e-books. They are instructed to use interactive whiteboards during their seminar presentation. Programmes on Communicative English are organized for student teachers who needed better communicative skills. Gifted children are encouraged to participate in various competitive examinations. Slow learners are given tutoring as per the institution's schedule. Teacher educators train the student teachers to conduct diagnostic tests and achievement tests during their internship to evaluate their

performance in teaching.

These tests are conducted on a regular basis and the performance of students of different levels is evaluated by test scores. Students are taken to special schools to interact with the special children and modify their teaching strategy according to the needs of the differently-abled children. Students are given practical activities in the psychology laboratory, language laboratory, computer laboratory, and science laboratory. This makes the students manage and develop their work cooperatively and independently. Demonstration and group discussion increase the team spirit among student teachers which is a requisite for building the social relationship. The problems of gifted and slow learners are identified and they are given a task like a role-play, poster making, club report, or observation of real or simulated professional practice according to their capabilities.

The computer has many purposes in the classroom situation and it is utilized by the student teachers in different areas of the curriculum. It facilitates and improves the teaching-learning process. So the task activity of constructing CAI packages is given to the student teachers. Citizenship training camps are organized to make the student teachers aware of the social issues and bring rehabilitation to the village where the camps are conducted. This makes the student teachers manage and develop their work cooperatively and independently.

Student teachers are taken on educational tours and field trips to get experiential learning for the activities they have to perform academically. The field trip enhances their critical thinking skills and enables them to think from a different perspective. The student teachers are made to advance in their ICT skills by developing a blog and preparing multimedia and e-content presentation.

These task activities not only impart knowledge to the students but make the students construct innovative ideas by using recent technology in a practical way.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.98

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.2

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.50	0	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.79

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	15	00	1	00

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 1.34

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
29	1	3	0	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 11.6**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
16	9	16	10	7

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 100**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
334	329	320	313	319

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 100**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
334	329	320	313	319

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The Institution engages students to participate in community welfare activities every year with faculty in neighbourhood public for their holistic and sustainable community development through participating in community-based activities.

1.Citizenship Training Camp

To sensitize the students towards community needs, the Institution organises citizenship training camps through Rotaract International Club (a registered unit of Rotary International), to spearhead the awareness programmes against social evils like gender discrimination, child labour, dowry harassment, plastic awareness and illiteracy in adopted villages during citizenship training camps. The student teachers take active participation in arranging programmes during CT camps and at the time of natural calamity like Gaja Cyclone.

1.Natural and traditional Food festival

To inculcate the good food habits among the students of taking natural and traditional food, the institution conducts Food Exhibitions every year. Student teachers exhibit natural and traditional food items and explain nutritional benefits and values. Students from nearby schools and colleges visit the exhibition and realize the importance of natural and traditional food items and the ill effects of junk food.

1.Tableau

Importance of agriculture, water conservation, atrocities against women, traditional living and road safety are dramatized by the students through tableau and it creates deeper sensitization among the public to fight against these social evils. Students from nearby schools and colleges visit the exhibition and get awareness.

1.Rally

Rallies are organized by the Institution to create mass awareness among the public regarding the current issues namely, environmental protection, plastic awareness, road safety, cleanliness, blood donation, women's safety and gender sensitization.

1.Human Chain Campaign

Public human chain is organized to create awareness about child protection, child labour and abuse, in collaboration with Child-line 1098 and Saranalayam and Tirunelveli Social Service Society, for people and students to sensitize that child labour is illegal and to access child-help line 1098.

1.Free Medical Camps

The people from the neighbouring villages are being provided free medical treatment by voluntary organizations during Citizenship Training Camps. The student teachers identify the patients and help them

to reach the camp. Free Medical camps and Eye Camps are conducted every year for the villagers and medicines are distributed free of cost.

1. Visit to Homes and special schools

Regular visits to Juvenile homes, Special schools for Mentally Retarded Children, Homes for HIV affected people, Saranalayam for abandoned Children, Orphanages and Old Age Homes are arranged to sensitize the student teachers to take responsibility for caring aged people, mentally retarded children and people with special needs.

1. National Swachh Bharat Abhiyan

Voluntary activities are arranged namely, campus cleaning, plastic awareness, and tree plantation by student teachers to maintain cleanliness in and around the campus, create awareness about a clean environment and contribute to the National Swachh Bharat Abhiyan.

1. Entrepreneurship Training

Through Sr. Raphaela Incubation Centre of the institution, entrepreneurship training is given to help the students and the public to motivate entrepreneurial development.

Thus, our students gain the opportunity to serve society, which is our institutional charism, "PASSION FOR GOD; COMPASSION FOR HUMAN".

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

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 6

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	00	00

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 50.4

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
49	52	51	42	58

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 15

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 15

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

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

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - 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

Response:

The institution has well-constructed buildings to fulfil the needs of educators and students. The institution renders B.Ed., M.Ed., M.Phil, and PhD programmes. The campus is spread over 23,269.42 sq. mt of land which facilitates excellent infrastructure accommodating Secretary Office, Principal Office, Administrative Office, Dean Office, Controller of Examinations, IQAC office, Sr.Landrada Centre for Research, Library, Laboratories, Sr.Stephane Meeting Hall, De-Meester Conference Hall, Sr.Maggie Multipurpose Hall, Sr.Therese De Conick Browsing Centre, Auditorium, Prayer Hall, Incubation Centre, Distance Education Centre, Sports complex and Centre for Socially Useful Productive Work, Musical Instruments Room, Infirmary, Parlour and Hostel for UG and PG.

Classrooms

There are 18 ICT enabled classes for B.Ed, M.Ed, M.Phil and Ph.D Programmes.

Classrooms are;

1. Ventilated, spacious with physical and academic facilities.
2. Furnished with proper seating arrangements.
3. Equipped with television, computer with an internet connection, LCD and Over Head Projector, Interactive White Board, audio system, wooden cupboards, steel almirah, equipment and books.

Laboratories

There are 6 well equipped Biological Science, Computer Science, Mathematics, Language, Physical Science and Psychology Laboratories. The institution also utilizes the laboratory facilities of the model school.

Laboratories are;

1. Well-constructed for demonstration and experiments with proper ventilation.
2. Uniquely classified and equipped with necessary apparatus and modern ICT tools.
3. Science laboratories encompass a collection of scientific apparatuses, Models, Specimens, equipment, chemicals and educational aids to develop scientific temper and critical thinking in students.
4. Psychological laboratory incorporates various psychological techniques for assessing Intelligence, personality, Span of attention and Transfer of learning.
5. Language Laboratory comprises 20 computers to enhance the listening and speaking skills of the English Language.

1. Computer laboratory consists of 26 computers with updated versions and internet facilities for technological skill training.
2. Mathematics laboratory encompasses various teaching or learning aids, and manipulative materials needed to help the students to comprehend the concepts through relevant, meaningful and concrete activities.

Computing facilities

1. Classrooms, laboratories, meeting hall, conference hall and multipurpose hall are well equipped with computers, LCD projector, Television, audio system, with internet and Wi-Fi connection.
2. Computers with i3, i5 and i7 processors along with Windows 10 Operating System.
3. Internet with 10 MBPS Leased Line connections for Wi-Fi free campus along with 100 MBPS Fiber net for computer laboratory.

Sports Complex

1. It comprises of sports field, fitness centre, facility for indoor games and equipment room.
2. It has Multi Stationed Gym -(6 stations), treadmill, orbit truck and playgrounds for basketball, badminton, volleyball, throw ball, football, tennis ball, cricket, tennikoit and skipping.
3. Indoor games include table tennis, carom, chess and Chinese checker.

Facilities for Co-Curricular Activities

1. Seminar, symposium, conference, workshop, panel discussion, group discussion, quiz and other co-curricular activities are organised in the De-Meester conference hall.
2. Academic and non-academic meetings are arranged in the Sr. Stephane meeting hall.
3. Research-based activities are conducted in Sr. Landrada Centre for Research.
4. Yoga class, Aerobics session, Socially Productive Work class, and Music class, are orchestrated in the Sr. Maggie multipurpose hall.
5. Co-curricular and extra-curricular activities are governed in the Auditorium.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 95.65

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

Response: 22

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 23

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 43.41

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
168.15	78.42	2.69	2.87	4.41

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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**

Response:

1. Sr.Lilly Pushpam library has been functioning since its inception from the year 1957. The aim of the library is to provide the right source of knowledge to the right users at the right time. It provides effective and efficient library service to achieve the ultimate aim of the institution. It is automated through the application software named ROVAN LMS SOFTWARE which is installed and maintained by Rovani Technology, Sivakasi. The library has been automated since 2006 onwards. The Institution has spent Rs. 18,000/- for the implementation of Rovani Software on 23rd January 2006. It is being renewed every year by paying Rs.3000/-. It helps to manage and control the resources in the library and serve the students better.
2. Recently the library is fully automated with leading management software solutions KOHA which gives a user-friendly interface for searching resources in the library, along with its positions and availability statuses. Updation of Koha software had been carried on with ROVAN software to have a smooth migration.

ILMS Software ROVAN

1. Name of the ILMS software: ROVAN
2. Server Version: 4.5
3. Year of automation: 2006

ILMS Software KOHA

1. Name of the ILMS software: Koha Version
1. Server Version: Linux Ubuntu 4.15.0-76
2. Year of automation: 2021

KOHA runs on “LAMP” platform

1. L – Linux (operating system, OS)
2. A – Apache (Web server)
3. M – Mysql or Maria Database
4. P – Perl (language)

The Functions provided by KOHA Software in Sr. Lilly Pushpam library are as follows:

1. Koha is an Integrated Library Management System with a range of features including the Online Public Access Catalogue (OPAC) module which provides a simple and clear interface for library users to perform a task such as searching, reserving, and suggesting new books for the library.
2. Sr.Lilly Pushpam library system provides access to all library resources and user-based modern services. It is compact with some of the most comprehensive library features i.e. circulation, and OPAC.
3. KOHA software in the Library enables the librarian to enrol the users of the library according to category wise like teaching staff and non-teaching staff, B.Ed. and M.Ed. student teachers, M.Phil. and Ph.D. scholars and helps to manage the user's statistics.

4. Each user has her own login credentials with options providing access to create a reading list, check their transaction details, and export citation for their projects and assignments.
5. Books are circulated by the user's ID card. OPAC system helps the library users to search the needed resources through author name, title, call number, accession number, edition, volume, ISBN, and ISSN.
6. It facilitates Bar code printing and access.
7. It provides librarian with tools to manage users' statistics such as viewing the user with most check out and users who haven't checked out.
8. It helps to view the most circulated items and items with no checkouts.
9. Koha software in the library helps to reduce wastage of time in the delivery of services to the users.
10. It makes the process of stock verification a feasible and regular activity to maintain library resources.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

1. Library is the backbone of learning in any educational institution. Knowing the immense significance of library, the institution has been updating the library resources taking into consideration, the maximum benefits of the students.
2. Sr. Lilly Pushpam Library is richly equipped and technologically uplifted with the following resources.

1	Books	18927
2	Encyclopedias	275
3	Dictionaries	135

4	Journals	31	
5	Magazines	12	
6	News Papers	2	
7	Book Bank Books	286	
8	Gratis Books	350	
9	Back Volumes of Journals	951	
10	Dissertations	636	
11	CDs	250	
12	Educational Policies and Reports	134	
13	Educational Survey	15	
14	Educational Abstracts	33	
15	E-Books	INFLIBNET – N-List, DELNET,NDL	
16	E-Journals	INFLIBNET – N-List, DELNET,NDL	

1. The institution has taken keen interest to maintain quality through e-resources. The institution subscribes INFLIBNET-N-LIST and DELNET databases. Every year the library spends Rs. 13,570 for DELNET and Rs. 5,900 for INFLIBNET-N-LIST.
2. Using these databases, the faculty members and the students search and download plenty of e-books and e-journals and access the e-resources anywhere anytime through **remote access** by using the user ID and password which is created and assigned for them by the institution.
3. The Library is also a member of National Digital Library (NDL). All the faculty members, research scholars and students have enrolled their membership to access the huge resources, offered by NDL, freely from remote access.
4. KOHA software is installed in the library which provides an integrated management tool covering all major functions in the library such as acquisition, bibliographic databases management, user management, transactions, serial control, and online end-user searching on local and external bibliographic databases.
5. The resources of the library are uploaded in the KOHA software. The faculty and students of the institution search for the needed resources through KOHA software from remote access.
6. The institution subscribes to an online journal named “International Journal of Multidisciplinary Research Studies” from December 2021 onwards for the cost of Rs.2000/-
7. The Library motivates the users to access and download scholarly, peer-reviewed open access books and high-quality peer-reviewed journals through Open Access Databases like DOAB (Directory of Open Access Books) and free E-Journals through DOAJ (Directory of Open Access Journals) e-shodh Sindhu and e -theses through Shodh Ganga.
8. During the covid-19 pandemic period the library was active in providing online information services to the users through google classroom. The ID created for the Google Classroom are as follows:

First year B.Ed. students - **67ozsx4**

Second year B.Ed. students - **jdm5pa2**

M.Ed. - **ppqsxyh**

M.Phil. - **rhnnnyh**

Ph.D. - **aqj5gj6**Teaching Staff - **3iogj7x.**

The Information provided by the library for **remote access** through Google Classroom is listed below.

1. List of books available in the library.
2. List of encyclopedias.
3. List of Journals and Magazines.
4. List of book bank books.
5. List of CDs.
6. List of Dissertations.
7. Educational Policies and Reports

The faculty members and the students are pleased with the quality and availability of library service.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**Response:** 1.59**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.69	1.04	1.15	2.53	1.54

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 25.21**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year****Response:** 808**4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year****Response:** 1753**4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year****Response:** 1700**4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 2333

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 2532

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

- 1.Relevant educational documents are obtained on a regular basis
- 2.Documents are made available from other libraries on loan
- 3.Documents are obtained as and when teachers recommend
- 4.Documents are obtained as gifts to College

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

ICT Facilities including Wi-Fi with date and nature of updation

The institution adopts new avenues of technology, integration, and effective deployment and maintenance of ICT in academic and administrative functions. The institution provides well-furnished technology-enabled classrooms, seminar halls, and laboratories with computers, laptops, interactive whiteboards, OHP, LCD projector, audio system, and Wi-Fi with the internet.

Following ICT facilities are available in the institution:

1. Wi-Fi connection was implemented through the broadband connection in the campus since 01.12.2009.
2. Since 03.04.2019, the institution accessed a Wi-Fi Leased Line connection with 10 MBPS in the De Meester Block.
3. The campus is upgraded as a free Wi-Fi campus, especially for students.
4. All the classrooms are well equipped with ICT facilities such as computers, Laptops, Over Head Projectors, LCD and LED with internet connection.
1. Sr. Avila computer laboratory is well-equipped with 26 computers, Over Head Projector, White Board, additional electronic accessories, and internet with Wi-Fi facility.

Sr. Avila Hi-Tech Studio is equipped with computers, Smart Board, teleprompter, web camera, short through the projector, boyo mic and headphone with internet facility utilized by staff and students to prepare e-content.

1. Language laboratory is equipped with 20 computers, Smart Board, LCD Projector, and audio and video materials with internet facility for giving computing facility to the students for hands-on practical sessions. All the computers are equipped with modern headphones and speakers.
2. All the administrative offices effectively function with computers, high-speed internet with Wi-Fi facility.
3. Ceiling mounted LCD projector, computer, and laptop with internet facilities are available in Sr. Stephane Meeting Hall, Conference Hall, Sr. Maggie Multipurpose Hall, and Auditorium.
1. Sr. Lilly Pushpam Library is equipped with 7 computers, LAN point with Rovam and Koha software for remote access.
2. KOHA software with Online Public Access Catalogue (OPAC) module is installed in the library. It is utilized by the staff, research scholars, and students for searching and reserving new books.
3. Sr. Agnes Digital Library is well-furnished with INFLIBNET- N-LIST and DELNET services to the users. Staff, research scholars, and students access and download e-books and e-journals through user ID and password.
1. Staff rooms are equipped with computers and internet with Wi-Fi facility for preparing lessons and power points.
2. Every system is maintained with suitable and modern peripherals to assure easy usage.
3. Uninterrupted Power Supply (UPS), Solar energy, and Generator Power backup are available in the campus.
4. All the systems in the college campus are connected with wider internet facilities without any interruption.
5. The audio-visual aids are appropriately upgraded according to the nature and updation of the curriculum.
6. Round-the-clock Wi-Fi internet connectivity is provided in all the blocks of the college campus.

7. The institution provides 24 hours of wireless access points throughout the campus and hostel.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 5:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 100

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4 Facilities for e-content development are available in the institution such as

- 1.Studio / Live studio
- 2.Content distribution system
- 3.Lecture Capturing System (LCS)
- 4.Teleprompter
- 5.Editing and graphic unit

Response: B. Any 4 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 12.34

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
27.50	12.74	6.16	12.06	14.46

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The institution has well-established system and procedure for maintaining and utilizing physical, academic and support facilities. It oversees the maintenance of laboratories, library, sports complex, computers and classrooms to ensure the effective utilization of physical, academic and support facilities through the following ways;

1. The management takes care of all the assets of the institution. It coordinates through faculty, administrative staff, assistants and technicians.
2. The management undertakes annual maintenance and periodical works on a regular and contract basis.
3. All the laboratories are maintained by the responsible staff members and technical assistants under the supervision of the concerned staff.
4. All the facilities are maintained by keeping attendance register, stock register and breakage register and periodic supervision.
5. The students are allowed to work in the laboratories under the proper supervision of teacher.
6. Work areas are kept clean and neat and work surfaces are cleaned at the end of each laboratory activity.
7. The students are responsible for the equipment issued to them.
8. Materials and apparatus in the laboratory should be utilized ethically under the supervision of the faculty. All the students should handle the apparatus with utmost care.
9. The routine activities of the library are managed by the librarian with the help of library assistants.
10. The library is automated. It has gate register, entry register, stock register and issue register to maintain physical and academic facilities in the library.
11. It follows token system for students to read books (Partially automated / manual) and OPAC (Online Public Access Catalog) is utilized for searching books and catalog for thesis reference separately.
12. Bar-code system and book bank register are maintained for referring and lending books from the library.
13. Sports equipments are maintained by keeping the stock register and supervision by the Director of Physical Education.
14. Students should bring the required sports equipment and return them back properly.
15. All the computers in the campus are monitored by the respective staff and technical assistants

regularly.

16. It is mandatory to enter student's name in the log-in register.
17. Students should be careful while operating the computers.
18. The internet and LAN facilities are fully functional and are properly maintained and monitored by the concerned staff and technical assistants.
19. Repair, up-gradation, purchase of hardware and software are maintained by the concerned staff expert and technical assistants.
20. In case of any requirements, the concerned staff and technicians consult with the management and the needed requirements are procured promptly.
21. All the classrooms are monitored by the principal and staff members regularly.
22. CCTV surveillance is available for safeguarding the assets.
23. The carpenter is available on campus at any time.
24. Periodic painting, white washing, cleaning, plumbing, woodwork and civil works enhance the physical ambience of the infrastructure.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	View Document

Criterion 5 - 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:

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 19.21

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
19	35	30	34	37

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 23.64

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 39

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**Response:** 3.22**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	6	16

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities**5.3.1 Student council is active and plays a proactive role in the institutional functioning****Response:**

St. Ignatius College of Education has a very active and dynamic Student Council. Student Representatives as office bearers are elected democratically by all the student teachers. The system is transparent and involves everyone.

Apart from Student Council President and Secretary, student teachers serve as secretaries of various wings namely cultural wing, extension services wing, library wing and interfaith wing. Each wing has a student teacher representative as the Secretary of the wing. Student teachers of every batch enrolled in the college are grouped into three sections for individual care and better classroom management. Every section and optional subjects have a class representative selected by the classmates. These representatives together form the Student Council.

Academic and administrative bodies have student representation, which ensures direct involvement of student teachers in all the activities of the institution. In curriculum development and institutional planning, care is taken that student representation is given due consideration. The student teachers represent as members of Board of studies, Academic Council, IQAC, Library Committee, Magazine Committee, Extension Services Committee, Red Ribbon Club, Sports and Health Committee, Anti-ragging Committee, Sexual Harassment Prevention Committee, Appeals and Grievances Cell and Youth Red Cross. Active participation of student teachers is found in planning and execution of activities.

The Student Council participates in all the programmes organized by the college, not just as spectators but as members who render welcome address, vote of thanks, master of ceremonies, introducing the chief guest or resource person, registering the external participants for seminars and in filling up of certificate of participation to outside participants with their elegant italic handwriting.

Every year Student Council individually plans and celebrates Teachers' Day, Diwali and Pongal; and in other celebrations namely, St. Ignatius Feast, Independence Day and Christmas, they play a remarkable role along with the staff-in-charge.

Objectives of the Student Council:

- 1.To promote discipline and protect the decorum of the institution.
- 2.To develop democratic outlook and spirit of oneness among student teachers.
- 3.To enhance social harmony among all student teachers and to work towards their all-round development.
- 4.To maintain close and cordial relationship between student teachers and teacher educators.
- 5.To inculcate ethical values and leadership quality among student teachers and social consciousness to equip them for becoming responsible citizens.
- 6.To realize self-reliance, service to the people and duty towards development of the nation.
- 7.To represent matters concerning the common interest of the student teachers to the management.

Activities and Functions of the Student Council:

According to the regulations of the institution, Student Council assists in organizing following activities related to student teachers:

- 1.Debates and discussions
- 2.Fine arts competitions
- 3.Cultural performance
- 4.Awareness programmes, Rally and Tableau
- 5.Indoor and outdoor games
- 6.Publication of college magazine
- 7.Field trip and educational tour

8. Citizenship Training Camp
9. Contribution of books to Book Bank
10. Joy of Giving - charity programme
11. Representation of student teachers in academic and administrative bodies/committees of the College.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 10

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	9	9	8	7

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

5.4.1 Significant Contribution of Alumni for the development of the Institution:

St. Ignatius College of Education and its Alumni association jointly believe in creating and maintaining quality relationship to ensure overall development of the Institution. The Alumni Association acts as an interface for establishing a link between the alumni, staff, and students of the institute. Luminous alumnae currently working at reputed positions prove their mettle in all spheres of teaching and management.

The Alumni Association contributes significantly to the development of the Institution through different means which include the following:

Career Guidance:

Alumni donate books to the book bank which helps student teachers to be motivated to excel in their scholastic achievement. A remarkable contribution of the Alumni is by preparing and collecting study materials for Competitive Examinations such as TNTET, CTET, UGC NET, PGTRB, TNPSC, UPSC, and SSC and making them available in the library for reference. This motivates and equips the student teachers to train themselves for competitive exams. Because of the support of the Alumni, the student teachers get trained for competitive examinations and do not join costly training courses elsewhere.

Along with the model TNTET examination conducted by the institution and NET coaching programme, model question papers and question papers of the previous year's examinations are donated by the Alumni to help student teachers to answer objective questions within the stipulated time. As an initiative of the Career guidance Cell and the Placement Cell, Alumnae who have completed these examinations meet the student teachers and share their experiences and motivate them to get through competitive exams for immediate placement.

Alumnae who are Administrators or Heads of Schools support their juniors by inviting them for Internship and also place eligible candidates through Campus interviews. Alumnae share their expertise to budding student teachers by serving as mentors during their Internship Training Programme. Thus, the Alumni serve as inspiring role models for student teachers through distinguished services in different fields of educational service.

Alumnae keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the student teachers to crack the interviews by conducting mock interviews before the campus interview. They also motivate the student teachers for their career development in various domains as educational counsellors. Alumnae, thus provide innumerable opportunities to the student teachers for a successful career.

Alumnae Interaction:

Alumnae of St. Ignatius College of Education serve as resource persons at several events, seminars, guest lectures, invited talks, and panel discussions. They share their experiences regarding enhancing teaching

skills, recent technologies and trends in teaching, application of knowledge to real-life situations, changes in educational policies introduced and their impact, work culture, challenges and opportunities in the workplace. They enlighten the students with their success stories and challenges faced.

Alumnae give their gracious consent to meet the student teachers as examiners and evaluators, whenever they are called for. Their voluntary wholehearted contribution helps the institution to establish its vision in imparting quality teacher education.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 18

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	4	4	4

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

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.

Response:

5.4.4 Mechanism through which Alumni Association acts as an effective support system:

(i) Structured Feedback:

Alumni Association has a mechanism of conducting annual meet to collect structured feedback and discuss on the strengths and challenges faced by the institution. Alumni being a part of planning and evaluation of the academic and non-academic activities of the institution, give effective feedback on the following parameters:

1. Quality of Teaching-Learning Process
2. Infrastructural Facilities
3. System of Evaluation
4. Institutional Values and
5. Student Support System.

The valuable suggestions given by the Alumnae are considered with due respect for institutional planning. The alumni feedback form was rated on Likert's 5 point scale. In the preceding years, feedback analysis reports show that the Alumnae had given positive feedback on the Institutional functioning.

Interpretation of the Alumni Feedback Analysis for the academic year, 2016-2017 revealed that,

1. 91% of the student teachers were highly satisfied with the attribute 'Quality of Teaching and Learning process', 83% of the student teachers were highly satisfied with the attribute 'Infrastructure facilities', 92% of the student teachers were highly satisfied with the attribute 'Continuous and Comprehensive Evaluation', 94% of the student teachers were highly satisfied with the attribute 'Institutional values' and 93% of the student teachers were highly satisfied with the attribute 'Student Support System'.
2. However, improvement was expected in 'infrastructure facilities' particularly classroom facilities.

Interpretation of the Alumni Feedback Analysis for the academic years 2017-2018, 2018-2019, 2019-2020 and 2020-2021 revealed that the alumni were satisfied with all the attributes of the feedback.

The systematic feedback analysis is incorporated in academic planning and significant action were taken. Extension of the edifice, expansion of infrastructure and added technical facilities such as studio for e-content development were noteworthy contributions of the action taken based on the mechanism of Annual Alumni Feedback.

(ii) Motivation as resource persons:

Apart from the significant contribution to the successful functioning of the college, alumnae motivate the prospective teachers as well as recognize and nurture their special talents. Luminous alumni visit the institution for orientation or as guests of honour or as eminent resource persons to motivate the Ignatians. In subject club activities, alumni are the preferential resource persons as they have a sense of belongingness towards the institution and hence they guide their juniors to develop holistically.

(iii) Recognizing special talents with prizes or as employers:

The special talents of the student teachers are identified by the alumni while they render voluntary service as evaluators in fine arts competitions. Student teachers with high achievement were awarded alumni prizes during the annual day celebrations. Competent student teachers are recognized with immediate placement in the schools administered by the alumni.

(iv) Nurturing talents as mentors and through demonstration classes:

To nurture the teaching competency of the budding teachers eminent alumni demonstrate model classes before teaching practice in supporting schools. Demonstration classes nurture the talents to near perfection. During Internship Teaching Practice alumni guide and mentor the trainees, as teachers of the model school and support school.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - 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

Response:

Nature of Governance

St. Ignatius College of Education is a Government Aided Autonomous institution affiliated to Tamil Nadu Teachers Education University governed by the Council of the ICM Educational Institutions, Trichy. It functions under the President and guidance of the ICM Educational Society and administered by the Secretary and the Principal. It keeps its portals open to eligible women prospective teachers especially from rural neighbourhood. It aims at the formation of prospective women teachers since 1957 with farsighted clear vision of the present and future panorama of the needs and requirements for the promotion of Social Justice and Social Progress.

It ensures decentralized, participatory governance, and collaborative administration with all its stakeholders such as faculty, administrative staff, students, alumni, parents, employers, and heads of model school through institutional bodies.

Perspective plans:

1. Imparting quality education to the marginalised and first-generation women students by incorporating visionary curriculum as per NCTE norms.
2. Revising and upgrading the curriculum, to meet the global standards and in tune with the vision of the institution for the formation of prospective women teachers.
3. Adopting digital technologies - virtual platform, web tools, and mobile apps for enhancing teaching learning process with far-sighted clear vision of the present scenario.
4. Expanding the infrastructure - Multipurpose hall, Sr. Stephane Meeting hall, ICT enabled classrooms with high speed internet service, well-equipped subject laboratories for the future panorama of the needs and requirements of the diverse needs of the learners.
5. Upgrading digital resource facilities, digital library with Hi-tech learning space, Sr. Raphaela Incubation Centre to ensure inclusivity leading to promotion of social justice.
6. Inculcating integrated personality development among the prospective teachers by organising C.T.Camp, theme based tableau, fine arts activities based on 'Education for Social Transformation'.
7. Providing professional development and financial support – institutional, national/international workshops, seminars, conferences, and webinars to develop and empower the staff.
8. Organizing interfaith morning assemblies and festivals namely, interfaith Christmas and Pongal celebrations, to sensitize the students in interfaith formation.
9. Introducing value-added courses namely, yoga practice, health and safety education and self-study courses on social skills to inculcate moral and spiritual values in student teachers.
10. Facilitating inter-collegiate exchange programmes for students and staff by signing MOUs for collaboration and linkages with other institutions by conducting programmes like plastic awareness rally and visits to schools for the differently abled to strive for equal status in life.

Participation of Teachers, Non-teaching staff and Students in Decision Making Bodies

1. Participation of teachers in the academic bodies - Board of Studies, Academic Council, Governing Body, Examination Committee, Planning and Evaluation Committee and Students Welfare Committee in unison with Staff Council enhance decision making.
1. Opportunities offered for teachers to shoulder responsibilities as Principal, Dean of Studies, Vice Principal, Dean of Students, Controller of Examinations, Research Director and IQAC Co-ordinator in the administrative functioning.
2. Participation of Non-teaching Staff in committees namely, Finance, Admission, IQAC, Anti-Ragging and Prevention of Sexual Harassment promotes institutional quality.
1. Students' participation in Board of studies, Examination Committee, Library Committee, Students-Grievance and Redressal Cell and Subject Clubs increase leadership and organizational abilities.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 Institution practices decentralization and participative management**Response:****Process of decentralization**

St. Ignatius College of Education follows decentralization and participative management in all its academic and administrative domains, namely, admission policy and process, curriculum design and development, the conduct of formative and summative evaluations, student council election, grievance Redressal procedures, disciplinary actions, allocation of budgets, staff-student enrichment activities and organization of cultural programmes. Multi-layered transparent governance system is ensured in the institution. The ICM Board of Management, President, Secretary, Principal, Academic, Supportive and Administrative Staff, and the stakeholders work together in harmony.

Participative Management Practiced in the Institution

The Institutional bodies encompass 4 statutory bodies that carry out their functions effectively with the support of 9 non-statutory bodies, 21 committees, cells and clubs for

in-campus activities. The Principal is the chairperson of these bodies and ensures the participation and contribution of all the stakeholders towards quality sustenance and academic excellence of the students.

Statutory Bodies

The institution has the statutory bodies, namely, Governing Body, Academic Council, Board of Studies, and Finance Committee constituted as per the UGC guidelines for colleges.

Board of Studies consists of all the members of the teaching faculties, the student council members, the principal, the secretary and four external experts. Its functions include framing, reviewing and updating the syllabi from time to time, introducing new courses of study, determining the details of continuous assessment, and recommending panels of examiners under the semester system.

Academic Council consists of Secretary, Principal, four University nominees, four external experts, and a faculty from each specialization. It is responsible for framing academic policy, approval of courses, regulations, and syllabi. Addition, Deletion, Modification, and updating of the curriculum suggested by the council members are taken into account.

The finance committee consists of the Principal, Secretary, one senior faculty and two senior administrative staff. The finance committee presents the proposed annual budget, the status of the UGC autonomy fund and income-expenditure statement and plans for the financial execution for the academic year.

Governing body consists of five members from the ICM management, two senior staff, one UGC Nominee, two University Nominees, one State Government Nominee and an educationist, which approves the recommendations of the statutory bodies and directs the institution.

Non-Statutory bodies

The institution has non-statutory bodies, namely, Admission Committee, Examination Committee, IQAC, Students' Grievance and Redressal Cell, Library Committee, Extra-Curricular Activities Committee, Alumni Association, Planning and Evaluation Committee and Research Cell for ensuring optimal participation of academic, administrative staff and students in all the activities.

Committees for in-campus activities

The academic and administrative staff and students execute and implement the responsibilities for in-campus activities, and provide a platform for individuals to sharpen and display their skills with future vision. Career Guidance and Placement cells, Committees for Sports and Health, Students Welfare, Magazine, Extension Service, Youth Red Cross, Guidance and Counselling, Anti-Ragging, Prevention of Sexual Harassment, Red Ribbon, Prize Awarding Committee and Subject Clubs, namely Agasthiyar, Bosnia, Charles Babbage, Herodotus, Library, Nature Lovers, Number Nijjas, Psycho Social and Shakespearean Fantasia club and students council create space for more participation of students and staff in curricular and co-curricular activities.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Financial Transparency:

1. The Finance Committee of the Institution plans, executes, and monitors the financial needs of the institution.
2. All the income and expenses are audited at the end of the financial year.
3. Financial transactions are done through the online process, Demand Drafts, and account payee cheques.
4. Payments including salary and remuneration of Resource persons credit in their respective savings accounts.
5. The system of Internal Audit at the institutional level and External Audit by the Regional Joint Directorate of Collegiate Education maintains transparency in the income-expenditure of the institution.
6. The fee structure is described to the parents and the student teachers at the time of admission. No other fee is collected until the completion of the programme.
7. Student teachers are helped with paying the fee in parts to reduce the financial strain on their parents.
8. Scholarships are provided through online bank transfers to the individual accounts as per the norms of the Government.

Academic Transparency:

1. Faculty members are given the freedom to be innovative regarding all academic matters right from curriculum design, syllabus formation, teaching-learning, and evaluation processes.
2. The faculty members along with external experts, and state and University nominees review and revitalize the curriculum in the Board of studies and Academic Council.
3. Students' representation in the Board of Studies enhances academic transparency in curriculum development. The suggestions of students are well taken and Dean ensures proper accountability on academic issues.
4. Academic meetings are recorded as the Minutes of Meetings. Minutes of the previous meeting are placed before the forum for passing it on as a sign of approval.
5. The regulations, syllabi, and curriculum are uploaded to the institutional website.
6. The rules and regulations are made clear in the Academic Calendar which is available in the website.

Administrative Transparency:

1. The Governing body consists of members from the ICM management, two senior staff, one UGC Nominee, two University Nominees, one State Government Nominee, and an educationist, which approves the recommendations of the statutory bodies, lays down important policies for effective management of the institution.
1. The administrative particulars and details of teaching and non-teaching staff have been uploaded to the website.
2. The faculty appraisal system and feedback policies are transparent to those who are involved.
3. Academic and Administrative Audit (AAA) has been conducted every year for careful analysis of the strengths and weaknesses of the institution. The recommendations of the Expert Committee are taken seriously and presented before the staff for improvement of institutional planning, implementation, and evaluation.
4. Service Books of all employees are updated at the proper time.

Other Functions:

1. The Students' Council serves as a liaison between management, staff, and students and paves way for a democratic administration.
2. The Grievance Redressal Committee addresses the needs of the students, and the Guidance and Counselling Committee offers personal and collective guidance and creates a conducive atmosphere for teaching and learning experiences.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment**6.2.1 The institutional Strategic plan is effectively deployed****Response:****DEPLOYMENT STRATEGY**

Among the deployment strategies as per the strategic plan, e-content development activity has been deployed effectively in the institution.

E-content development is given focus as it increases the efficiency of teaching-learning practices and online education. The institutional strategic plan for introducing and pursuing changes in the teaching-learning process is as follows:

1. Discussion with senior faculty and recommendation of IQAC
2. Formulation of the Action plan by the Planning and Evaluation Committee
3. Approval of the management.

The system of education has taken a massive leap to advance by incorporating technology in the past five years. The institution facilitates the student teachers to access e-content on the institutional website.

E-Content development

Objective:

1. to meet the new challenges in the field of techno-based education and e-learning
2. To help teacher educators and student teachers take the lead in this emerging field.

Action Plan:

1. Equipping Teacher Educators with e-content development
2. Conducting Faculty Development Programme on e-content development
3. Extension of Infrastructural facilities for e-content development
4. Preparation of e-content by teacher educators
5. Inclusion of e-content development as a part of the Curriculum for the student teachers
6. Encouraging student teachers to prepare e-content
7. Utilization of quality e-content modules as effective tools for teaching and learning

The development of e-Content and the associated web-based learning deployed are not to replace traditional teaching and learning, but are to supplement and strengthen them.

Action Taken:

For Teacher Educators:

1. Teacher Educators got trained in e-content development
2. Faculty development programme on 'e-content development'
3. The National Level workshop on "Online Assessment: A paradigm shift – a skill-based training"

For Student Teachers:

The content included in the courses,

1. 'Information and Communication Technology' in unit II has, the topic ICT integrated Pedagogy-Instructional Model: ASSURE Model.
2. Provide for the preparation of e-content, podcast, and Vodcast as Task assessment in 'Curriculum and Pedagogic Studies

The institutional guidelines for an e-content module:

1. The concept must be relevant to the courses of teacher education programs

2. It must be clear and legible
3. It must contain the topic, the name of the content developer, and supporting materials if needed
4. Time duration of the video must be 3-5 minutes

Facilities available in the campus for e-content preparation

The Sr. Avila HI-TECH STUDIO facilitated with adequate equipment encompasses a Content distributing system, Lecture Capturing system, teleprompter, editing, and graphic unit. It consists of hardware such as Computer, Digital Camera, Web Camera, Boyo Mic, Speakers, Tripod, Shadow Lights, and Shadow Lights Stand. Open-source video editing software VSDC Free Video Editor, OBS Studio, and Olive Video Editor have been installed for editing the e-content with high-speed internet connectivity ranging from 300 Mbps speed up to 3300GB.

E-content prepared by the teacher educators and student teachers is uploaded to the YouTube Channel of IQAC of the institution for access of all those who aspire to become teachers, all the links are available on the institutional websites for the quick reference of the students.

E-content Development, Web link:

<http://www.ignatiuscollegeofeducation.com/Econtent.php>

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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.

Response:

Administrative Setup:

The administrative setup of the Institution comprises of the ICM Educational Society, Board of Management, President, and Secretary of the College, Principal, Academic and Administrative staff. The Secretary and Principal lead the Administrative and the Academic Body respectively. Institutional planning is effectively administered by academic and non-academic bodies of the institution.

ICM Educational Society:

The Council of the I.C.M Educational Institutions is a registered Society. It aims to promote; aid and assist educational institutions without profit, help the poor and serve the needy; solicit, receive, hold and disburse funds to meet the objectives; make available services of experts from India and abroad for educational purposes; cooperate with Government and other agencies in providing education to the needy; provide personnel to work; appoint, employ and pay workers.

The Management constitutes the President, Secretary, Treasurer and four Executive Committee Members. They together form the Governing Body of the Society.

The Service of the Governing Body:

Recruitment of Teaching and Non-teaching Staff for both aided and management sectors, conducting periodical appraisal for the quality assurance and internal audit for the sustenance.

Appointment and Service Rules and Procedures:

Service rules and procedures are guided by the Tamil Nadu Teachers Education University, Tamil Nadu State Government, UGC, and the Constitution of the college and the rules of the State Government as amended from time to time in this regard.

The recruitment rules for the teaching staff are as per the State Government norms along with the eligibility criteria prescribed by UGC and for the non-teaching staff, it is as per State Government norms. The promotional policies for teachers are according to the Academic Performance Indicator (API) of UGC guidelines and for nonteaching staff according to the norms of the State Government.

Institutional Bodies

Institutional Bodies consists of four statutory bodies namely, Governing Body, Board of Studies, Academic Council and Planning and Evaluation Committee and nine non-statutory bodies. Besides these academic bodies, there are twenty-one different committees, cells and clubs, constituted as committees for the effective administration of the institution.

Board of Studies prepares and renews syllabi for courses keeping in view the objectives of the college, requirement of the stakeholders and nation. Academic Council scrutinizes and approves the proposals with or without modification of the Board of Studies with regard to courses of study, academic regulations, curricula and syllabi. Planning and Evaluation Committee formulates strategy plan for college development and facilitates implementation of the perspective plan. Library Committee provides a forum for open discussion of matters relating to the library services and facilities to the readers and updating the library collections. IQAC establishes and implements a quality system encompassing teaching, research and consultancy, and prepares Annual Quality Assurance Report based on quality parameters.

Grievance Redressal Mechanisms:

Grievance Redressal Mechanisms include the Prevention of Sexual Harassment Cell with its Internal

Complaints Committee; the Anti-Ragging Cell and a Grievance Redressal Cell. It examines and scrutinizes the grievances and complaints of the students and adopts appropriate measures to redress it by keeping the objectives in mind.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3 Implementation of e-governance are in the following areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination System
- 6.Biometric / digital attendance for staff
- 7.Biometric / digital attendance for students

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Decision based on the minutes of the meeting of Planning and evaluation Committee:

St. Ignatius College of Education gives importance to the evidence and performance based assessment, as an autonomous institution implements the marking scheme of internal / external evaluation, by the discussions, suggestions from the students, teachers, and external experts in different dimensions through the institutional bodies.

The purpose and objectives of the institutional bodies have been serving effectively by implementing the suggestions obtained through concerned meetings. One of the decision based on the minutes of the meetings of Planning and evaluation Committee is described below:

Decision: Reformation in the Assessment Scheme

- 1.To resolve the generated issues of the students relating to internal and external scheme of evaluation.
- 2.Periodic meetings have been conducted through examination committee, academic council, planning and evaluation committee and governing body.

Marking scheme distribution during 2016-2018

The student teachers were evaluated under Continuous Internal Assessment(C.I.A) scheme of evaluation:

a) Preparation and Presentation of Assignment :10 marks

b) Two tests :15 marks

Total :25 marks

Marking scheme distribution during 2017-2019

The student teachers were evaluated under C.I.A scheme of evaluation according to their performance:

a) Preparation and Presentation of Assignment :10 marks

b) Two tests (15+15) :15 marks

Total :25 marks

Marking scheme distribution during 2018-2020

The student teachers were evaluated under Continuous and Comprehensive Evaluation (CCE) scheme of evaluation:

a) Internal test (100+95) :15 marks

b) Seminar and Assignment :05 marks

c) Task Assessment :10 marks

Total :30 marks

Decision based on the minutes of planning and evaluation committee was implemented by examination committee on 20.07.2018 and it was included in the syllabus during the academic year 2018-2020.

Marking scheme distribution during 2019-2021

The student teachers were evaluated under Continuous and Comprehensive Evaluation (CCE) scheme of evaluation:

- a) Internal test (75+75) :15 marks
- b) Seminar and Assignment :05 marks
- c) Task Assessment :10 marks

Total :30 marks

Decision based on the minutes of planning and evaluation committee was implemented on 29.07.2019 and it was included in the syllabus during the academic year.

Marking scheme distribution during 2020-2022

The student teachers are evaluated under C.I.A scheme of evaluation:

- a) Internal test (two tests) (40+40) :20 marks
- b) Seminar and Assignment :05 marks
- c) Seminar and Assignment :05 marks
- d) Task Assessment :10 marks

Total :40 marks

Present Scheme of internal and external evaluation ratio is 40:60.

As a proposed plan of action, to implement the evaluation scheme ration as 40:60 in the academic year, it was implemented by the Planning and Evaluation Committee on 23.03.2020 and 02.08.2020. It was approved by the Governing body on 20.08.2020 and it was included in the syllabus during the academic year.

Marking scheme distribution during 2021-2023

The student teachers are evaluated under C.I.A scheme of evaluation:

- a) Internal test (two tests) (40+40) :20 marks

b) Seminar and Assignment :05 marks

c) Seminar and Assignment :05 marks

d) Task Assessment :10 marks

Total :40 marks

Present Scheme of internal and external evaluation ratio is 40:60.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

The institution has effective welfare measures. It recognizes all its employees as the most valuable resource and provides a caring and supportive working environment to all staff which enables them to develop and optimize their full potential. Existing welfare measures for teaching and non-teaching staff are listed as EPF (Employee Provident Fund) / ESI Scheme, Service Gratuity and Faculty Development Programmes.

As per the existing norms of the Central Government, EPF (Employee Provident Fund) and ESI schemes are implemented for the teaching and non-teaching staff of the institution. The service gratuity is paid to the employees who are eligible as per the norms of the management. The institution supports the staff with monetary support in times of their need. The needy staff are supported with advanced salaries. A bonus is given at the time of festivals.

The Institution permits on duty to staff members to take special assignments with other institutions for the official purpose such as Resource persons, juries, and examiners. On duty is granted to visit faculty programmes and observer duty. When a staff participates in a training programme, faculty development programmes, seminars and workshops for professional and research enhancements, the entire period is treated as on duty and eligible for the pay.

The teaching staff are provided with individual cabin and computer systems for their preparation for teaching and research purposes. The well-equipped library creates the possibility for effective teaching experiences. Staff are encouraged to attend conferences/workshops / Faculty Development Programmes and training programmes every year. Sponsorships are offered to attend and present papers in conferences in India. The Institution employs effective strategies to mobilize funds from UGC to support the staff and encourage them to do Minor / Major research projects. The management on a regular basis reviews and conducts planning and evaluation committee meetings and sanctions budget for that particular academic year. Financial assistance and incentives are given to support research projects, article presentation and publication, chapter publication, book publication, and Patent rights.

Skill development courses are organized for non-teaching staff to enhance their skills in the work environment. Staff members are treated on par with each other in obtaining benefits from the institution. The teaching and non-teaching staff are accompanied by the management in all walks of their life. Personal and Group guidance and counselling are offered to the teaching and non-teaching staff according to their need.

Based on the government norms, the staff are instructed to avail the benefits of leave. Casual leave is treated as absent from duty but the pay is not interrupted. The staff are eligible for annual leave / earned leave as per the state government norms. Special leave is granted in case of accident, hospitalization or getting operated on due to serious illness of the employee. This leave is availed only on medical grounds - hospitalization or serious illness. Proper documentary evidence is required to avail of this leave.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 11.02

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	2	2	2	2

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 47

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	6	8	7	3

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Percentage 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

Response: 17.32

6.3.4.1 Total 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 during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	6	1	1	2

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

St. Ignatius College of Education follows structured teachers performance appraisals namely “**Annual Performance Appraisal for Teaching Faculty-Performa**” and “**Student’s Feedback on Teachers**”. These appraisals are administered and the collected data are analysed once in every academic year. The evaluated report of the appraisal form and feedback form were considered for the updation of curriculum, adaptation of innovative teaching- learning methods and up gradation of cocurricular and extracurricular activities of further academic years.

The Annual Performance Appraisal for Teaching Faculty-Performa for the teaching staff is based on the five main categories such as instructional strategy, enhancement of professional competence, research contributions, extension work/social/community services and participation in corporate life which includes sub-categories as given below:

I. Pedagogical Knowledge

- a. Subjects Handled
- b. Teaching-learning methodologies

II. Enhancement of professional competence

1. Faculty Development Programmes, Refresher Courses

- 1.Participation of Faculty Development Programmes, Refresher Courses (Online/Face-Face)
- 2.Papers Presented/Participation in Conferences, Workshops, Seminars, Symposia etc.

- 1.Invited Lectures at National or International Conference /Seminar, Symposia etc.

III. Research contributions:

a. Research Guidance

b. Publications

- 1.Research papers published in journals
- 2.Articles/Chapters published in Books
- 3.Book Published as Author
- 4.Book Published as Editor

c. Research Project (Individual/Group)

d. Details of Seminars, Conferences and Symposia organised

IV. Extension work/Social/Community Services

- 1.Co-Curricular Activities
- 2.Enrichment of campus Life(hostels, Sports, games, cultural activities)
- 3.Student welfare and discipline
- 4.If any (Specify)

V. Participation in Corporate Life

- 1.Membership/ Participation in bodies/committees on education and national development
- 2.Professional organisation of teachers
- 3.if any, specify

Performance Appraisal Process of teaching staff

Student's feedback on teachers

Student satisfaction is given due importance in the institution and hence it is a part of the faculty appraisal system. The feedback helps to review and improve the quality of the teaching-learning processes and measure the effectiveness of the course design and delivery.

The feedback is obtained through online/offline mode for which complete confidentiality and anonymity is maintained. Apart from feedback, faculty are assessed as per the performance of the students.

Review of the self-appraisal by the officials

Every year the faculty submits the self-appraisal at the end of the academic year to the Principal and the Secretary of the college for further consideration for appreciation or corrective action on the self-appraisal.

Apart from the annual self-appraisal, every faculty updates the details of contribution as faculty profile, which are regularly reviewed by the Principal.

Performance Appraisal System of Non-Teaching Staff

St. Ignatius College of Education employs a well-defined performance appraisal proforma for non-teaching staff every academic year. The work distribution and the right work assignment to the right person are considered based on the evaluation report of the performance appraisal. The components of Annual Performance Appraisal for non-teaching staff are categorized into professional competence, quality of work and personal characteristics. At the end of every year the non-teaching staff are assessed by the management and the feedback is given to the individuals as rewards or correction for further improvement.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Response

St. Ignatius College of Education has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. The internal audit is done annually by a Chartered accountant appointed by the Board of Management. The auditor thoroughly verifies the income and expenditure statements and a report of the internal audit is submitted to the Board of Management of the institution. The officials of Regional Joint Directorate of Collegiate Education conduct external audit once a year.

The mechanisms used to monitor effective and efficient use of financial resources are as below:

1. Before the commencement of every financial year, principal submits a proposal on budget allocation, by considering the recommendations made by the heads of all the departments, to the

management.

- 2.College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationary, other consumable charges, and non – recurring expenses like lab equipment purchases, furniture and other development expenses.
- 3.The expenses are monitored by the accounts department as per the budget allocated by the management.
- 4.The depreciation costs of various things purchased in the preceding years are also worked out.

Process of the internal audit:

The income-expenditure statements, receipts, and vouchers are audited by a Chartered accountant appointed by the Board of Management on yearly basis. The expenses incurred under different heads namely, College General Fund account, ESI and EPF, Conference and Seminar account, Controller of Examination Account, Tamil Nadu Open university Study Centre account, Centre for Distance Education, Bharathidasan and Madurai Kamaraj Universities account are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. Audit objections are rectified within a stipulated time. The same process is being followed every year.

Process of the external audit:

The external audit is done under the varied heads namely, salary account, special fee account, non-salary account, UGC account and scholarship account, by the audit department from the Office of the Joint Director, every year as per the government rules. The auditor ensures that all payments are duly authorized after the audit, and the report is sent to the management for review. Any queries, in the process of the audit, are attended immediately along with the supporting documents within the prescribed time limits.

Audit objections have been settled within the specified time frames based on the accounting standards during the preceding years. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The authorities of the management and chartered accountant duly sign the audited statement.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**Response:** 3.61**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
6.73	1.55	0.46	2.39	6.90

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

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**Response:**

St. Ignatius College of Education mobilizes its funds received mainly from the State Government and University Grants Commission (UGC) and District House (The Council of ICM Educational Institutions) and spends on the following heads of Income-Expenditures:

- 1.College General Fund Account
- 2.Employees Provident Fund and Employees State Insurance Scheme (EPF and ESI)
- 3.College Fee Account
- 4.Controller of Examination Account
- 5.Principal, St. Ignatius College of Education Account
- 6.UGC Autonomous Account
- 7.Conference and Seminar Account
- 8.UGC Main Account
- 9.Tamil Nadu Open University Study Centre (Co-Ordinator) Account
- 10.Centre for Distance Education (Co-Ordinator) Bharathidasan and MK Universities Account
- 11.Women's Hostel Account

12. Development of Sports Account
13. Chief Superintendent Account
14. UGC PFMS Account

Funds received from the State government have been spent on the salary payment of Government Aided Teaching and Non-Teaching Staff of the college. Funds received from the District House (The Council of ICM Educational Institutions) have been spent for the development of the institution and salary payment of management teaching and non-teaching staff. The budget is finalized under the guidelines of the financial advisor, and the team of experts for the development of the institution. Provisions have been made according to the allocation of the budget.

Finance Committee, Admission Committee, Planning and Evaluation Committee, and Examination Committee, plan, organize and execute in accordance with the approval of the statutory committees constituted by the institution from time to time for efficient use of finances/grants received from State Government, University Grants Commission (UGC), and District House (The Council of ICM Educational Institutions).

Resource mobilization is also carried out by the following means:

1. Students Fees
2. Interest on Fixed Deposit
3. Overhead charges from the research grants received from various government and non-government agencies
4. Financial support from alumni, donors, non-governmental organizations and individuals is principally used for the education of students, maintenance and development of the institution.

Optimal Utilization of Funds

The Institution maintains transparency in the use of resources. UGC grants have been spent on the following particulars:

1. Upgradation of the syllabus on regular basis making it skill oriented with quantifiable outcomes
2. Orientation and retraining of teachers
3. Re-designing courses and development of teaching / learning material
4. Workshops and seminars
5. Examination reforms
6. Furniture for office, classrooms, library and laboratories, library equipment, books/journals
7. Renovation and repairs not leading to the construction of a new building
8. Extension activities
9. Office equipment, teaching aids and laboratory equipment
10. Capacity building for teachers
11. Development of an area study programmes

Optimum utilization of all funds is ensured through:

1. The funds are allocated for curriculum designing and re-designing through Governing Body

meeting, Academic Council Meeting, Board of Studies and for effective teaching-learning practices that include Orientation Programmes and workshops.

2. Budget is utilized to meet day-to-day operational and administrative expenses and maintenance of fixed assets, development and maintenance of infrastructure, and social service activities like community and extension services.
3. Funds are utilized every year for the enhancement of laboratories and library facilities to enhance teaching and learning practices.
4. UGC grants are spent after approval from the planning and evaluation committee, Finance committee and other statutory committees of the institution.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

6.5.1 Internal Quality Assurance Cell (IQAC)

The Internal Quality Assurance Cell (IQAC) has been established in the College since 11.10.2004. The primary aim of IQAC is to develop a system for conscious, consistent and catalytic improvement of overall performance of the institution. The IQAC Cell of the institution works towards improving and maintaining the quality of education, identifying and suggesting new ways of using teaching aids, developing suitable infrastructure, and offering suggestions for the new courses. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted.

Quality Assurance Processes of IQAC:

1. The curriculum of the institution propounds the fundamental understanding by providing in-depth information highlighting the Programme Learning Outcomes and Course Learning Outcomes to gain specific knowledge and develop the sensitivities related to the field of teacher education.
2. Values acquired through Self Study Courses and Value added Courses are highlighted in the internship period by establishing physical and mental equilibrium.
3. Promotes pedagogical innovation for effective teaching-learning.
4. Motivates Faculty members to work more on research and publication.
5. Facilitates collaborations with other institutions.
6. Organizes National Priority Programmes, Faculty Development Programmes to meet the changing

needs of the developing society.

7. Provides Digital Library Resources and Physical Infrastructure facilities for the maximum benefits of the student teachers and staff.
8. Provides Career and Personal Counselling intention to prepare for Competitive Examinations.
9. Strives to spread quality culture through quality enhancement initiatives and best practices.
10. To give a healthy environment, the institution takes necessary efforts to maintain its cleanliness, sanitation, and pollution-free healthy environment.

The IQAC adopts the following strategies to ensure quality enhancement:

1. *Collection and analysis of feedback through structured mechanism and incorporation of remedial measures in planning and evaluation of institutional activities.*

The IQAC has a proposed plan of action for every academic year. The expectations and welfare of all the stakeholders are given due consideration and activities are planned. The action taken is evaluated through a structured feedback mechanism. Through analysis and feedback mechanisms collected from student teachers, alumnae, employers, and practice teaching schools, success factors are identified and are included in further planning. The responses are analyzed and if needed, remedial measures are taken.

1. *Ensure the adequacy, maintenance, and functioning of the support structure through periodic meetings and discussions.*

IQAC of the institution strives to enhance quality and minimize defects. The vision, Mission, and Objectives of the institutions are transparently made known to all the stakeholders. The activities of the institution throughout the academic year are recorded in the Annual Report and IQAC Newsletter. Strategic plans are discussed with concerned institutional bodies and every measure is in compliance with individual goals and institutional goals. Peer review is a central part of the publication process for research. Sr.Landrada Research centre considers it to be the best way of ensuring that published research is trustworthy and upgraded peer-review journal INIGO EDU RESEARCH in the academic year 2019.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Teaching-learning is a continuous process that promotes skills, and knowledge and develops new proficiencies required to excel which in turn requires students to learn. Thus, the institution takes a continuous review of the teaching-learning process.

The process adopted by the institution for reviewing Teaching-Learning Process is as follows

- Students Performance Evaluation
- Feedback system
- Academic Administrative Audit

Student Performance Evaluation:

The institution monitors the performance of the students regularly. It has a specified procedure to collect and analyze data on student learning outcomes; the institution in this context adopts the following process:

- Regular class tests and interactions
- Continuous Internal Assessment comprising of internal tests, assignments, and seminar presentations, Task Assessment consists of group discussions, report writing, and e-content preparation
- Semester system of examination for all courses.
- Providing Question banks of various subjects to the students.
- Providing Lecture notes through an online portal.
- Timely Redressal of students' grievances.
- Remedial Classes for low achievers.

Effective internal examination and evaluation systems:

The institution maintains an effective internal assessment and evaluation system.

Students' result analysis:

The institution has the provision of analysis of students' performance. After the announcement of their semester results. If the result of the students, in a course, is not found up to the mark, necessary steps are taken to find out the reasons and the concerned faculty members are counselled and motivated to work towards improvement.

Feedback

Feedback Committee administers the feedback tool for every semester. The feedback committee analyses results and submit the action taken report to the head of the institution and then forward the same to the planning and evaluation committee and IQAC.

Academic Review

The Academic and Administrative Audit (AAA) is the primary teaching-learning review conducted. The AAA evaluates the fulfillment of institutional parameters of planning, execution, and recordkeeping teaching practices, curricular, and co-curricular activities. With the implementation of the AAA, there is uniformity in the conceptualization of the structure and methodology of academic and extracurricular routines in every academic session. The entire course instructor in the college abides by the institutional norms such as:

- Timely submission of workload requirements for the forthcoming session.
- Timely distribution of timetable among faculty.
- Academic and extracurricular work delegation within the department.
- Use of ICT in teaching practices, wherever applicable.
- Execution and moderation of internal assessment(s).
- Assessment of learning outcome by identifying high-performing and low-performing students, analysis of end-semester examination results, and so on.

Such detailed institutional parameters have been instrumental in strengthening the competitive spirit on campus and streamlining the entire process of teaching-learning.

Review of learning-outcome takes place by evaluating students' interactions in the classroom, participation in extracurricular activities, and their performance in internal assessment and end-semester examination.

The institution conducts Academic Administrative Audit once a year. The peer team visits the institution and audits the institutional parameters in the aspects of institutional strengths, weaknesses, opportunities, and challenges respectively then provides the recommendations. Based on the recommendations the follow-up action is carried out by IQAC and then disseminate the report among the teachers in the staff council meeting.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 60.2

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
108	53	61	45	34

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

St. Ignatius College of Education was awarded 'A' Grade by NAAC in year 2011. Since then, a number of quality initiatives and actions have been successfully implemented through the institutional bodies.

The two examples to show incremental improvements achieved within the institutions due to quality initiatives since the previous accreditation are,

1. Digital Initiatives
2. Sr Landrada Research Centre

1. Digital Initiatives:

1. Institutional website

St. Ignatius College of Education hosted its Institutional website in the year 2013 registered domain with web space 65MB and renewed web space 1 GB in the year 2017, redesigned the website in the year 2018 and upgraded the website with unlimited GB during the year 2021

1. Electronic Access to Service of Examination

Results of the semester examination have been published in the institutional website since 2016, initially the Visual Basic and Microsoft Access Software have been installed for the service of examination in the following menu Application Form Entry, Exam Schedule, Hall Ticket Preparation with photo, Mark sheet Entry, Certificates, Summary Report and Data base creation. Then the service of examination have been upgraded by PHP Code Igniter Web Framework and MySQL (IMS) software since 2018.

1. Online admission:

The admission has started through online portal, which is available in institutional website since 2020.

1. Digital access library

The library functions through the LAN access by Rovin LMS, a paid Software and remote access by KOHA, an open source software with high-speed internet service provider facilities free of cost available to everybody in the institution. Library is equipped with INFLIBNET, DELNET facility.

1. Biometric Attendance

Biometric Attendance System Application was installed since 2017 in order to minimize absenteeism and enhance punctuality of the students and staff by tracking and maintaining accurate attendance records.

1. Learning Management System (LMS)

Learning Management System have been incorporated for the teaching-learning process since 2021. LMS is an online system, which is used to plan, execute and assess a specific learning process, which helps in administration, documentation, tracking, and recording of details of classroom learning.

1. e-Content development

E-content development has given focus as it increases the efficiency of teaching learning practises and online education since 2016 by participation of Faculty Development Program in and outside of the college, and incorporating related content through courses and task assessment in the syllabi.

1.Sr Avila HiTech Studio

The Sr.Avila HI-TECH STUDIO have been established since 2021 for editing the e-content with high-speed internet connectivity range from 300 Mbps speed up to 3300GB. Developed E-content has been uploaded to the IQAC YouTube channel 'IQAC IGNATIUS'.

1.Sr.Landrada Research Centre

Sr.Landrada Centre for Research has created an ecosystem for research and innovation by developing and disseminating knowledge. The goal of the Research Centre is to produce work that is thoroughly integrated with empirical analysis and innovation, awareness, with specific emphasis on accumulating statistical evidence and developing key indicators to solidify its research work.

1.Grant of Recognition

Tamil Nadu Teachers Education University has granted recognition to conduct research leading to Ph.D degree from the academic year 2011-2012 (Ref No TNTEU/R/Ph.D. (New)/2011/369-dated 30.06.2011). The institution has established Sr Landrada Centre for Research since 2011.

1.Publications

Sr.Landrada Centre for Research functions as a platform to promote research initiatives through "INIGO EDU RESEARCH -a peer reviewed and refereed Bi-Annual Journal" since 2014.

1.PhD Awarded

Four scholars (V.Lavanya, P.Divya, S.Jegadha, and V.Sasikala) were awarded Ph.D degree under the guidance of Dr.S.Fransisca during the year 2018.

1.Registered PhD Scholars

Six scholars (J.Justin, A.Vinothini Sylvia, G.Daniel Sathya Singh, E.Michael Jeya Priya, N.Theresita Shanthi, C.Sofia Selvarani) have registered Ph. D programme under the guidance of Dr M. Maria Saroja.

1.Research Policy

The Research Policy of the college aims to create, inspire, guide, and support a research culture among its staff and students for enriching and enhancing the professional competency of the faculty members for developing and promoting scientific temper and research aptitudes of all the learners for realising the vision and mission of the college.

The institution aims to improve overall research performance and promote research activities undertaken

by faculty members and students. Research Incentive Scheme (RIS) provides the means to assist the research activities and reward staff for completing the project and publishing and presenting research outputs in the following aspects,

1. Incentives for publication
2. Incentives for projects
3. Incentives for Books/Chapters in edited Book & Papers in National and International Seminar Proceedings
4. Paper Presentation in Conferences
5. Project leading to Patent
6. Recognition for faculties getting International Research Award
7. Recognition for Faculties getting National Research Award

1. Research Committee

Research Committee of the college plays a proactive role in creating an ecosystem for innovation in research. The committee is responsible for overseeing the development, implementation, and enhancement of the college's research and knowledge exchange strategy. The committee meets regularly to review the progress of research and development activities in the college.

1. Institutional Funded Project

The institution provides funds to undertake society based innovative research for the faculty. The details of the funded projects are,

1. **“Awareness on Detrimental Effects of Single-Use Plastics among College Students in Tirunelveli District”** investigated by Dr.M.Maria Saroja, Rev.Dr.L.Vasanthi Medona, and Mrs.E.Michael Jeya Priya.
2. **“Socio-Cultural Awareness of Gypsies - An Analytical Study”** investigated by Dr.R.Indramary Ezhilselvi, Dr.J.Maria Prema, Dr.Josephine, Dr.A.Jeya Sudha, and Dr.M.Maria Saroja.

1. Proposal of Government Funded Project

The faculty submitted the proposal to the bodies of the higher education project fund offered by the Government of India. The details are below:

1. Dr.M.Maria Saroja, Rev.Sr.Dr.L.Vasanthi Medona, and Mrs.E.Michael Jeya Priya have submitted a minor research project proposal entitled “Awareness on Consequences of Natural Resources Depletion and Eco- friendly Practices among Urban Higher Secondary Students in Southern Districts of TamilNadu” to IMPRESS-Indian Council of Social Science and Research, New Delhi.
2. Rev.Sr.Dr.A.Nirmala Devi and Dr.J.Maria Prema have submitted a minor research project proposal entitled “Usage of Social Media among Coastal Area School Students” to Educational Research and Innovations Committee (ERIC), National Council of Educational Research and Training (NCERT), New Delhi.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

NAAC

Criterion 7 - 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

Response:

1. Energy efficiency is using less energy to perform the task, that is, eliminating energy waste. The institution follows energy conservation measures to reduce the consumption of energy.
2. Energy conservation is part of the concept of Eco-Sufficiency and thereby, the institution increases environmental quality, financial security and higher savings of energy.
3. Energy is conserved less by reducing wastage and losses, by improving efficiency through technological upgrades and by improving operation and maintenance. Therefore, the institution adopts the policy of diminish demand, enhance efficiency, reduce/remove wastage and maintain regularly.
4. Solar energy lowers greenhouse gas emissions and reduces cost of electricity. Hence in the year 2013 a solar power plant was installed at the top roof of the main building with 80 solar panels. The total capacity of the Solar PCU system is 25KVA/240VDC (250w per panel).
5. Solar Energy is used for the power requirements in the administrative block, teaching-learning instructional process in the classrooms, research centre and in the library.
6. Changes in the electrical fittings save the power. The newly constructed buildings namely, multipurpose hall, classrooms and digital library are fixed with light-emitting diode bulbs (LEDs).
7. To reduce the wastage of electrical goods, the damaged tube lights and bulbs are removed in the time of maintenance and fixed with LED lights.
8. Care is taken to reduce energy. Lights and fans are switched off whenever students leave classrooms, and LCD projectors, sound systems and RO plants are unplugged when they are not in use.
9. The institution sends circulars which have the guidelines to be followed by the staff and students to save energy. So that the staff and students are aware about energy conservation.
10. Everyone in the institution is trained to keep windows and doors open on either side of the classrooms, halls and laboratories thereby natural resources of sunlight and air are utilized.
11. Air-conditioners in the principal's office, computer lab, research centre, controller's office, language lab and Stephanie meeting hall are used to the minimum level.
12. In the time of electricity failure, generator and solar energy are used.
13. CRT monitors consume more energy. To conserve energy LCD and LED monitors are replaced, instead of CRT monitors.
14. Laptops are often more energy-efficient than desktops. The staff and students are motivated to use laptops, as these consume less energy.
15. Performance of the electrical equipment is monitored on an ongoing basis; routine supervision and maintenance is done and facility staff is trained on how the equipment operates.
16. In order to conserve energy, special care is given to establish electrical fittings at the proper places.
17. To save energy, instead of LPG or Electric stove, the college hostel uses boiler and steamer for cooking.
18. Since the institution is shaded by lots of trees and plants, large amount of foliage releasing water vapor, which cools the air. So, it reduces the usage of electric fans and conserves energy.
19. To save energy and protect the earth's natural resources, the institution encourages all its members

to plant trees at home and maintain them regularly.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

7.1.2 Institution has a stated policy and procedure for implementation of waste management

- 1.The institution believes in sustainable waste management system as it is vital in reducing the environmental pollution and providing a safe and healthy environment for teaching non-teaching faculty, student teachers and visitors.
- 2.The institution has the duty to ensure that all the campus wastes are disposed by using proper waste separation mechanism and if possible, converting it into value added eco-friendly product.
- 3.The institution adopts the policy of 'Reduce, Reuse and Recycle' for institutional waste management.

The objectives of the waste management policy are:

- 1.To promote environmental awareness in order to increase and encourage reduce, reuse and recycling of waste.
- 2.To promote recycling and transforming the waste into value added products.
- 3.To ensure the safe handling and storage of waste in the campus.
- 4.To provide appropriate training for teacher educators, administrative staff, student teachers and other stakeholders on waste management issues.
- 5.To promote all-inclusive approach of waste management in the campus.

The institution follows the following steps to implement the policy:

- 1.All waste from college is separated as biodegradable and non-biodegradable. Separate dustbins for biodegradable and non-biodegradable wastes are placed in each floor of the institution.
- 2.Wastes like newspapers and stationeries from the institution are sold to waste paper dealers for recycling.
- 3.Food waste from the canteen and hostel is used to prepare vermi-compost.
- 4.The institution has switched over to eco-friendly substitutes for plastic straws, plates, and cups in all the places. This way, it teaches to avoid single-use plastic products and adapts a sustainable lifestyle.
- 5.The institution encourages everyone not to waste food and bring waste-free lunches.
- 6.To reduce the use of paper in administrative and academic work, admission procedures, payment of fees, question banks, internal mark entry, and publication of results are done online.

7. The student teachers are advised to use old newspapers for their craft lessons instead of new colour papers.

8. The following programmes were organized by our institution:

- National Seminar on “Moving Towards Plastic Free Future” was conducted on 26th March, 2019 and “Bio-diversity and its Threats” was conducted on 6th February 2019 to provide the awareness of reducing plastic littering, promoting plastic reduction and inculcation of other eco-friendly habits.
- Rally on ‘Plastic Awareness’ was conducted on 25th September, 2018. Through this the institution inculcated awareness among the public on the ill effects of using the plastic things such as single use bottles, cups, plates and polythene bags.
- Training for the student-teachers through a workshop on, “Creative Training for Effective Teaching”, was conducted on 16th October 2018 for making improvised teaching aids out of waste products.
- The teacher educators of the institution conducted a project on “Awareness on Detrimental Effects of Single-Use Plastics among College Students in Tirunelveli District” and published it in 2020. The study explains the ill effects of single use plastics and suggested using of alternatives to single use plastics.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

A clean environment provides the best teaching-learning atmosphere. In order to give a healthy environment, the institution takes necessary efforts to maintain its cleanliness, sanitation, and pollution-free healthy environment.

Cleanliness:

1. The institution encourages learners to take pride in their college, which makes them avoid dropping litter and educates them to make a bigger effort to maintain their neighbourhood environment.
2. Student teachers are instructed to maintain the cleanliness of their respective classrooms, and leaders are allotted to monitor it.
3. Students are advised to follow healthy food habits and reduce food waste. Dust bins are available at appropriate places to maintain cleanliness.
4. Enough number of wash basins are available in each block, administrative block, and staff room.
5. To provide clean water, an RO system is available on each floor of the institution.
6. The institution advises the sweepers for regular cleaning of dust, dirt, and rubbish from the electronic equipment, computers, furnishings, and other resources.
7. Regular sweeping and mopping of all floors and carpets in administrative block, seminar halls and classrooms.
8. Cleaning schedules are created and maintained by cleaning staff to assure that every building and room is attended on a regular basis.

Sanitation

1. The institution maintains sanitation in a systematic way.

2. Each floor of the institution has washrooms for both the students and staff members.
3. Cleanliness of the toilets is monitored regularly and cleaning is done periodically.
4. Automatic hand sanitizer machine was placed during the time of covid-19.
5. Dust bins are available at every toilet to dispose of sanitary napkins.
6. Napkin incinerator is fixed to avoid pollution.
7. Separate toilet facilities are available for physically challenged students.

Green Cover and Pollution free Healthy environment

1. In order to provide practical knowledge to save the environment free from pollution, the institution offers a course on 'Environmental Education'.
2. The institution motivates the students to use the public transport system and bicycle to avoid pollution in and outside of the campus.
3. The student teachers are encouraged to avoid the usage of plastic covers while submitting their academic project work, assignments, practicum, and thermocol for preparing teaching aids.
4. The infrastructure permits the free flow of air and allows natural light to cover all the corners of the building. So unwanted emission of heat and wastage of electricity is avoided in the campus.
5. The institution organized following programmes to promote pollution-free healthy environment
 - A plastic awareness rally was conducted by the institution on 25.09. 2018.
 - The institution organized a one-day National Seminar on "Moving Towards Plastic Free Future" on 26th March 2019.
 - The Nature Lovers Association of the institution conducted a webinar on "Organic Terrace Gardening on 25.08.2020.
 - World Nature Conservation Day was observed on 28.07.2020 and a powerpoint presentation competition on "Healthy Environment" was conducted by Nature Lovers Association.
 - World Environment Day competition on the theme "Eco-System Restoration" was conducted by Nature Lovers Association on 05.06.2021.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 3.32

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
8.52536	3.02373	1.74960	1.91554	4.39514

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges in not more than 500 words

Efforts to Leverage local environment

- A seminar on “Human Rights and Right to Education Act” was conducted on 20th November 2016 to inculcate the knowledge of the fundamental rights and acts related to education.
- Roto Pink Marathon Race for women was held on 23.10.2016 to create awareness on Breast Cancer and HIV.
- One day seminar on “Women, Media and Society” was held on 11.04.2017. It instructed the student teachers how to use websites, mobile applications to avoid cybercrimes, social values, women security and rights of women.
- Seminars on “Gender Sensitization” is conducted every year to bring awareness on gender inequalities of the society, sexual harassment in work place and the rights related to gender.
- The institution organizes human chain and rallies to promote awareness on child welfare and women empowerment.
- A webinar on “Aware; Beware; AIDS” in collaboration with Annai Velankanni Multispecialty Hospital, Tirunelveli was held on 1.12.2020.
- Skill training such as jewel making, tailoring and washing powder preparation was given to the students and entrepreneurs through Sr. Raphela Incubation Centre on 17.11.2020 and 20.05.2021.

Efforts to showcase locational knowledge and resources

In an attempt to utilize the resources available at the local level and to introduce the landmarks to the students the following measures were taken by the institution.

- Every year a trip to District Science Center is organized in order to enhance the scientific temper among the students.
- A field trip is arranged every year to the local historical places, District Museum, and local industries so that the students gain locational knowledge and to use its resources for learning.
- In order to understand the principles of Special Education and Inclusive Education, visits to Special Schools- High School for the Blind, Florence Swainson School for the Deaf and Dumb, St. Ann’s Rehabilitation center for Mentally Handicapped Children and the Bishop Sergeant Home and School for the mentally challenged are arranged.

Efforts to community practices

- To get involved with the local community, every year CT Camp is organized in the selected villages.
- As part of community service, every year students visit, Saranalayam, Vidiyal, Juvenile home and Thozhamai illam to render guidance and counseling service, and to give special tuitions and skill development activities.
- Electoral awareness, HIV awareness, Consumer awareness, Plastic awareness are provided to the community through the clubs of the institution namely Red Ribbon Club, Youth Red Cross, Nature’s lovers association and Voters Awareness Forum.
- To create awareness among the public on current issues, the institution organizes Tableau on the themes - Road Accident, Drug Addiction, Atrocities against Women and Impact of joint family and nuclear family.
- The institution extends its services to the affected places during the time of natural disasters and calamities like Gaja Cyclone.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: A. All of the above

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

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

BEST PRACTICE: 1

TITLE

“TOWARDS PERSONAL AND SOCIAL TRANSFORMATION”

THE CONTEXT

St. Ignatius College of Education strives to bring forth student teachers with personal integrity, social commitment, emotional maturity and moral and ethical uprightness. It aims to train and nurture them personally and socially. Therefore, the institution creates possibilities and opportunities towards personal and social transformation.

OBJECTIVES

1. To develop personal, moral, social and spiritual aspects among student teachers.
2. To develop scientific and humanistic attitude, self-discipline and readiness to face social challenges among the student teachers.

THE PRACTICE

1. Developing soft skills through “Bridge Course”.
2. Developing personal and social responsibilities by conducting “Seminars and Workshops”.
3. Promoting communicative and ICT skills and health awareness through “Value added and Self-study Courses”.
4. Enhancing team spirit, leadership quality and tolerance through “Fine Arts Competitions”.
5. Intensifying social responsibilities by installing “Student Council”.
6. Magnifying awareness on peace, communal harmony, plastic, blood donation, vigilance, women and child protection through “Rally and Human Chain”.
7. Strengthening ICT skills by preparing “E-content” in Sr. Avila Hi-Tech Studio.
8. Ingraining secularism through “Interfaith Prayers” and “Celebrating Inter-religious Festivals”.
9. Nurturing healthy food habits by conducting “Nutritious Food Festival”.
10. Promoting aesthetic sense and creativity by offering “Socially Useful Productive Work”.

OBSTACLES

1. Getting permission from Government Officials.
2. Financial Assistance
3. Natural Calamities
4. Finding Effective Resource Person

STRATEGIES

1. Getting permission in advance.
2. Receiving donations and sponsorship.
3. Scheduling based on the seasonal fluctuation.
4. Having in touch with Esteemed Institutions and Universities.

IMPACT

1. Student teachers experience personal, moral, social and spiritual aspects of their day to day life.
2. Student teachers enlarge their attitude towards self and society.

RESOURCES REQUIRED

1. Sanctioning of adequate aided faculty to revitalize teaching learning process.
2. Fund for conducting enrichment programmes to empower marginalized sector of the society.

BEST PRACTICE: 2

TITLE

“ENCOUNTER – ENCOURAGE – EMPOWER”

THE CONTEXT

To inculcate humanitarian values among student teachers, the institution provides opportunities to visit the downtrodden sectors of the society with reference to its mission. Through this practice, the student teachers develop the qualities of personal integrity, social commitment, emotional maturity, moral and ethical uprightness.

OBJECTIVES

1. To inculcate the humanitarian values among student teachers by collaborating with society.
2. To bring changes in the lives of downtrodden.

THE PRACTICE

1. Visiting special school, home for foundling babies (Vidiyal), home for HIV children (Thozhamai Illam), Juvenile Home, home for abandoned children, unwedded mothers and women (Saranalayam) and Gypsy colony.
2. Involving student teachers in motivating, interacting, caring, providing educational guidance and personal counseling for the downtrodden.

OBSTACLES

1. Getting permission from concern organization and institutions.

2. Facing challenges to eradicate myths about HIV

STRATEGIES

1. Planning curricular and co-curricular activities properly.
2. Bestowing guidance and motivation to student teachers for visiting HIV home.

IMPACT OF THE PRACTICE

1. Student teachers understand the value of humanity by visiting downtrodden.
2. They inspire and kindle the life of downtrodden by collaboration and interaction.

RESOURCES REQUIRED

1. Collaborating with NGOs for financial support.
2. Getting voluntary service from student teachers.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Promoting awareness on Social Issues and Challenges through Tableau

The vision of the institution aims at the formation of prospective women teachers with a far-sighted clear vision of the present and the future panorama of the needs and requirements for the promotion of Social Justice and Social Progress. The institution aims at developing an integrated personality by giving importance to the inculcation of moral and spiritual values and empowering them. The institution is committed to the formation of student teachers specifically, inculcation of knowledge, formation of character, development of personality and commitment towards social change. So, the institution orients the student teachers towards the wholistic reality of the society at large and enables them to express their learnings through Tableau, every year in its premises to ingrain social awareness among the student teachers and the people in the locality. The tableau depicts different social issues such as, Road accidents, Drug Addiction, Atrocities against women, Child Marriage, ill effects of plastic, the Impact of joint family and nuclear families, and ill effects of urbanization in today's village lifestyle disorders and Environmental pollution. This enables the student teachers to imbibe good values, fight against the evils in the society and to be agents of social transformation.

Objectives

1. To portray the challenges and issues of society.
2. To develop a sense of social responsibility and social concern.
3. To be creative, innovative, and expressive.
4. To inculcate team spirit, teamwork, collaboration, and cooperation.
5. To be agents of social transformation.

The student teachers are given regular orientation to the personal and structural issues that affect humanity. Along with the theory courses, seminars, webinars, and workshops are organized to widen the understanding of the student teachers regarding the societal issues. In order to create awareness among people and analyze the particular issue, the student teachers perform Tableau. The student teachers are divided into five talent groups and each group is allowed to select one social issue, which needs more attention. A suitable spot in the college campus is selected by the group members and the vital issues of the society are showcased by them.

Impact of the Distinctiveness

1. The tableau provides awareness among the students of nearby schools and colleges. They view Tableau and understand the prevailing situations of society and its effects.
2. The depiction of the Joint family teaches values like love, care, empathy, responsibility, and commitment.
3. The scenes of environmental pollution, drug addiction, child marriage, and female infanticide create awareness and social concern among the audience.
4. The student teachers, school students, and the public understand the importance of following road safety rules.
5. The portrayal of child marriage and female infanticide express gender discrimination, which is prevailing in our society. This creates awareness among the student teachers and the locality regarding the challenges faced by women from birth to death and the ways of eradicating them.
6. Tableau helps the student teachers to improve a wide range of skills, such as self-confidence, self-expression, communication, collaboration, team spirit, interpersonal skills, aesthetic awareness, and imagination.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Additional Information

The institution propels towards further excellence in maintaining its unique identity in the educational ambience. The pandemic situation had forced to rely on the online platform for acquiring digital academic experience and the institution has brought in Digital Approaches like e-content and e-instructional modules in the teaching of various subjects, Blended and Flipped learning, Computer Assisted Instruction(CAI), Intelligent Tutoring System (ITS) and Personalised System of Instruction (PSI).

IQAC of the institution monitors all the curricular, co-curricular, and extra-curricular activities and ensures that all the necessary support is provided to teachers and students for better teaching and learning processes. Every classroom and laboratory have LCD projectors and internet access to the campus giving access to the repository of lectures by experts. The Evaluation process is transparent and the students are evaluated in a continuous assessment system, comprising written examinations, class seminars, assignments, and tasks.

Social commitment and sensitizing students to social issues are an integral part of the institution's vision. The various extension programmes give a clarion call to the student-teachers to actively participate and collectively collaborate to create awareness about the pertinent problems in their surroundings and involve them in direct participation in community life. Awareness is created in students on various social issues by conducting national priority programmes such as Swachh Bharat Abhiyan, AIDS Awareness, Gender sensitivity, Yoga, Digital India, and National Water Mission. The institution organizes regular visits to old age homes, orphanages, prisons, juvenile homes, homes for thrown-out babies, homes for HIV-infected persons, and special schools. The support services available in the campus like tutor ward system, canteen facility, health care facility, placement cell, Guidance and counselling service, and institutional scholarship stimulate the conducive organizational climate that prevails in the institution.

The Personality Development Programmes organized for the staff members and student teachers separately are efforts to enhance the outer and inner selves to realize that each individual has a distinct persona that can be developed, polished and refined. Skills in fine arts, dancing, craftworks, and painting are nurtured through several programmes by Arts and Crafts department. Slow learners are identified and remedial coaching is given.

Concluding Remarks :

Conclusion

The institution has attained its present growth and maturation due to the efficient leadership and dedicated contributions of ICM Management. The institutional path had been marked by various milestones – staff enhancement both quantitatively and qualitatively, expansion of infrastructure facilities, advancement of information, and technological facilities. The teacher educators prepare an elaborate course plan, lesson plan, and hand-outs as part of the academic schedule. Innovative processes in Teaching and Learning namely, ICT tools and modern pedagogical techniques are adopted by the faculty. To develop critical and innovative thinking, student-centred pedagogies are evolved.

Quality education offered to the student teachers is brought to light in the society by the life of the present student teachers and the alumni who have gone through the portals of the institution. Since each profession has got its own culture derived from the role of practitioners and the expectation of society, the institution stringently trains its students to be highly competent, deeply committed, and generously giving. The multiple dimensions of competence in teacher education namely, classroom teaching, management skills, consulting, development, and use of technology are developed by the strong commitment and sustained hard work of the teacher educators and their training of the student teachers. Since teacher educators are both transmitters of knowledge, culture, and agents of social change the institution creates an environment that reflects and fosters competence and professionalism. The institution empowers the human resource of the nation with knowledge, skills, and attitudes essential for development.

Among all the resources meant for accelerating the development process, human resource is the real wealth that adds value to other resources such as physical and capital resources. Giving more priority to this, the institution offers quality teacher education and draws out the best in the student teachers to promote a well-balanced personality – culturally refined, emotionally stable, ethically sound, mentally alert, intellectually competent, technically advanced, morally upright, physically fit, socially accepted, spiritually strong, and vocationally self-sufficient. And the institution moves forward creating vibrant leaders and inspiring teachers to the society at large.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years.. 2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>164</td><td>157</td><td>156</td><td>158</td><td>158</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>116</td><td>113</td><td>112</td><td>122</td><td>114</td></tr></table> Remark : Input edited as per the supporting documents given by HEI.	2020-21	2019-20	2018-19	2017-18	2016-17	164	157	156	158	158	2020-21	2019-20	2018-19	2017-18	2016-17	116	113	112	122	114
2020-21	2019-20	2018-19	2017-18	2016-17																	
164	157	156	158	158																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
116	113	112	122	114																	
2.3.2	Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years 2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT.. Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>28</td><td>27</td><td>26</td><td>24</td><td>22</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>28</td><td>27</td><td>26</td><td>24</td><td>22</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	28	27	26	24	22	2020-21	2019-20	2018-19	2017-18	2016-17	28	27	26	24	22
2020-21	2019-20	2018-19	2017-18	2016-17																	
28	27	26	24	22																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
28	27	26	24	22																	
2.4.1	Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits																				

	6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above																				
2.4.7	A variety of assignments given and assessed for theory courses through 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above																				
3.1.2	Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs) 3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0.50</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : Input value converted into lakh.	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	0.50	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	0	0	0	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.50	0	0	0	0																	
4.1.2	Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year. 4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 22 4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 22 Answer after DVV Verification: 23																				
4.1.3	Percentage of expenditure excluding salary for infrastructure augmentation during the last five years 4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five																				

years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
168.1578 06	78.42178	2.69305	2.875169	4.41953

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
168.15	78.42	2.69	2.87	4.41

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1.69144	1.04286	1.15016	2.53586	1.54754

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.69	1.04	1.15	2.53	1.54

4.3.4 Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: B. Any 4 of the above																				
4.4.1	Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs) 4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>27.50670</td><td>12.74899</td><td>6.16422</td><td>12.06470</td><td>14.46662</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>27.50</td><td>12.74</td><td>6.16</td><td>12.06</td><td>14.46</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	27.50670	12.74899	6.16422	12.06470	14.46662	2020-21	2019-20	2018-19	2017-18	2016-17	27.50	12.74	6.16	12.06	14.46
2020-21	2019-20	2018-19	2017-18	2016-17																	
27.50670	12.74899	6.16422	12.06470	14.46662																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
27.50	12.74	6.16	12.06	14.46																	
6.3.4	Percentage 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 6.3.4.1. Total 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 during the last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>15</td><td>6</td><td>2</td><td>3</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>12</td><td>6</td><td>1</td><td>1</td><td>2</td></tr></table> Remark : Input edited as per the supporting documents given by HEI.	2020-21	2019-20	2018-19	2017-18	2016-17	15	6	2	3	2	2020-21	2019-20	2018-19	2017-18	2016-17	12	6	1	1	2
2020-21	2019-20	2018-19	2017-18	2016-17																	
15	6	2	3	2																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	6	1	1	2																	
6.4.2	Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs) 6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>5.468</td><td>1.55</td><td>0.4627</td><td>2.39662</td><td>6.907</td></tr></table> Answer After DVV Verification :	2020-21	2019-20	2018-19	2017-18	2016-17	5.468	1.55	0.4627	2.39662	6.907										
2020-21	2019-20	2018-19	2017-18	2016-17																	
5.468	1.55	0.4627	2.39662	6.907																	

2020-21	2019-20	2018-19	2017-18	2016-17
6.73	1.55	0.46	2.39	6.90

6.5.3 **Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
109	53	63	46	34

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
108	53	61	45	34

2.Extended Profile Deviations

ID	Extended Questions				
1.1	Total expenditure excluding salary year wise during the last five years (INR in lakhs)..				
	Answer before DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	244.19125	112.57747	137.22844	56.98536	40.07323
	Answer After DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	244.19	112.57	137.22	56.98	40.07