



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Dr.SNS College of Education
• Name of the Head of the institution	Dr. A. Mary Noya Leena
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	09842232680
• Mobile No:	9842232680
• Registered e-mail ID (Principal)	drsnsce.cbe@gmail.com
• Alternate Email ID	iqac.drsnsce.cbe@gmail.com
• Address	487, Thudiyalur, Saravanampatti Road, Chinnavedampatti Post
• City/Town	Coimbatore
• State/UT	Tamilnadu
• Pin Code	641049
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural

• Financial Status	Self-financing				
• Name of the Affiliating University	Tamilnadu Teachers Education University				
• Name of the IQAC Co-ordinator/Director	Mrs.S.Rosaline Nirmala				
• Phone No.	09486419165				
• Alternate phone No.(IQAC)	9486419165				
• Mobile (IQAC)	9486419165				
• IQAC e-mail address	iqac.drnsce.cbe@gmail.com				
• Alternate e-mail address (IQAC)	drnsce.cbe@gmail.com				
3.Website address	https://drnsce.edu.in/AQAR/AQAR%202019-2020.pdf				
• Web-link of the AQAR: (Previous Academic Year)	https://drnsce.edu.in/AQAR/AQAR%202019-2020.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://drnsce.edu.in/AQAR/Academic%20Calendar%202020-2021.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A	3.21	2014	21/02/2014	20/02/2019
6.Date of Establishment of IQAC			22/10/2010		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
<ul style="list-style-type: none"> • Preparation of plan of Action • Organizing Seminars • Organizing Theme based Assembly • Workshop on teaching learning materials • Evaluation of internal quality of academic activities • Environmental Awareness sustainable activities, such as Celebration of World Earth Day, view file 	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
Orientation to B.Ed. First Year Students of 2020 - 21 batch	Students became aware of: (i)Teaching Profession. (ii) The capacity and standard of the College in the formation of Quality Teachers
Staff Orientation 2020 - 2021	Staff were given orientation on technology enabled teaching & learning
Online Seminars presentation & challenging assignment by	<ul style="list-style-type: none"> • Content Analysis and synthesis and conceptualisation • Self-

students	<ul style="list-style-type: none"> learning and metacognition • Exposure to technology • Reflecting and put forth their perspective of the concept • Discourses are built for participatory learning
Online teaching and evaluation for academic excellence	Smooth transition of online mode of teaching, paper setting, examination and evaluation from the onset of the COVID-19 pandemic
Community outreach programme in collaboration with VENTEL, MGNCRE	<ul style="list-style-type: none"> • Developed social and ethical awareness • Sensitized towards social issues • Integrating entrepreneurship skill development in resonance with local needs
Webinars focused on remote teaching and learning	<ul style="list-style-type: none"> • Exposed the Students teachers about the principles of designing the teaching learning process • Apply different models of teaching • Bringing awareness of the different tools and techniques of evaluation • Constructivism in remote learning
Enriched club activities	<ul style="list-style-type: none"> • Active participation and conduct of programmes such as quiz, important celebrations, competitions • Online organization and conduct of activities
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> • Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
CGC	02/09/2020

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	23/02/2022

15. Multidisciplinary / interdisciplinary

Dr SNS College of Education has deliberated on the NEP 2020 and made the theory as well as practicum more inter-disciplinary. The B.Ed. Program by itself is connected to inter-disciplinary approach. The approach of involving various disciplines of education.

The College has planned and conducted team teaching and interdisciplinary lessons so as to involve students in holistic education. To create men and women of conscience, competence and compassion the theory equips student teachers to develop physical, emotional, psychological skills through their curriculum. The subjects like Language Across the Curriculum, Contemporary India and Education, Gender School and Society, Educational Management, ICT and inclusive education helps the student teachers to have a wider multidisciplinary perspective towards life. The curriculum has also community outreach programs to understand the social concerns of the disadvantaged. The Institution invites resource persons from different disciplines to make the disciplinary knowledge link to teacher education. The best practice of this year connected the technology and digital education to the stimulating teaching and learning.

16. Academic bank of credits (ABC):

The Academic Bank of Credit concept is yet to be implemented by the affiliating university, Dr.SNS College of Education is waiting for university guidelines to implement ABC.

17. Skill development:

The NEP 2020 is reflected in the activities of the Institute in the form of seminars and webinars for developing communication skills, technological skills, skills for making learning resources, skills for personality development. The skill for clearing the CET and TET workshops were held for developing employability skills. The non-teaching staff was also equipped with administrative skills and technological skills.

The value-based skills are promoted even through online assemblies,

webinar on spiritual ecology, life skills, skills for communication, skills of innovative technology, The skills of waste management continued to be the best practice of the institute. The Institute aims to develop skills of e-content development, managing diverse and inclusive classroom. which shows preparedness to NEP 2020. The wellness and wellbeing, health promotion, happiness index of the student-teachers, teachers and other stake holders is kept in mind. The collaborations with different institutes of higher and teacher education have added to the critical and reflective thinking, along with research based skills. The students were encouraged to go for self-learning and SWAYAM courses so as to upscale their skills and knowledge. This also is in alignment with the NEP 2020. Life skills, skills of mentoring, social entrepreneurship, school counselling were also inculcated.

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

The Indian Knowledge system is a treasure house of knowledge and wisdom. It is important to appreciate our roots in the richness of language and culture. The core courses in the B.Ed. Program emphasises on the Indian knowledge, language and culture, for instance the course of knowledge and curriculum focuses on both Indian and western context of education. The Indian knowledge of culture, art and languages is explored through Language Across the Curriculum ,Contemporary India and Education , Gender School and Society during assemblies with themes of appreciating mother languages, and other Indian languages. The culture of Indian religions and regions are explored during co-curricular and extra-curricular activities. The different pedagogies of teaching school subjects are also connecting Indian knowledge and culture for understanding Indian contributions like Indian ancient science, history of metals, poets and authors of India.

During the community work , the context of Indian students and the local languages are stressed upon.

The Ability course of Reading and Reflecting on Texts has explored reading of Indian texts, folk lore and stories, ancient art of storytelling and interpretation. The Book reviews are open to multiple languages.

The digital world is also used to share different cultures, art, languages with meaningful sharing and interpretation

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

The outcome-based education has been integrated in the curriculum with workshops and deliberations to understand the ways to have constructive alignment with the teaching methodologies and assessment.

There were workshops conducted for the faculty to be on the same page and program outcomes as well as course outcomes were prepared. These made the courses even more student centric and result oriented. The NAAC guidelines, and the UGC were studied in detail to bring out the preparedness towards the Outcome based education, which is in line with the NEP 2020.

The college held in-house sessions for understanding of writing learning outcomes, which led to small groups course wise and pedagogy wise to make the program outcomes in a constructive way. The faculty also attended various webinars to make the learning outcomes more applicable to different courses and practicum work. The constructive alignment of the learning outcomes with teaching methodologies and evaluation made the students and teachers both more goal oriented, focussed and had a holistic picture. Though it was a lockdown year, even the students were given inputs in the writing of learning outcomes for their community work, co-curricular activities and learning resources.

20.Distance education/online education:

Online education has taken a leap during the pandemic. The students and the student teachers developed their skills of technology. Various webinars, online courses were attended to integrate downline learning. During the lockdown the teacher educators implemented the different e-tools and techniques, which encouraged and prepared the student-teachers to equip themselves for using the online teaching to practice lessons, prepare learning resources for diverse learners.

The online learning was encouraged by the Principal and the teachers and various programs were conducted with online learning. The Institute conducted different webinars, . Mous were functional with joint webinars and collaborative activities. The community work was online even for translating lessons to the disadvantaged students of the community centre. The LMS of the College was strengthened and optimally used for effective online education. Internship programs and course transactions all were online and conducted with much engagement and learning for the students. The

learning resources made by the students of second year were of high digital proficiency and were truly supplementary to classroom teaching.

Extended Profile

1.Student

2.1	186
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	85
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	89
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	89
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	96
Number of students enrolled during the year	

File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	50195
4.2 Total number of computers on campus for academic purposes	45
3.Teacher	
5.1 Number of full-time teachers during the year:	16
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	16
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Planning- The academic calendar was decided in the meeting before the start of the year. The planning of the curriculum was in consensus with the different teaching and assessment activities.</p> <p>Staff meeting discussions, inter group discussions, analysis of the feedback on the course transactions by the students and faculty. The student-friendly curriculum continued. The curriculum was planned for adding interviews, experts invited, virtual programs conducted, adapting teaching learning process with new tools of communication.</p>	

The curriculum was revised by Tamil Nadu Teacher Education University with reference to teaching methods which was online but still participative. The evaluation and assessment was more based on MCQ rather than paper and pen test. These changes were regularly reviewed through feedback, in the review meetings and modifications implemented as per the need during the year.

Students were asked to prepare 30 lessonplans for level 1, and 30 lesson Plans for Level 2 in Practice teaching internship Period .

Adapting it to local context - planning lesson plans, connecting to the resource persons and the centres. Connecting to the resource persons and making changes in the timetable to include the workshops, interviews, sessions, and activities for the curriculum implementation. Students were oriented about the curriculum changes and their views, suggestions, and feedback was taken. The curriculum was reformed as per the new normal, even the internship and community work was online and modified.

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

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

B. Any 5 of the above

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://drsnsce.edu.in/AQAR/POS%20&%20COS%202016-2017%20Onwards.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

10

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	nil

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

3

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

3

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

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

96

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

96

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

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

All of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

For understanding the field of teacher education student teachers are given an orientation and induction into the program, syllabus and even the different curriculum activities. The vision, mission and theme of the Institute is reflected in different curricular and co-curricular activities. Learner Profile is created to provide opportunities for working on the strengths of the students. The project-based courses were preceded by demonstrations, model teaching, analysis of the community centres. Life skills, preparation for world of work, employability skills, entrepreneurship skills, research skills and waste management techniques are provided to the students. The conceptual knowledge is transacted with application and research-based techniques, workshops are conducted for developing Emotional Intelligence , Critical Thinking Skills, technological skills, Negotiation and communication skills for online learning, in teaching and learning. Alumni are also involved to demonstrate the skills of theme-based lessons, team teaching, teaching with expressions, art in teaching, street play, puppetry, and apply these in the internship as well as assignments. The skills of reflective thinking and collaboration with others were enhanced with curriculum reforms. Students could apply what they learnt in their course.

The webinars conducted on understanding of NEP 2020 for students as well as the teachers increases the student teachers' awareness of

recent policies

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

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

Curricular: Educational Management Course acquaints students with the basic knowledge about the different school boards **Pre-campus enrichment program:** The students are exposed to diverse schools boards by providing platform to schools of diverse boards like IB, IGCSE, CBSE,SSLC, and other international school boards to orient student teachers about the ethos of working of the school system.

Pre Community work: The pre-community work also organised sessions and insights into community centres and the schools for students from low socio-economic background.

Pre-internship orientation and induction : The Internship Program too in its orientation and inputs session presents the different school boards and their working, The students are told about the rules, regulations and working of the different Boards and the different assessment pattern. The students are also advised to refer to the websites of the different Boards and be updated of the standards and assessment system.

Students were given assignments, panel discussions were held for comparative study of the different types of Boards.

Even for readiness for world of work different inclusion policies and national education policies are transacted to the students.

Experienced Principals , senior teachers are invited to orient students about the diverse boards, their curriculum and work ethos

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

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

1. The Student induction Program gave an idea of different courses, the syllabus of the teacher education program,
2. The Bridge lessons introduced the graduates from different fields to connect to the field of education and teaching.
3. The workshop on communication skills in online classes and different e-learning theories and designs helped to connect well to the online mode during the lockdown.
4. The community engagement enrichment session connected to students who were at disadvantaged situation
5. Ideapreneurship session which connected education with entrepreneurship. This interconnectedness made students realise the importance of social entrepreneurship skills. Personality grooming sessions were beneficial to connect to the personality of the prospective teacher.
6. The students are included in various committees as members like library, women development cell, leadership committee, student council, grievance committee and other regulatory meetings. These helped them to connect to role of teacher as a leader
7. Practice Teaching Internship was conducted for 80 days through

online

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

96

2.1.1.1 - Number of students enrolled during the year	
96	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year	
69	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
85	
File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded
2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year	
0	
2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year	
0	

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

2.2 - Honoring Student Diversity

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

Admission: Dr SNSCE follows the admission process and allocation of the students as per the rules and regulations of the government. The student's entry level to the college is on merit and as per their option, allotted by the Mark list. The Institute does take informal interviews with the students to understand their purpose and inclination towards the B.Ed. program. the students are encouraged to clarify their doubts regarding the education in the college.

Learner Profile: At the entry level itself, the learner profile is created for each and every student. It helps to understand their context of academics and work experience. This profile brings forth the students' potentials and their learner need. Mentoring groups also created on the basis of entry level analysis to promote the unfolding of latent talents and for required guidance.

Content Test: This assessment helps students to be aware of their limitations and work towards it. Content enrichment and e-tools for transacting pedagogy is given as academic support. This also show the entry level of students.

Talents' Day: This space and time is provided for the students to display their talents, hobbies, skills and knowledge which can help in the future.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	All of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	All of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:12.5

2.2.4.1 - Number of mentors in the Institution

15

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

2.3 - Teaching- Learning Process

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

The year being of the lockdown, the teaching mode was online and digital. The faculty adapted to use online teaching, through discussion forums, online quizzes etc, which involved group work and involvement of all students. The LMS was an important platform for delivery and de positing the study materials, were uploaded in SNS Course ware for students who had difficulties in accessing google classroom. The modes of teaching though online was based on clear outcomes, there were participative ways used like online expert sessions, quizzes, MCQs and virtual field trips. The interdisciplinary team-teaching methods was used, there were online workshops on puppetry and performing as well as visual art which can

be integrated during internship. The mode of teaching was experiential with equipping students with making optimum use of the digital tools with pedagogical and content knowledge. The communication skills and life skills were organised for students to make the students learn in participative way. Case study and inquiry-based methods were used so as to make the teaching learning participative. The project-based courses like internship, community work, co-curricular activities were transacted online but with maximum participation of the students. The students were involved with reflective, guided questions for the academic courses

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

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

16

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.snscourseware.org/drsnsce/
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

186

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

The mentoring for the year 2020-21 was a lockdown year, so the face-to-face mentoring was re-aligned into e-mentoring. The e-mentoring was done in the google classroom, with 2 modes individual as well as group mentoring.

The individual mentoring was with the mentor and the student. The

small groups of mentoring helped share each other's challenges as well understand that they are all going through rough times but are encouraged by each other. The change in exam patterns, the balance between life and work, the ability to adapt to newer situations all were supported during mentoring. The mentor was a listener, guide as well as a facilitator of helping the group grow stronger together. Every month in the timetable mentoring slot was maintained so the students felt connected. During the parent interact too, the parents were informed about the mentoring.

Mentoring was a strong support for academic, social and emotional wellbeing of the students. Mentoring sessions were useful especially during internship. Thus, mentoring at the Institute also took feedback from students regarding any suggestion or challenges. The feedback brought out that it helped students handle the challenges with more positivity and determination.

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

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

Four of the above

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

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

At the Institute right from the induction program, students were consciously transmitted with different life skills and thinking skills

The other example was that of skill of nurturing creativity and critical thinking, Innovativeness , Empathy and Life skills. Another case study was for nurturing creativity - The process adopted was as follows:

1. Discussion of the unit through interactive and collaborative digital tools like google docs, zoom chat (Teaching)
2. Administration of Google forms with MCQs and Short answer questions for assessment (Formative Evaluation)
3. Discussion of answers, followed by Reflection for each unit (Formative Evaluation)
4. Feedback from students
5. Self-Assessment of the extent of achievement of learning outcomes

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Ten/All of the above

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

All of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>

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

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

All of the above

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

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

Four of the above

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

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

Practice Teaching Internship in 2020-21 was conducted through online Practice Teaching Internship is a mandatory activity of the B.Ed. Program. It is done very systematically and meaningfully at the college to make every experience in the internship schools contribute to the evolution of students as teachers. After identifying the Internship schools, a list of activities is prescribed to the student teachers to be conducted in the assigned school.

The preparation for the second year students arrangement of 5 peer lessons as the schools were not beginning in normal way. As it was during the pandemic lockdown, the internship orientations were done online. Our TNTEU had sent the guidelines for the conduct of the internship. The internship in charge faculty oriented the student teachers about the procedure of the internship. Google Classrooms were created for organising the lessons in the peer group. The peer observations were conducted and the college supervisor evaluated the students.

The school Principals were oriented about the arrangement of online classes and with their cooperation internship classes were conducted. The internship during these days were supported by internship competence development programs, mentoring, and communication skills

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

2.4.9 - Number of students attached to each school for internship during the academic year**2.4.9.1 - Number of final year students during the academic year**

90

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

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

Nine/All of the above

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

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

Monitoring mechanisms and role of teacher educators, School Principals, School Teachers – Peers. Practice Teaching Internship program is the application side of the B.Ed. program, theoretical courses. It is essential that there is monitoring for quality in

making lesson plans, integrating it with technological skills, pedagogical and content skills. The teacher-educators monitor the lesson plans, discusses with students, make drafts for improvisations meaningfully and context based. The School Principals are oriented about the internship aspects of shadowing, teaching, co-teaching and giving student teacher experience of school ethos and working. Feedback through meeting with the principal and school teachers are done. Analysis of feedback from students, College Teacher Educatorshelp to have a quality check on the Practice Teaching Internship. The IQAC also presented with the Practice Teaching Internship quality performance at regular intervals. The school teachers were also asked for feedback of the practice of lessons. Their views are taken in for enhancing the lessons, based on the context of learners. During the pandemic lockdown, the feedback of peers and college teachers/supervisors was an important tool for monitoring the time management, completion of lessons, quality check and the integration of skills. The monitoring of the internship was also done during the mentoring where students were asked about their challenges and difficulties. The mentors and peers shared their suggestions and advice from different perspectives of internship school experiences

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

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

All of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

16

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

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

2

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

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

16

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

178

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

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

The efforts taken by teachers to keep themselves updated are

1. Attending Faculty development programs, refresher courses, short term courses.
2. Initiating, facilitating and coordinating webinars and value added courses for the stakeholders like alumni, students, teachers of higher education, schools.
3. Monthly staff meeting review of the different programs and enhancing quality initiatives. The year being that of exceptional nature with lockdown and pandemic, various meetings amongst staff and in different regulatory meetings like IQAC, the deliberated upon the challenges and different resolves to face the challenges.
4. Conducting Focused Group Discussions with Principals and senior teachers of school on the Understanding of NEP 2020 and a national webinar on NEP 2020 from different perspectives.
5. Faculty Resource sharing and faculty exchange with other Colleges of Education
6. Research Paper presentations and publications on current concerns in education. Publishing books and developing e-content, MOOC for the benefit of the students
7. Small group discussions on different criteria of NAAC for

incremental growth of the Institute in the current needs and context.

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

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The continuous internal evaluation is based on syllabus - where internal assessment is based on the assignments, essays, class tests. As in the lockdown, even internal assessment was online, the google classroom and google forms were used for evaluating students for formative assessments. The regular assignments given were scheduled in such a way that the students are able to be reflective as well as application based. The different class tests and internal exams are pre-informed and tutorials are arranged for preparing students to be equipped and ready for exams. The students who were weak in their internal exams were supported with remedial teaching. The internship lessons, preparation of learning resources and even community work internal assessment criteria and rubrics were oriented to students, so as to prepare them. The assignments of different courses were also a medium for continuous internal assessment while the theoretical inputs are connected to the students' learning. This year students were given training in their courses regarding Taxonomy of Questions, how to attempt MCQ questions. Each teacher educator gave practice MCQ and also the technique and strategies to understand the process of MCQ. The students were oriented towards Bloom's Taxonomy of questions, and also how to make their own question papers especially MCQ pattern

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound;

Five of the above

Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually

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

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

The exams were adapted to suit the online evaluation process and students during their mentoring sessions could present their academic grievances. Moreover, even if it was totally online, the open forum continued virtually. Open Forum virtually was a platform for students to express their challenges, grievances, and suggestions on academic concerns. There was an open-door policy too with regards to grievance redressal. The link was given to students to present their challenges, difficulties and grievances and then there was a live online session to address the grievances. This was done in the presence of all the students, faculty and the principal. The grievances and challenges by the students were handled by the principal and faculty. It was a learning experience for both, the students and teachers. The general grievance was regarding timings of the college as digital classrooms were consuming a lot of data packet of the students. The peer group internship was also made more flexible and student teachers were given options of using computer laboratory of the colleges when the impact of covid 19 has lessened. Mentoring and remedials were fostered robustly for students' well-being. The counsellor was on call to address the exam stress and also study habits of students.

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

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

The academic calendar is set up at the beginning of the year with planning mindful of the scope of the year, the different programs and activities of the Institute. The dates of the examination at internal and external levels are also placed on the academic calendar. The internal assessment dates are adhered without much change as before the external examinations, the internal assessment marks are to be submitted.

The academic calendar thus is an indicator for setting up teaching goals as well as the timeline in achieving the goals and completion of the year. The academic calendar gives a full view to the students about the activities of the college. It prepares the students for their assessments and assignments completion as based on the calendar the monthly time-table is also set. The calendar is also a vehicle that promotes amongst the students self-regulated approach to their education, as the students plan their individual timetable based on the academic calendar. The students were always informed about the changes in the monthly timetable and internal assessment dates. The first-year students admission process ended only in the month of February and the academic calendar had to be revised from there.

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

2.7 - Student Performance and Learning Outcomes

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

Learning Outcomes have gained renewed attention in education , as

learning outcomes as against the objectives are directed towards developing students' higher order thinking skills. The UGC document of Learning Outcomes Curriculum Framework, states very clearly the connect between Graduate Attributes, Program Outcomes, Course Outcomes and Lesson outcomes. The students were oriented about the learning outcomes, the faculty based on the need and the feedback revised the learning outcomes, esp to suit the online teaching and evaluation. The practicum outcomes were in light of virtual internship, community work, CCA and learning resources. In monthly meeting the faculty reviewed the achievement of the program outcomes, course and unit outcomes. The assignment and the internal assessment were aligned constructively with the learning outcomes. There were orientation for faculty and students regarding the learning outcomes and its significance in making education learner friendly. The teaching methodology. Though online were participative and of higher order thinking to align with the assignments and classroom activities. The mapping of learning outcomes was in keeping with the vision, mission of the Institute and also the B.Ed. program. This help students to gain an insight into the holistic learning goals.

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

2.7.2 - Pass percentage of Students during the year

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

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

The learning tasks in the class and the internal assessment in form of research survey, content analysis, creation of portfolios, unit

tests, analysis of NEP 2020 and other such documents is very crucial. As this is the first year, teachers and students were getting oriented to, the internal assessment, feedback was given to students to understand the connect between the learning outcomes and internal assessment. The learning outcomes were helpful in demarcating the units for assignment, for class tests as well as the MCQs, in the new normal. Students were also equipped to make question based on the outcomes. The performance of the students was analysed and it being a pandemic year the internal assessments as well as the university examination had assessment which was more analytical rather than descriptive. The students were given training, tutorials and practice in it. Thus, the achievement of the learning outcomes were measured and students were progressively understanding the essence of the learning outcomes was not only for transaction of knowledge but also for being a higher order thinker. They could use their training in the college to write the learning outcomes for students of school as a part of their internship.

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

2.7.4 - Performance of outgoing students in internal assessment

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

95

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

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the

performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The assessment tasks of the student teachers are in form of assignments planned in the syllabus of TNTEU. The assessment tasks cater to develop critical thinking, creativity, analytical thinking and gradually readying the student teachers towards the profession of teaching. The assessment tasks like creating modules, e-portfolio, creative presentation of the educationists and their contribution, making unit plans, learning designs and resources for disadvantaged students. Such and more tasks support the learning needs of the students. The documentary, film and book review assessment task help to achieve the learning needs of educational needs of the student teachers. The workshops and panel discussion, seminar presentations, action research build the learning od pre-service teachers to develop research, communication and reflective skills. The assessment tasks also include internship and community work, these fulfil the learning needs of developing a competent and compassionate teacher. The performance in the tasks is deliberated with the students and feedback on the assessed tasks motivates the students to identify their gap and perform more meaningfully towards fulfilling the learning needs. The assessment tasks thus are planned to develop head, heart and hand of the student teachersthrough various examples like Charts, teaching aids, working and dummy model,PPT etcThe tasks and performance in the 2-year program helps to develop the teacher from student-teacher.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Very Good

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

NIL

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

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

NIL

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

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

All of the above

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

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

All of the above

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

3.2 - Research Publications

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

Nil

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

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

NIL

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

3.3 - Outreach Activities

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

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

15

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

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

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

15

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

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

96

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

96

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

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

The Community work, as a part of internship, is carried out in 3 phases - pre-, during and post- community work. The two batches of students were made into buddy groups based on their pedagogy combination and distributed into different community centres. The need of the community centres was gathered and students were made aware of them. The learning resources were created as per the need of the school children, live sessions were conducted to teach the children the difficulties in their school subjects. The sensitization of the B.Ed. students is done even with the help of different value-based programs like communal harmony, life skills of being empathetic, even in theoretical courses like contemporary India and Education. Even through assignments, video reviews, student are sensitized towards the need for the social issues. The theme of the college about walking with the marginalized and caring for the disadvantaged is reflective towards action. Moreover, action research also promoted strategies for helping students from disadvantaged backgrounds.

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

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

10

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

3.4 - Collaboration and Linkages

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

year	
0	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
0	
File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
5	
File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The facilities for teaching learning are essential as they make teaching learning creative, collaborative and participative. The Institute is mindful of the sufficient availability and utilisation of the physical infrastructure, like technology used in classrooms, LCD, computer labs, Psychology Lab ,Physical Science Lab,Biological Science Lab, Language Lab,sports and fitness equipment. This being the lockdown situation in the pandemic it was online classes. The Google classroom was the most important infrastructure for the teaching learning, virtual yoga and sessions on health and diet, cocurricular activities, games. Different webinars were organised for the students to be engaged and involved. Webinars on wellness, covid appropriate behaviour, library software. Interactions with parents and even alumni was conducted through the Google classrooms. The students with challenges of digital connection were also helped by posting in SNS Courseware and-content with videos and recordings for ease of studying at their convenience.

Different webinars were organised for the students to be engaged and involved. Webinars on wellness, covid appropriate behaviour, library software. Interactions with parents and even alumni interactions was conducted through the G-ooglegclassrooms. The students with challenges of digital connection were also helped by posting repositories and-content with videos and recordings for ease of studying at their convenience. Different activities of recreation, online assemblies, games were also conducted with the available technological facilities.

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://drsnsce.edu.in/facilities.html
Any other relevant information	No File Uploaded

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

0

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

4.2 - Library as a Learning Resource

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

Dr SNS College of Education's library has Integrated Library Management System. (ILMS). The digital library serves to make the

teaching and learning process effective. The software facilitates and computerized transaction of books which make the library access easier and enables to handle the library records systematically. Online system used in the library and library resources helps the students to use resources beyond their reach. Due reminders are sent through SMS alert. Using this, they may search for books; check the issue details, new additions in library and so on.

The working hours of the library are 9.30 AM to 5.00 PM on all working days, before and during examination, during vacation except Sundays and gazette holidays. The college library has a collection of text books, reference books, periodicals, e-resources. Newspapers, Journals and Magazines are kept in the periodical section. The library also has a circulation and maintenance section for issuing and returning books. The reference section of the library comprises a large collection of Reference Books, , Encyclopaedias, Dictionaries ,and Previous years' question papers of all courses .Library Committee formed by the Principal, librarian two staff and student will look into the proper functioning of the library

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	http://drsnsce.edu.in/library.html
Any other relevant information	No File Uploaded

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

Remote Access is a Digital Library which has a rich database of multiple resources such as text files, e-books, journals, etc held by a library or group of libraries. Dr. SNS College of Education strives to contribute towards developing tomorrow's teachers in the era of globalization from the conventional one, equipped with the values of collaboration, compassion and commitment. The remote access to the library resources can be accessed by the students and the faculty smoothly and seamlessly. This enhances the learning of the academic hand of the Institute to enhance their teaching-learning process. This provision of remote access can be accessed by the students on campus as well as online, which can help them in their educational pursuits especially for quick, quicker access to the catalogue for knowing what to refer and where it is available.

During the lockdown this facility was useful for students and teachers to connect to the books. The Librarian could also assist the concerned people from the campus and notify on the LMS about the books .Library is fully automated since the year 2007 with WIFI. And the software proved as Umbrella for varied Library collection, helps us to catalogue books, Journals, CD-ROMs etc.

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

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

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

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

0.100

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

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

278

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	nil
Any other relevant information	View File

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

Three of the above

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

4.3 - ICT Infrastructure

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

To meet the technological needs of the students and to be able to

bridge the digital divide of the disadvantaged students, the college has well connected wi-fi facility not only in the computer laboratory but also in all the classrooms. The lab is connected with the LAN for ease of availability of internet. This helps the students to work smoothly on their academic search and completion of tasks.

The ICT facilities have been enhanced with addition of desk tops in the library, computer labs.

The College takes pride in computers with wi-fi facility. The college administration can also make good use of the ICT facilities for smooth e-governance. The office is connected with internet and wi-fi facilities.

Wi-Fi connectivity and internet access to create classroom environment that can focus on blended learning and e-learning. The institution is completely enabled with Wi-Fi facility and the institution has upgraded its internet speed to 100 mbps leased line internet facility.

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

4.3.2 - Student – Computer ratio during the academic year

1:12.5

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

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

D. 50 MBPS - 250MBPS

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.snscourseware.org/drsnsce/department.php?dept=B.Ed
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

3.77

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

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

Procedures and Policies: Planning Meetings and induction: The students who have enrolled to the college are made aware of the different facilities and utilization code of conduct right at the beginning of the program. The students are accountable and responsible towards the proper use of the facilities by maintaining entry registers

The teaching and support staff are conscious and alert towards maintaining the college facilities. The faculty as per the need of the curriculum transaction utilizes the support facilities. The staff meetings discuss and deliberate on the maintenance and just utilization of the facilities.

Cleanliness Procedure On daily basis systematic cleaning is done of the classrooms and different rooms available in the premises, the library, laboratory and computer rooms are kept clear of dust and dirt. The Principal and Manager are very particular about the clearing of wastage, zero plastic policy is adopted, segregation of waste is done into dry and wet waste, there is provision of e-waste box is on the office floor of the college. Washrooms are cleaned and swabbed daily for maintaining hygiene. Water stations are kept clean, water purifier checked and maintained Annual maintenance of technological equipment like computers, printers is updated.

File Description	Documents
Appropriate link(s) on the institutional website	www.drnsnce.edu.in
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	All of the above
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student	

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Four of the above

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

5.2 - Student Progression**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
83	89

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

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****6**

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

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**1**

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

5.3 - Student Participation and Activities

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

Although the year 2020-21 was a lockdown year and with just a few spurts of actual face to face classes, the student council conducted all activities online Academic front: The student council played an important role in being a part of the timetable committee. The council was elected in a democratic way with all the steps of nomination, campaigning and secret ballot. The timetable was viewed, reviewed and discussed with the faculty in charge of the timetable. The various perspectives of the students were considered and suggestions given. Co-curricular and sports activities: Different programs from elections, virtual teachers' day, children's day was all conducted virtually. Even festivals like Onam, Diwali, Christmas was celebrated online. Students were encouraged by the council to participate in different online competitions. The council organised online games and fun activities which acted as stress busters.

Administrative front: The Student Council were also an important part of the different administrative and academic bodies. The student council representatives were invited to contribute to the IQAC and Open forum meetings.

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

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

2

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

5.4 - Alumni Engagement

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

Competency Enrichment - Alumni were resource persons for enriching core courses, elective courses, as well as Project based Courses like Internship. Alumni were also active in exhibiting and demonstrating skills of transacting different types of practice lessons like theme based, experiential and team teaching. This was much appreciated as different pedagogies were represented by the alumnus.

Professional Preparedness: An online panel discussion on Teaching perspectives and challenges was conducted, a session on Interpersonal Acumen in Teachers was conducted by the alumni

Alumni Meet: A virtual alumni meet was organised to appreciate and strengthen the bond of the alumni over the years and translation's alumni were also involved in guiding and preparing students for the world of work, facing interviews, higher education opportunities input etc. The alumni were also a part of the prospective employers attending the campus placement and recruitment program.

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

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

Five/Six of the above

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

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

1

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

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

The alumni engagement is an important and crucial support to the Institution. Senior faculty Coordinators: Thus, in mechanism the senior faculty members of the Institution are in charge of the alumni association as they are aware of the erstwhile as well as the recent alumni. Planning and Execution: The alumni association plans various activities at the start of the year mindful of the different areas wherein the alumni can contribute. Suggestions from other faculty is approved for the involvement of alumni in their course's enrichment activities. This year too, recognising the talents and skills of the alumni various alumni were invited as resource persons, members on panel discussion and as facilitators for curriculum enrichment. Alumni who now hold positions of employers, school supervisors etc. are approached to network with the Institute for internship, community work and for campus placement. Seeking financial support in form of donations, scholarships, fundraising activities are also discussed in regular meetings. Alumni profile is pooled to recognise the alumni contributors. Minutes of the meeting are documented and recorded for systematic conduct of programs. Feedback of the programs conducted by the alumni is sought from the present batches through online . Alumni feedback is also sought for quality enhancement of the Institutional programs

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Teaching Learning at DrsNS College of Education has promoted experience and context of the learners, reflective thinking and moulding the subject content towards some concrete social action. The Vision of the Institute of promoting joyous, creative teaching experience has always been a guiding light and the classroom activities have ranged from lecture cum discussion to experiential learning like field trips, educational excursions, panel discussions, inviting resource persons from fields of counselling, department of education of the TNTEU apart from seminar paper presentations, role-play, debates, cooperative learning, situated learning, workshops and other group activities. Technologically embedded teaching is also a highlight of teaching learning process with active Learning Management System, blended learning, flipped classrooms, e-learning resources for independent learning and discussion forum for active and engaging asynchronous learning. The policy of conceptual to procedural knowledge is followed in the Institute in such a way that what is taught in the classroom, in different other activities of the college like community work, internship, interdisciplinary team teaching sessions. The discussions of all these are deliberated in different meetings staff and advisory meetings like IQAC and monthly staff planning-evaluation meetings.

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

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

The process of decentralization and participative management has

been always a distinct part of DrsNSCollege of Education. The process of management through a structure yet flexibility and scope for democratic means of participation and dialogue has been encouraged by the leadership. Various Committees are set up by the principal including all the faculty and it is on rotational duty to encourage different staff members to be aware of different aspects of the Admin and College Curriculum Programs. The Principal with the support of the Management executes in the key areas of the Institution like admission, examination, curriculum development , initiatives in academic reforms, outreach programs, library, co-curricular activities student welfare and faculty development, technological support, research and development etc. For smooth and efficient execution of the various programs of the college different committees and cells are set up in the college. The faculty and the students are represented even in IQAC committees. The meetings are reflected upon and action appropriate are taken for the betterment of the College. Each aspect of quality enhancement is looked into from facet of curriculum reforms, teaching-learning, research, extension, policies and practices and governance.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

The Institution has a regular and strong mechanism for financial management and audit. Internal audit is carried out as a regular, ongoing process.

External audit is carried out once in a year. External auditor audits all receipts and expenses bills, payments of the Financial Year.

1. Internal Audit: Internal audit is a continuous process at the Institute. The management and the principal are vigilant about the financial management verification. The College Governing Council also assesses annually the financial records of the Institute. Accounts of the Institute after being rechecked by the Principal and the Accounts Department are then sent to the external audit.

2. External Audit: Every year professional Chartered Accountants conduct external audits. The receipts, payments, income, expenditure account is verified and later endorsed as true and correct by the office of the CA

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

6.2 - Strategy Development and Deployment

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

The strategic plan for the year was to carry out the online exams during the pandemic times. As this was about adaptability to the new way of working the principal and the faculty took decisions in the staff meeting along with the Manager and following the guidelines of the affiliated University to conduct tests, university exams. It was decided in the staff meeting, that there will be essay conducted in the google classrooms. The Institute was sensitive to the needs of the students in the lockdown situation and timings were adjusted for meeting the needs of all the students. Based on the deliberations and decisions taken for the affiliated colleges, strategic planning took place, and it was finalised in the staff meeting. According to the decision, the plans regarding the syllabus, setting of the paper and the paper pattern. The students were regularly informed about the internal and external assessment.

The google classrooms were created for exams as well as Exam Committee was appointed for the proctored examinations to make the procedure transparent and objective. A . mock online Exam was conducted to train the students and it was monitored by staff through virtual mode. The students were trained into the new pattern of exams through online mode. There was e-mentoring sessions for the students so as to resolve their challenges. The entire examination program was successful because of the strategic planning.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Although it was a lockdown period, here were monthly online meetings held in the presence of the Principal. The IQAC Meetings were also conducted online and the recommendations for resolving the challenges of the lockdown were discussed. The awareness and analytical understanding of the NEP 2020 was discussed in the meetings. The best practices, nurturing research, networking with the internship schools during the lockdown was also discussed in the meeting. The CGC played an important role in making the college in assisting the Institute towards the procedures of the policies of the college, though online was guiding towards the policies of the college, administrative and academic programs were guided and approved. The different cells and committees were active through the year, although online - the enhancement of the academic as well as co-curricular program were deliberated and implemented. The mentoring and grievance cell were active through these challenging times for the students. Different policies are framed for environment, infrastructure, research, examination, student council etc. The Career advancement of the faculty is motivated and the faculty can take the benefit of it.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support

Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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

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

The planning and success of any program depends on the planning and designing. One of the pathways towards it is the deliberation and review in different academic body planning and execution meeting. An idea proposed In the meetings from July was proposed to be a part of the MGNCRE Program of Swatchta Action Plan (SAP) which is an initiative by the Government towards goal of sustainable development through NSS. The notice was informed to all the students to be aware of their objectives and their tasks. The different areas were from sanitation, health, hygiene, water management to greenery and cleanliness. Proper distribution of areas was done amongst the students of B.Ed. with different teachers were the mentors and guide to the student. Each teacher created their LMS classroom for the SAP collaborative work, and as per their areas allotted the faculty and the students discussed in their groups online and planned their work. Even during the lockdown students could create virtually eco friendly products like natural detergent, plant some saplings , make brochures, posters about awareness etc.Meetings was conducted through CGC and Grievance committee to meet the challenges of the students and staff during pandemic situation

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

The existing welfare measurements for teaching and non-teaching staff had to be moulded according to prevailing circumstances of the pandemic. The wellbeing of the teaching and non-teaching was cared for. Flexibility in time and work from home was considered and all the teaching and Non-Teaching Staff was benefitted. The nonteaching and teaching were encouraged to get vaccinated at the earliest. The teaching faculty were able to complete their teaching, learning and assessment smoothly and without any financial burden on them, because of the facility of G-Suite that was provided to all. The reference work and reading was fostered with library facilities like e-journals, N-List etc. The wellness of the faculty was promoted through webinars organised by health cell, monthly webinars arranged by IQAC of the colleges. The different webinars equipped the teaching and non-teaching faculty with skills and knowledge required for academic and administrative work.

The Career Advancement Schemes was carried out, staff development programs were encouraged. The teaching faculty gained insights into the understanding and implications of the NEP 2020. Thus, the distinctiveness for this year was the resilience of the college and the support was the humane policy of the management towards the faculty.

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

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

6

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

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

4

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

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

13

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

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

The IQAC at the College stood for incessant quest towards quality performance of every member. The performance appraisal is collected by the Principal and the IQAC for understanding the incremental growth as well as the hurdles in the path of progression of the staff both teaching and non-teaching. At the end of the year a self-appraisal performance form is filled up and supported by the evidences and submitted to the office. The Principal ascertains the completion of the portfolios, documentations and deliberates on the performance of the faculty with reflections of strengths and ways to enhance performance in different areas. The letter of completion of tasks along with discussions on the feedback from students is also communicated This year being though a disaster of the pandemic, was turned to be an opportunity to gain more knowledge and skills for the faculty. The Teaching staff not only equipped themselves with digital skills but shared their acquired knowledge with the students, alumni, school teachers, and teachers of higher education. The appraisal forms are documented in the office for future reference. These documents given every year becomes a repository for

information management.

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

6.4 - Financial Management and Resource Mobilization

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

The Institution has a regular and strong mechanism for financial management and audit. Internal audit is carried out as a regular, ongoing process. External audit is carried out once in a year. External auditor verifies all receipts and expenses bills, payments of the Financial Year. 1. Internal Audit: Internal audit is a continuous process at the Institute. The management and the Principal are vigilant about the financial management verification. The College Governing Council also assesses annually the financial records of the Institute. Accounts of the Institute after being rechecked by the Principal and the Accounts Department are then sent to the external audit. 2. External Audit: Every year professional Chartered Accountants(CA) conduct external audits. The receipts, payments, income, expenditure account is verified and later endorsed as true and correct by the office of the CA

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

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

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

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

Mobilisation of funds -The Students fees as per the government rules and regulations are one of the source of funds, which are mobilised for academic activities.. Clear and transparent records of grant mobilisation are maintained. The college governing council reviews of the mobilization of funds and the utilization of these sources periodically in their meetings Optimum utilisation of resources- The funds for infrastructural component was utilised as per the need of the college and the requirements . Faculty members as resource persons, contribute to dissemination and generation of knowledge even beyond the college. Library resources are utilised for the benefit of the students and the faculty. The Institute utilised Institutional GMEET to the fullest so as to provide undisturbed online education to the student s during the lockdown. E-governance of the academic and administration reduce the paper usage. Theuniversity exams were conducted online.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly

for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The process adopted by the college for quality assurance is aligning the vision of quality assurance to the achievable outcomes. The transformational leadership is adopted to not just have a vision but to share it as a common goal. The revised AQAR itself was a challenge to be made into a common goal, as there had to radical but necessary attitudinal approaches towards documentation, being outcome- based and clear the purpose of the activities. To understand with the conflicting opinions and channelise the energy towards goal orientation was a task that transformational leadership of IQAC undertake. The students ' and other stakeholders' perspectives had to be integrated in the restraining period of the lockdown. The IQAC focussed on incremental growth and fortified the distinctive mission of forming men and women for others. The approach was amalgamation of commitment with developing new competences, being compassionate and caring. This was reflected in all its planning and execution. The culture of technology in all its administrative and academic tasks was done. The feedback from different stakeholders were included. There would be presentation in the staff meetings. for reflecting whether the planned goals are being reached.

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

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

The IQAC process of reviewing adopted by the college is presentation of the completion and output of the different teaching learning process in every staff meeting, reviewing the programs in IQAC meetings. The review feedback from the students and Principal's interaction with respect to different programs and activities in the curriculum. This review resulted in more student -friendly, technology enabled and creative teaching learning process. In this year the teaching learning was online, the teaching learning designs were updated and enriched with social presence, teaching presence

and cognitive presence as suggested in the community of inquiry. The development is reflected in the different value added courses, webinars, Faculty Development Programs, and theme-based value enriched, focussed group discussions, with skill and capacity development. The IQAC focussed on innovative, creative and entrepreneurial skills in the add on programs as well. Even teaching-learning process transformed from online to blended to hybrid mode, where teaching learning didn't compromise on quality. Even resources persons from local and national levels were engaged so that the student teachers could receive wider experience. The teaching, learning and assessment is strengthened by the unlearning, relearning and learning.

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

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

5

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

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

Four of the above

follow up action Collaborative quality initiatives with other institution(s)
Participation in NIRF

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

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

Pedagogical Incremental growth : The value added courses were incrementally increased as per the need of the times. Essential English Grammar was also made available for students through online mode. Various pedagogical and technological enriching webinars were conducted for faculty and student development. The MoUs for joint courses and activities were made beneficial with meaningful programs. The NEP 2020 has been oriented to the different stakeholders from student teachers, to school principals as well as in-service teachers from school and higher education. The policy deliberation reached out to through national webinars and deliberations in classroom and beyond.

Technological Incremental growth:. The facilities were improved with equipping language laboratory , exam centre, reference library. There was upgradation with digital podium, lecture recording system,

upgradation of libraries and laboratories

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

INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 - Institutional Values and Social Responsibilities**

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

The Institutional policy regarding energy conservation is reflected in their with nature and care for the common home- earth. The policy focuses on awareness, education, implementation, evaluation of energy consumption, and conservation. The stakeholders are made aware of the policy through the website and during various inductions and orientation programs. The students are involved in environmental harmony by the explicit best practice of the College .The policy has zero tolerance towards the wastage of electricity, water, and other energy modes. There is a conscious vigilance of the authorities and students towards following the energy policy. The alternate source of energy were the installation of replacing the non LED bulbs and tube lights with the LED once they are exhausted. The green, environmental and energy audits is planned for the coming year, when the lockdown was over. The policy endorses the value-based programs of the environmental club, joining hands with the Government program for the Swachata Abhiyan Program by faculty and students participating.

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

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

Dr SNS College of education adopt the principles of the "MAXIMUM SUSTAINABLE WASTE MANAGEMENT" in the delivery of its waste management services. This can be achieved by its more efficacious

use by involving the actual users i.e. the staff and the students in this practice

Implementation Procedure the Institution takes initiative for the management of wastes which is generated within its campus.

Solid waste management

The college has implemented a solid waste management system which involves segregation of wet, dry, paper and green waste. Solid Waste Segregation is done by hand sorting. The dry waste which includes paper, cardboard, plastics, scrap materials is separated from others. Organic wastes like the leftover food, peels, scrapings from fruits etc are also collected in bins separately.

a) Food waste management:

The food waste generated from the college kitchen and canteen is collected, decomposed and used as manure to be used for gardening purpose

b) Paper waste management

Waste Paper boxes have been placed at appropriate places in the labs, staff rooms and administrative room of the Institution.

c) Garden waste management

Garden waste in the form of leaf litter is decomposed and used as manure.

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

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

Four of the above

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

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

As a teacher education Institute, there is a constant focus on prescriptive mode, more than is, what ought to be the case is very important. The commitment to cleanliness, sanitation, and green cover is reflected in the theme of the college - Care for our common home-earth, which is through the year a reminder of citizen responsibility and civic sense. value-based assemblies conducted by the B.Ed. students in the college and also in the internship schools promote values of cleanliness and sanitation.

The environment club encourages students to involve themselves in the civic work of cleaning the public places . The support staff is ever vigilant to any unhygienic or unclean spots in the college. During the Covid pandemic times , too the college gave a lot of

attention to cleanliness and sanitation when the Mission Begin Again started. Although the year was more in the lockdown, the students were advised about cleanliness and sanitation.

The waste management was monitored and supervised by the Management and special care during the Covid times were taken to keep the faculty - teaching and non-teaching safe. The Principal had made the sanitation equipment available on every floor of the College. The automatic sanitiser machines were kept at a strategic place for easy use and visibility.

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

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

All of the above

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

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

Nil

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

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

The college even during lockdown was sensitive towards sensitising the students and faculty towards the local environment and supporting community practices.

The theme of the year was reflected in all the courses and activities for encouraging the youth to be a part of the journey to help the disadvantaged and the care for earth. The best practice of the year, waste management continued the work of spreading messages regarding sustainable development by involving the faculty and students in SAP Swatchta Action Plan, in reducing and recycling. The SAP was organised in such a way as to different groups could focus on the aspects of environment like water, soil etc., looked after local plants in the society, followed zero wastage policy with regards to food and water. Students also contributed by donating old cell phones to students of the community centre for the education.

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

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

A. All of the above

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

7.2 - Best Practices

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

BEST PRACTICE - Waste Management- Micro Level

Under planning of waste management as a best practice even during the lockdown, certain activities were narrowed down. Waste management includes all the activities and actions required to manage waste. Each student of B. Ed is expected to choose any two activities of waste management at individual level like Segregate recyclable and non-recyclable, waste and dispose it in responsibly, Avoid use of plastics for any purpose

BEST PRACTICE - Dr SNS College of Technology Enabled Culture

The pandemic compelled the Institute to think of a new normal culture in every year while adhering to the values, vision and the mission of the college . The overall mission was not to compromise on the quality education and to be resilient in facing the challenge as a team., technology environment of the college was made more stronger. The Learning Management system helped to maintain the social, teacher and academic presence for the curriculum connect to happen. The Institute created a culture of technology not only for substitution but also for augmentation and redefining curricular transactions and also in administrative work.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Distinctiveness of the Institute 2020-21 - Formation of men and women for Others in the Challenging Times The distinctiveness of the Institute is formation of men and women for others who are having the values of 4 Cs- Competence, Conscience, Compassion, and Commitment and in 2020-21 which was a lockdown and a new normal, these values cannot be over emphasized. These values are ingrained in the student teachers from induction. These values set forth the student teachers who are efficient in their content, pedagogical and technological knowledge. The college along with it also develops in the student teachers' values that are about having conscience, discernment, and reflection. The compassion and commitment for the self, others who are at the disadvantaged and care for the environment is imbibed in the student teachers. These four values are reflected in their curricular, co-curricular, community work and in research. The student teachers are supported in their journey to organize programs like respecting, celebrating different significant days as well contributing to the community of little learners by not only learning resources but also sources of learning like the old books, even endeavoured to get digital devices and taught digital skills which was the amalgamation of all the 4Cs of competence, conscience, compassion, and commitment.

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