



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		St. John's College of Education, Palayamkottai
• Name of the Head of the institution	Dr. S. Anantha Babu	
• Designation	Principal i/c	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	04622582218	
• Mobile No:	7548821999	
• Registered e-mail ID (Principal)	admin@stjohnsedn.org	
• Alternate Email ID	stjohnscollegeofeducation@gmail.com	
• Address	18/19A, North High Ground Road, Palayamkottai	
• City/Town	Tirunelveli	
• State/UT	Tamil Nadu	
• Pin Code	627002	
<b>2.Institutional status</b>		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

• Location	Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	Tamil Nadu Teachers Education University, Chennai				
• Name of the IQAC Co-ordinator/Director	Mrs. Melba Thomas				
• Phone No.	7598173181				
• Alternate phone No.(IQAC)	7548821999				
• Mobile (IQAC)	7598173181				
• IQAC e-mail address	melbasuresh@gmail.com				
• Alternate e-mail address (IQAC)	melbasuresh@gmail.com				
<b>3.Website address</b>	<a href="http://www.stjohnsedn.org">www.stjohnsedn.org</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://stjohnsedn.org/aqar-report-2020-2021/">https://stjohnsedn.org/aqar-report-2020-2021/</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://stjohnsedn.org/callender/">https://stjohnsedn.org/callender/</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.32	2016	16/09/2016	15/09/2015
<b>6.Date of Establishment of IQAC</b>			03/08/2011		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
6/16	Full Time	nil	Nil	00	

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9. No. of IQAC meetings held during the year</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
TET TRB Online course Communication Skill Development	
<b>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).</b>	
Plan of Action	Achievements/Outcomes
Bridge Course	Leadership Quality
Sports	Overall Champion
Online Course	Swayam
Skill Development	Communication Skill
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• Name of the statutory body</li> </ul>	

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

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2020 - 2021	23/02/2022

**15. Multidisciplinary / interdisciplinary**

1. Micro Teaching
2. Skill Development
3. Internship

**16. Academic bank of credits (ABC):****I Semester:**

1. Educational Psychology - credit 5
2. Contemporary India and Education - Credit 5
3. Teaching and Learning - Credit 5
4. Language Across the Curriculum - Credit 5
5. Pedagogical Subjects - Credit 5

**Semester II**

1. Understanding Disciplines and Subjects - Credit 5
2. Assessment for Learning - Credit 5
3. Environmental Education - Credeit 5
4. School Mangement and Administration - Credit 5
5. Pedogical Subject (Part ( II) - Credit 5

**Semester III**

1. Assessment of Teaching Competency and Records - Credit 20
2. EPC Records - Credit 4
3. Online Course - Credit 1

Semester IV

1. Gender School and Society - Credit 5
2. Knowledge and Curriculum- Credit 5
3. Creating an Inclusive School - Credit 5
4. Yoga Health and Physical Education - Credit 5
5. Elective : Credit 5

Over all credits : Theory	75	
		Practicum 25
Total - 100		

**17.Skill development:**

1. Communication Skill (Verbal and written)
2. ICT Skills
3. Life Skills
4. Community Orientation
5. Social Responsibility

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

We are planning to conduct teaching in Indian Language , culture , using online course.

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

We are focussing on outcome based education in all subjects in each semester .

**20.Distance education/online education:**

In this year (2021 - 2022) all of our students are undergoing SWAYAM Online Course on the subject : Students Psychology. Practical works like Assignment and Quiz programmes were conducted. Finally all the students attend the Online Examination and Online certificates will be issued.

**Extended Profile****1.Student**

2.1	82
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

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

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	79
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.5	Number of graduating students during the year	79						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>		
File Description	Documents							
Data Template	<a href="#">View File</a>							
2.6	Number of students enrolled during the year	82						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>		
File Description	Documents							
Data Template	<a href="#">View File</a>							
<b>2. Institution</b>								
4.1	Total expenditure, excluding salary, during the year (INR in Lakhs):	31,82,251/-						
4.2	Total number of computers on campus for academic purposes	20						
<b>3. Teacher</b>								
5.1	Number of full-time teachers during the year:	16						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>	Data Template	<a href="#">View File</a>
File Description	Documents							
Data Template	<a href="#">View File</a>							
Data Template	<a href="#">View File</a>							
5.2	Number of sanctioned posts for the year:	16						
<b>Part B</b>								
<b>CURRICULAR ASPECTS</b>								
<b>1.1 - Curriculum Planning</b>								
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								

1. Institute follows non -semester syllabus prescribed by the affiliating university , TNTEU , Chennai. Management and head of the Institution ensures effective Curriculum delivery. principal and teaching staff discuss the syllabus and give their suggestion for the Curriculum transaction and improvement. Effective course delivery is ensured using various instructing methods and pedagogical limitative such as lecturers , tutorials ., laboratory experimental work , project work , continues Assessment for theory and practical subjects as per university guideline.

Institute has framed Mission and Vission based on course objectives and course out comes subjects are allocated by the time table Committee, to the faculty - faculty prepare course file (lesson plan and allocation Of no of hours on the particular topics) based on the syllabus of TNTEU, chennai course coverage is peridically assessed and any related issues/ discrepancies / modifications are discussed in the meeting for effective curriculum delivery. Faculty and students are encouraged to get certifiedfrom on line course. Institute motivated the self - learnin of the students.

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	No File Uploaded
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A. All of the above



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">Nil</a>
Prospectus for the academic year	<b>No File Uploaded</b>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **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**

6

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

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

2

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

82

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

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

76

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

76

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

### 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.

teacher education is the policies procedures and provision designed to equip trainees with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

In order to acquire and demonstrate knowledge, skills, values and attitudes, Institute papers selected elective papers like physical yoga and health education, Environmental Education and value education. In value education, values were transmitted through seminars, workshops and group discussions.

In order to develop the teaching competency skills, Mini teaching , Micro teaching, Macro Teaching trainings were given. Tree plantation and clean India programmes were conducted to get awareness of sustainability. Conferencelike life skills were arranged to know about skills like Emotional Intelligence critical thinking, Negotiation, Communication skills and collaboration with others etc.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

Teachers already have a number of roles in the classroom, yet, valuing diversity is one of the most important ones he/ she must fulfill.

Encouraging student participation through intrinsic involvement with the curriculum. Participation can be promoted by encouraging students to respond to questions with in their personal experiences. It was introduced by asking questions, to debate on issues and practice role play. Seminars, debate, discussion were arranged to get awareness of diversities in school system in Indian as well as international.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
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

The College has been focusing on innovative and creative ways

ofsharing knowledge development in students through the following methods.

group discussions seminars

Case studies Laboratory studies Assignments

Through e - learning tools Internships etc.

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

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Feedback collected

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
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**

82

**2.1.1.1 - Number of students enrolled during the year**

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

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

82

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

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

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

0

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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.

**1. Identification of student behaviour**

Through entry behaviour assessment test (i.e) Teachers aptitude test. We conduct prognostic test for identifying the Teachers through aptitude tool among student teachers. After collecting the data, we compute and generalise the level of aptitude of student teachers.

**2. Instructional and Infrastructure facility**

Our institution facilitates the effective conduct of the teaching learning process. The Institution has provision for use of ICT in the enhancement of teaching proess. We have a well conceived plan for continuously monitoring student progress. We have supportive facilities on the campus like playground for developing physical growth. We are having a library that consists of text books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes. Also, ICT facilities are adequately available in the institution for academic purposes.



### 3. Evaluation of Entry behaviour

We conduct aptitude test among new B.Ed. entrants for knowing their aptitude level about teaching profession. After that, we evaluated the tool and generalise the aptitude level of student teachers.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
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**

Four/Three of the above

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

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when**

One of the above

**students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
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

**82:16**

### 2.2.4.1 - Number of mentors in the Institution

**16**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
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.

**Varied modes of teaching strategies adopted by teacher educators for enhancing student learning.**

### 1. Co-operative learning

**This type of learning strategy uses small group tasks and activities as a learning experience. Each member is responsible for learning**

new information and skills, and at the same time, assisting teammates in learning.

## 2. Debates

It enhances students' critical thinking skills, resolution of conflicts and develop excellent knowledge. In addition to, using debates in the classroom provides students through self reflection and encourage them to learn from their peers.

## 3. Field Trips and Field Visits

Our college arranged field visits and trips for the student teachers to develop their community development.

## 4. Group Discussion

## 5. Flipped Classroom setting

The student teachers have an opportunity to expose about their newly subject content with the help of flipped classroom setting.

## 6. Film based learning environment

In many subject, the student teachers have thorough knowledge through film based learning environment like Environmental education short films and Inclusive related films etc.

## 7. IT enabled teaching

## 8. M-learning

## 9. Seminar Presentations

## 10. Assignments

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Link to LMS	<a href="https://youtube.be/pDUwk3-T1LE">https://youtube.be/pDUwk3-T1LE</a>
Any other relevant information	<a href="#">View File</a>

**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**

16

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

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	<a href="https://classroom.google.com/c/MzA3NTE3MzAwODUz?cjc=2xqgdqp">https://classroom.google.com/c/MzA3NTE3MzAwODUz?cjc=2xqgdqp</a>
Any other relevant information	<a href="#">View File</a>

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 main purpose of a mentoring relationship is the continual development of the mentee like to know their strength and weakness, interest and academic needs. In our institution, mentor concentrating their mentees mental health, learning progress, self development. They encouraging their mentees to participate all the programmes, sports etc. Their voluntarily giving guidance regarding their academic performance. Adequately, the mentor observing their mentees behaviour and counselling given for needy people. Some mentees are having lack self awareness and not have a good understanding of their professional strengths and weakness. So, mentors help them in identifying critical skills for potential future roles for the mentee.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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**

Three of the above

**teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

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

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

#### a) Club Activity

Our institution having 6 department ie Tamil, English, Mathematics, Biological Science, Physical Science and History. Each and every department conducting club activities for exposing their students talents. In their club activity, they invite guest lectures and conducting quiz competitions, live experiments, talent show etc.

Through club activity, the student teachers developing their innovativeness, creativity, leadership skills etc.

#### b) Peer Assisted Learning

In this method, a group of students are selected and trained by a faculty. These students then act as a facilitators enabling discussion and demonstration with their peer group. During practical psychology classes and theory classes also.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for**

Five/Six of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four/Five of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

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

<b>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</b>	Three of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
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

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. The internship is a field experience for trainees which includes practice teaching and all activities of the school.

Our institution helps the student teachers to get prior permission from the head of the practising school by giving requesting letter. Before going practise teaching, the student teachers get the orientation about using teaching skills. Preparation of various teaching aids, from their respective pedagogical teacher educators. That is, all the student teacher performing mini-teaching in front of

their teacher educators.

Then, feedback given to them for doing effective teaching practise at their practising schools. In practise teaching, the role of teachers is to visit school oftenly and observing their students teaching skills. The head of the institution prepare observation schedule to each and every teacher educators.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

82

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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**

**Three/Four of the above**

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

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

The role of teacher educators is to observe and give feedback about their student teachers teaching. The teacher educators mould the teaching style among the trainees if needed. Also they corrected lesson plan, teaching aids which is prepared by the trainees.

The role of school principal is to allot the mentors to teacher trainees. They prepare class schedule to the trainees for Level I and II. Frequently, the principal visit the class for observing their teaching.

The role of teachers is to monitor the trainees teaching activities. And the mentor guide them regarding classroom management. They inspect the trainees lesson plan, teaching aids daily.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
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)**

Two of the above

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

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

One of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

16

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

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

12

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

12

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
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

Our Institution facilitated Virtual Faculty Development Programme in collaboration with St. Christopher's College of Education, Chennai on 24th September 2021 regarding NAAC Accreditation. Both of the institutions faculty members shared information about all seven Criteria points.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.6 - Evaluation Process**

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

Continuous internal evaluation (CIE) is done on the basis of seminar, assignments and internal test and pre-university test (model exam) for every subject in each semester. The marks obtained by students in the CIE process comprises of 30% weightage for their University Internal grading.

CIS system followed at Institute is as follows:

1. The internal marks evaluation scheme is conveyed by HOD to the students at the time of bridge courses. The syllabus of the theory course, question paper pattern, various committees, rules and marks allotment, records and assignment is discussed with the students by the faculty members in the beginning of the new session.

Internal assessment marks are awarded on the basis of performance of student, marks obtained in assignments regularity of attendance, participation in different activities like seminars, assignment, etc. and efforts taken by the student to improve her/his performance over the academic year.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
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

1. Students are made aware of continuous assessment scheme for internal as per the evaluation criteria.

s.no. Components Marks

1. Seminar 05 (minimum of One)
2. Assignment 10 (minimum of Two)
3. Class Test 10 (minimum of Two)
4. Attendance\*\* 05

Total - 30 Marks

The award of continuous comprehensive evaluation ie. internal assessment marks in each semester for theory courses shall be distributed as follows:

Mechanism to deal with examination related grievances

- i) Students complain (student discuss with Principal & concern Examination Committee)
- ii) Student write the application to the Principal
- iii) Principal forwarded the application to Controller of Examination (TNTEU)



## iv) University resolved the complaints of the students

After resolution of students problem, examination section will distribute required documents (result, answer sheet photocopy, Nominal Roll) to the student

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Before the commencement of the academic year, the institution prepares and publishes 'Academic Calendar' containing the relevant information regarding the teaching learning schedule (Working days), various events to be organized, holidays, dates of internal examination, term end examinations etc.,

The academic calendar is prepared so that teacher educators and student teachers should know all the activities regarding continuous internal evaluation process and it is also published on website of the college.

The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, unit test and term-end examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of internal assessment process, examination committee is formed at the college level which monitor overall internal assessment process.

The principal alongwith examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares the list of invigilators for monitoring the exam through online mode. The record of internal assessment is maintained at college level.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
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.

On the completion of the B.Ed., (2yrs) Programme, student teachers will be able to develop:

### 1. Content competency

i) to impart relevant knowledge with respect to foundation and methodology courses

ii) to promote mastery over the required content

iii) to know, select and use teaching methods

iv) to understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum

v) to acquire necessary competencies for organizing learning experiences.

vi) to select and use of appropriate assessment strategies for facilitating learning

vii) to analyse the content, textbooks, and syllabus.

### 2. Pedagogical Skills

i) to impart teaching skills and strategies to transfer the given content suitably in classroom situations.

ii) to innovate and experiment classroom practices.

### 3. Professional Ethics

i) to imbibe and uphold qualities of a good teacher

ii) to be just and impartial

iii) to show love and respect to the individuality of the child

iv) to inspire and professionally help the parents for the care and guidance of their wards

v) to preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he/she belongs.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.7.2 - Pass percentage of Students during the year

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

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

The most appropriate assessments to improve guidance in student learning are quizzes, class tests, writing assignments and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. In addition, the results are immediate and easy to analyse at the individual student level. To use classroom assessment to improve, however teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the institution process and as important in helping students learn. Despite the importance of assessment in education

today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their text books or instructional materials.

When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with mini projects similar to those their teachers used to use. They form assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
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

78

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
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 learners know how to prepare themselves for the assessment perform to the best of their ability have a greater confidence in the assessment method and the teacher's judgement and improve their motivation.

**Follow the assessment process:**

- Understand exactly what is expected from them.
- Have a clearer understanding of the assessment criteria.
- Understand what they have to do
- Know how to prepare themselves for the assessment. Perform to the best of their ability.
- Have a great confidence in the assessment method and the teacher's judgement.
- Improve their motivation level.
- Take ownership of their assessment.
- Prepare for the assessment (ensuring they have all relevant equipment available)

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.8 - Student Satisfaction Survey****2.8.1 - Online student satisfaction survey regarding teaching learning process**

<https://forms.gle/yss0FnZbE9GBmcW77>

**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	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	One of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	One of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.2 - Research Publications

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• 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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

75



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

### 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

78

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

78

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

our college and st.ignastius college of education combined and make an awarrence about blood donation on 28.10.2021 through cycle rally at 10.30am to 12.30pm and end at the same place

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**

00

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

**3.4 - Collaboration and Linkages****3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

00

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

00

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**

00

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>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</b></p>	<p>One/Two of the above</p>
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File Description	Documents
Data as per Data Template	No File Uploaded
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 institute has following adequate physical infrastructure to accommodate all departments for conducting its effective teaching learning process.

Located on 20,241.63 sq.m. of land.

2024.01 sq.m built - up area

Well equiped spacious class rooms.

Two seminar class with ICT enabled with projector facility.

Laboratories with experimental set- ups, Computers and peripherals and instructors to provide constant support and maintenance.

Adequate staff rooms, toilets etc.

Two computers in library four computers in office.

Computer Lab with total of 15 computers having uninterrupted power supply backed by sufficient number of UPS. It also serves as a language laboratory for the systems have been installed with English Mastery Software.

Educational Technology room with modern equipments such as overhead projectors, LCD Projectors, LED Television, handy camera etc.

Library possessing so many competition oriented exam books like Teacher Eligibility Test (TET), National Eligibility Test (NET), State level of Eligibility Test (SLET) and Teacher Recruitment Board (TRB).

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
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**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

2,75,496.44

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 4.2 - Library as a Learning Resource

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

The Library has adequate holdings in terms of books journals and other learning materials. It plays a prominent role in supporting academic activities of the College. It has two computers which are connected through LAN, with requisite operating system ROVAN LMS library software. It is used to store all information consists of book numbers, author names, rack details, book titles and much more. It makes issue and returning process easy. The modules in ROVAN Library software are Acquisition, Catalogue, Serials, E- gate, Circulation and administration. OPAC is used to search documents by author, title, subject, accession number and keyboard.

The open access system is followed where users of the library have the liberty to enter into the stack area and search for the required books and necessary references. The College library has a good reference collection. It contains reference sources like Multi-lingual Dictionary, Thesaurus, Yearbooks and Encyclopaedias etc. Current journals and magazines are displayed in periodical rack and its back volumes are kept in the cupboard of the same rack. Bound volumes of journals are also available in the reference section.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	Nil
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

**We have planned to access Library Resources which students and teachers use frequently through remote access in future.**

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	<a href="#">View File</a>
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	<a href="#">View File</a>

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

**14004**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
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****148**

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<b>Nil</b>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**4.3 - ICT Infrastructure**

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

**The College has augmented its basic IT infrastructure time to time. A well equipped and fully air conditioned Computer Cum Language Laboratory with all the necessary equipments, functions on all**

working days from 9.30 a.m to 4.30 p.m. It also serves as a language laboratory for the systems have been installed with English Mastery Software for developing language skills in English and it improves the pronunciation and the linguistic skills of student teachers.

The computer Laboratory has 15 computers with all the accessories , speakers, headsets, high capacity UPS and printers. "English Mastery" software in each system fulfills the purpose of developing English language skills and linguistic skills. Unlimited broadband internet facility enables the students to collect the necessary information for their studies. It is also beneficial for the staff to collect more information to enrich their teaching and to promote research. Over Head Projectors, LCD projectors, LED Television are available which make great impact in the minds of the learners and it plays a significant role for the enhancement of the teaching - learning process. CCTV cameras in class rooms, seminar halls help to reduce malpractices during examinations

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

1:5

File Description	Documents
Data as per data template	<a href="#">View File</a>
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:

B. 500 MBPS - 1GBPS



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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
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)**

**23,37,321.78**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
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

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports, complex, computers, classrooms etc.

**Classrooms:** Regular cleaning and maintenance is carried out so as to provide an effective learning environment to the students. Regular cleaning is outsourced for maintenance of buildings and other facilities.

**Laboratories:** Annual maintenance contracts are done for high grade instruments. Stabilizers are used for instruments. Regular servicing and maintenance is carried out for the instruments. Service engineers from manufacturing companies are called for the repairs if available.

**Library:** Annual maintenance contracts are done for the software used in the library. Proper ventilation is done so as to maintain a dry environment near bookshelves. Regular dusting and cleaning is done by sweepers. Pest control is carried out so as to increase the life of valuable resources of the library. Furniture and fixtures are centrally repaired as per the requirement.

Need based repair work of furniture and fixtures (including electrical appliances like fan, AC, CCTV, sound system, cameras) is done. Maintenance and painting of building and infrastructure is done as per need. Cleaning, maintenance and replacement of resins of water filters is done on a regular basis.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
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**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	<a href="#">View File</a>
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**

Five/Six of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
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**

**E. None of the above**

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

**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)**

**Two of the above**

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

## 5.2 - Student Progression

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

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 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).

Nil

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

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

The Student council helps in maintaining academic discipline and rigor. They have special tasks during co-curricular, extracurricular and sport activities. They also help in conducting the the alumni, YRC, volunteer work in college events. we have student representatives in YRC committee. Important days are celebrated by the trainees. All students are encouraged to participate and conduting the programme. Students are encouraged to participate in intercollegiate competitions.

Guest lectures of prominent educationists, administrative officers, educational thinkers and subject experts are organized for the students to enhance their knowledge in the field of education. The institution provides the essential financial support for all the above mentioned activities.

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

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
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

Not Yet Registered. But our Institution has Alumni Association Committee. In this Committee, Mrs.Melba Thomas acts as a convener. Four staff acting as a member. Periodically, we are conducting the Alumni meeting for enhancing the Quality and development of Institution by collecting the feedback from Alumnus. Upto 2020, we are not registered this association , But we collected some amount of money thta used for the welfare of Institution and honour the students by giving perfect attendance award. But In this year 2020-2021, we registered Alumni Association in our Affiliating University ie., TNTEU, Chennai.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
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

We collected Rs.300/- per student that used for the welfare of institution and honour the best outgoing students. Every year, our institution conducted Alumni Association meeting at the time of Graduation Day. Alumni Association Committee arranged guest lecture for their self development and career development.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The principal is the academic head of the Institution. The academic structure of the Institute consists of Chairman, Correspondent, Principal, Teaching Staff and Non Teaching Staff. The Governing Board as the highest executive body place the pivotal role of laying down policies, both academic and governance. The above all stake holders involve in the decision making of the institution

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

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 Institute has a well - defined decentralized system to follow the University guidelines for conducting the Internal assessments as well as end - Examinations.

Examination cell committee under the advice of the principal execute the process like year wise and department wise students entrollements and marks uploading of Internal assessment ( Theory & Practical). Examination form fill up scruting and Review process are carried out by the examination cell.

Internal Assessmnt marks awarded by the concerned faculty and Examination Committee upload marks in the University portal. Internal question papers prepared by the concerned faculty and printing and excuting by the examination cell.

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
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.

Institute maintains finance and accounts systematically. Management takes periodic review of financial position of the organization. Institution conducts internal and external financial audit regularly. Internal Audit is conducted with in the College. External Audit conducted at the end of the year. External auditors appointed by the management. Audit report and audited statement of accounts are discussed in college Governing Board. Internal Assessmnt marks awarded by the concerned faculty and Examination Committee upload marks in the University portal. Internal question papers prepared by the concerned faculty and printing and excuting by the examination cell. The office administrative responsibility, distribution and monitoring are handle by the administrative staff with the prior permission from the office bearers of CSI Tirunelveli Diocese along with the Correspondent and Principal.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

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

The Institution emphasizes the optimum utilization of the new technology in teaching - learning process. The faculty members train the students in handling audio - visual aids like OHP and LCD and the availability of desktop. Xerox machine and digital video camera facilities the trainees to use them for curricular transaction and the administrative staff to use them for office - related work and the faculty to use them for teaching and research process. The well - equipped Computer cum Language Laboratory enables the trainees to develop computer skills and to prepare seminar, assignments, self learning package and Digital Lesson plan and to develop the communication skills of the students respectively. Access to internet facility helps both the faculty and the trainees to collect information from web resources and e - books. Almost all the trainees avail the facility for preparing the practical work "web Analysis and Evaluation". To keep pace with the latest trends in education, smart boards have been installed in classrooms and the faculty is trained to handle smart boards and trainees are also provided orientation.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="http://www.stjohnsedn.org">www.stjohnsedn.org</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

The Institution has a well - coordinated Management Information

System to select, collect, align and integrate data and information on its academic and administrative aspects. All the necessary information are related to administration, curriculum transaction, internal and external assessment, extension activities and community services. The data and information are collected through, > Students profile > Staff Profile

File Description	Documents
Link to organogram on the institutional website	<a href="http://www.stjohnsedn.org">www.stjohnsedn.org</a>
Documentary evidence in support of the claim	No File Uploaded
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**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Nil

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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 welfare measures rendered by the institution for the staff and faculty are as follows: > Provision for Employees Provident Fund (EPF) loan faculty and Health Insurance. > Mementos presented during Teachers Day and Christmas celebration. > Staff tour at the expense of the Management. > Meeting the expenditure towards attending/ presenting during seminars, workshops, conferences etc. > Maternity Leave

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
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**

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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.**

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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**

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 staff profile updated by the faculty concerned. Exit feedback obtained from the trainees at the end of the course. Feedback of the academic experts from the University and other Colleges of Education. Periodical feedback is received by the Principal from the students in private. They throw light on the teaching performance, research and service of the staff members. The institution uses the evaluations to improve teaching, research and service of the staff members. After analysis of the feedback, the Principal evaluates the performance of the faculty members, meets the faculty members in private and appreciates those whose performances are applauded by the students and counsel those who need to perform in a better way. The Secretary too meets those faculty members who need improvement in teaching and advises them to improve teaching, research and service.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

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

Institute maintains finance and accounts systematically. Management takes periodic review of financial position of the organization. Institution conducts internal and external financial audit regularly. Internal Audit is conducted with in the College. External Audit conducted at the end of the year. External auditors appointed by the management. Audit report and audited statement of accounts are discussed in college Governing Board. Institute maintains finance and accounts systematically. Management takes periodic review of financial position of the organization. Institution conducts internal and external financial audit regularly. Internal

Audit is conducted with in the College. External Audit conducted at the end of the year. External auditors appointed by the management. Audit report and audited statement of accounts are discussed in college Governing Board. Institute maintains finance and accounts systematically. Management takes periodic review of financial position of the organization. Institution conducts internal and external financial audit regularly. Internal Audit is conducted with in the College. External Audit conducted at the end of the year. External auditors appointed by the management. Audit report and audited statement of accounts are discussed in college Governing Board.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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.

Being a self finance Institute fee Collection is the only source of Income. The Annul budget is prepared accoring to the need and request of the Departments taking into consideration the annual



intake of the students, Laboratory and infrastructure development, students and staff requirements etc.

The college uptains proposals from the concerneed department regarding expenditure in the academic year which is matched in the projected income for an acadmic year and is consolidated by principal of the College and get approval from the Correspondent of the College. Purchase are made by the purchase committee. If any expendiure id made beyond sanction it gets rectified in a special meeting.

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 Institution established the Internal Quality Assurance Cell (IQAC) on 1st september 2010, as per the revised guidelines given by the NAAC with a view to sustain the quality of teacher education programme through co-operative efforts and effective implementation of the programmes with the help of all the stakeholders. It has representative of all stakeholders as its members. The principal is the chairperson of IQAC and a senior faculty is a coordinator. teachers, expects members and representatives of all stakeholders are the members.

Several activities undertaken under the guidance of IQAC are outlined as follows:

In the begining of the academic year, the Action Plan for all the curricular, co-curricular and extra- curricular activities is chalked out according to the syllabus.

In the first faculty meeting, the work load is distributed and the

faculty is informed about the courses to be taught and the activities to be undertaken by the respective department under the guidance of IQAC.

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 Institution receives its teaching - learning process periodically through IQAC are outlined as follows:

Micro teaching, Practice teaching, improvement of research, publication, teaching learning process infrastructure, extension and community services, faculty programmes , student support services, etc. are properly planned and effectively executed by the faculty.

All other activities such as internal examinations, model

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
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 continuously reviews and takes steps to improve the quality of the teaching learning process. The Academic Calendar is prepared in advance, displayed and circulated in the institute and strictly followed. All newly admitted students attended induction programme in which they were made aware of the philosophy the teaching-learning process, the system of continuous evaluation, various co-curricular activities. The summative evaluation outcomes are taken into consideration and the final results are scrutinized. For this purpose, the number of successful candidates and failures, division wise with the highest and the lowest scores are considered. The performance of teacher trainees in Unit tests, Internal and Model

Examinations is evaluated. The institution ensures the quality of its academic programmes through the faculty in the IQAC meetings. Preparation of action plan for all the scholastic and non-scholastic programmes before the commencement of the course. General functioning of the college monitored and evaluated by the Governing Board under the leadership of Chairman. Feedback received from the trainees, the faculty, the alumni, heads of practicing schools and visitors to the college. Implementation of the suggestions given by them. Frequent faculty meetings convened by the Principal to monitor and evaluate the activities mentioned in the academic calendar.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
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	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

**Participation in NIRF**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://stjohnsedn.org/aqar-report-2019-2020/">https://stjohnsedn.org/aqar-report-2019-2020/</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
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

The initiatives taken by the institution in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty are adopting equal distribution of work policy, sharing of knowledge through club activities and literary association of different departments, participation in the seminars/ workshops/ conferences at different levels and sharing the review of the proceeding with colleagues, introducing innovative practices in teaching learning process to enable the staff to handle technology based learning, organizing faculty enrichment programmes to improve the professional competence of the faculty.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
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.

Institution uses LED bulbs and tubes for the power requirements. LED lighting produces less waste light and more useful lumens than other lighting technologies. If we replace all the lighting facility with LED's . We can see 70% improvement in our overall energy efficiency.

**Benefits:**

1. LED's have very long lifetimes
2. Low maintenances
3. Efficiency
4. Low power consumption
5. Brightness

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
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.

The Instirution has proper waste disposal mechanism. The soild waste is segragated into organic and is used to prepare compost for in-house consumption. and non degradable waste is collecte by the Tiruneveli Munciplity. The solid waste at the campus is segregate using dustbins.

Liquid waste is collected and discharg into the Municipal sewage system..

**E - waste is assembled in the labs and sold to e waste collection company.**

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
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**

One 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

To sustain the groundwater availability, institution has adopted rain water harvesting system. All open terraces are fitted with collecting pipes which collect rainwater and sent to the ground through rains college Administrators ensures the electrical gadgets are well - maintained and serviced periodically . Green coverage is provided and Institution sensitizes students and staff to utilize the common transport system and also encourages to use of E- vehicles to reduce the Carbon emission parking facility is available in the campus. Usage of polythene materials in the campus is restricted students are motivated to plant saplings inside the campus.

Awareness programme for pollution free healthy environment are organized.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
Circulars and relevant policy papers for the claims made	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	<a href="#">View File</a>
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

Faculty / staff members and the students of th Institute have an all India mix and they celebrate each others festivals, music and art including local festivals, music and art including local festivals. Orientation pogrammes for the students, were conducted. Transaction to students are by a common professional language like English and local language (Tamil) during working hours:

In order to gather knowledge from the local environment, field trp and visits were conducted. (visit to Science centre, in Tirunelveli) motivated students to participate in local (community) festivals.

Awareness programmes were conducted for the students and local communities.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**C. Any 2 of the above**



File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
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	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

### Mentor - Mentee Programme:

Each faculty member is assigned with the task of mentoring around 10 of his/ her own students.

A special time- slot with a classroom is allocated to each mentor for interaction with his / her mentees.

For a ready reference mentors are provided with a detailed personal profile listing their contact details, personal strengths and weakness future plans etc.

Mentor discuss issues like campus discipline, dress code, punctuality, attendance, examination preparation etc.

The overall programme is monitored by a committee  
Best Practice:  
Value Education Programme:

Time slot is allotted in the morning assembly session every day for the values to impart .

Teaching staff impart values (gives message) through scripture with some examples of positive living and human behavioural trades.

Every Monday flag hoisting with pledge included.

**Best Practice:**

**Value Education Programme:**

Time slot is allotted in the morning assembly session every day for the values to impart .

Teaching staff impart values (gives message) through scripture with some examples of positive living and human behavioural trades.

Every Monday flag hoisting with pledge included.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
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

**Mentor - Mentee Programme:**

1. Each faculty member is assigned with the task of mentoring around 10 of his/ her own students.
2. A special time- slot with a classroom is allocated to each mentor for interaction with his / her mentees.
3. For a ready reference mentors are provided with a detailed personal profile listing their contact details, personal strengths and weakness future plans etc.
4. Mentor discuss issues like campus discipline, dress code, punctuality, attendance, examination preparation etc.

5. Mentors discuss issues like road safety, healthy life styles, cleanliness, conservation of water an energy, choice of careers. They are also informed about various facilities and scholarships that are available.

6. Mentors keep track of the academic performance of mentors and provides necessary assistance/ guidance.

7. The overall programme is monitored by a committee  
Best Practice: Value Education Programme:

8. Time slot is allotted in the morning assembly session every day for the values to impart .

9. Teaching staff impart values (gives message) through scripture with some examples of positive living and human behavioural trades.

10. Every Monday flag hoisting with pledge included.

The programme also has sessions on good manners, stress and anger management, Gender equality, problem of adolescence, Nation - building, good governance, forgiveness, integrity and humility.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	No File Uploaded