



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution	
	Dr. SIVANTHI ADITANAR COLLEGE OF EDUCATION, TIRUCHENDUR
• Name of the Head of the institution	DR. P. SWAMYDHAS
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04639242181
• Mobile No:	9486381123
• Registered e-mail ID (Principal)	saceteacher@gmail.com
• Alternate Email ID	drsace@aei.edu.in
• Address	Dr. SIVANTHI ADITANAR COLLEGE OF EDUCATION, TIRUCHENDUR-628215
• City/Town	THOOTHUKUDI DISTRICT
• State/UT	TAMIL NADU
• Pin Code	628215
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Rural												
• Financial Status	Self-financing												
• Name of the Affiliating University	TAMIL NADU TEACHERS EDUCATION UNIVERSITY, CHENNAI												
• Name of the IQAC Co-ordinator/Director	Dr. D. JEYASEELAN SELVAKUMAR												
• Phone No.	04639242181												
• Alternate phone No.(IQAC)	04639220577												
• Mobile (IQAC)	9894572724												
• IQAC e-mail address	saceteacher@gmail.com												
• Alternate e-mail address (IQAC)	drsace@aei.edu.in												
3.Website address	https://www.drsacedn.com/												
• Web-link of the AQAR: (Previous Academic Year)	https://www.drsacedn.com/wp-content/uploads/2023/06/AQAR-REPORT-2021-2022.pdf												
4.Whether Academic Calendar prepared during the year?	Yes												
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.drsacedn.com/wp-content/uploads/2023/05/Calendar-2022-2023.pdf												
5.Accreditation Details													
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 2</td> <td>B+</td> <td>2.74</td> <td>2016</td> <td>16/09/2016</td> <td>16/09/2021</td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 2	B+	2.74	2016	16/09/2016	16/09/2021
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to								
Cycle 2	B+	2.74	2016	16/09/2016	16/09/2021								
6.Date of Establishment of IQAC	27/08/2008												
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.													

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	0
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		2		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
New Pedagogical Subject Computer Science was introduced in the academic year 2022-2023				
LMS Training Programme was conducted on 28.06.2023.				
TET Coaching classes for II-year B.Ed. was conducted from 29th May to 03rd June 2023.				
Welfare activities were carried out the Primary School at the adopted village Gandhipuram on 31st October 2022.				
Guest Lectures on various themes for Reinforcing the alternative Perspectives				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
Preparation of Academic Calendar	Both curricular and cocurricular activities were conducted keeping in with the projected plan
Training the students in curricular and co-curricular activities	Guest lectures and various programs are conducted
Conducting Half-yearly Examination and Model Examination	Conducted Half-yearly Examination I & II in order to orient the students about University Examination
Planning and Execution of Community Work	Community Work was organized. The student teachers were taken for School Internship, Carried out the welfare activities in the adopted village and the school, maintaining green environment and Conducted Citizenship Training Camp
Campus Placement	Campus Interviews conducted by various schools
Alumni Association Meeting	Alumni Association Meeting conducted on 01.10.2022
Parent Teacher Association Meeting	Parent Teacher Association Meeting was conducted on 03.12.2022
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
COLLEGE COMMITTEE	28/04/2023
14. Whether institutional data submitted to AISHE	

Year	Date of Submission
2022-2023	29/02/2024

15. Multidisciplinary / interdisciplinary

Our institution is a Self financing Teacher Education College affiliated to Tamil Nadu Teachers Education University, Chennai . Our institution is providing 2-years (Choice Based Credit System) B.Ed. Program. The Curriculum is prepared by TNTEU, Chennai and we are abiding by norms of the TNTEU and NCTE. The vision of our instituion is "We mould intelligent, morally upright, emotionally matured and spiritually elevated teachers from the rural segments of the society to achieve the status of excellence". The curriculum of the B.Ed. programme consists of fourteen Compulsory Theory Courses, one Elective Course out of six elective courses and Engagement with the Field (School Internship, Courses on Enhancing Professional Capacities (EPC), and an Online Course). Our College offers Two year B.Ed. Program as per the guidelines of Tamil Nadu Teachers Education University, Chennai and NCTE. Our College was the First self - financing College of Education in the State of Tamil Nadu. Our College organizes Seminars and Workshops in different areas of Education. Our College encourages the faculty members to conduct research and publish articles in UGC approved Journals and collaborate with other research activities.

16. Academic bank of credits (ABC):

Our College provides Two Year B.Ed. Programme and the Course is a Choice Based Credit System Prescribed by Tamil Nadu Teachers Education University, Chennai. As per ordinances there is Formative and Summative Assessments of Students for all the Four Semesters. At present our Institution is not registered for Academic Bank of Credits (ABC).

17. Skill development:

Our institution conductes various Academic and Cultural activitiesbased on values incorporating humanistic, ethical and constitutional values. Voter's Awareness Day, Independence Day, Republic Day and celebration of National days are some activities organised by the College. The College arranged Webinar, Guest lectures, Club activities and committee activities in order to inculcate different values and skills among the students.

Good Practices of teh Institution Pertaining to the Skill

Development in view of NEP 2020 Community Based Engagement .

1. Skill Development Camp
2. Yoga and Health Practices
3. Training in Music and Dance
4. Out reach activities Basic Education on Computer Training
5. Training in Arts and Craft
6. Value Added Courses
7. Organising Seminars and Workshops

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

Institution Plans to provide the classroom delivery in bilingual mode in view of NEP 2020.

- Teacher Educators are encouraged to use our regional language Tamil and Universal language English for instructional delivery process.

Practice of the Institution pertaining to the appropriate Integration of Indian Knowledge System in view of NEP 2020:

1. Students are encouraged to attend Seminars, workshops, conferences and present papers.
2. Studetns are trained to use Online learning platforms such as Google meet, Zoom, and Microsoft Teams etc.,
3. Students are oriented to prepare variety of Teaching and Learning materials such as audio visual aids, working models, still models & ICT.
4. Students are encouraged to pursue online courses conducted by SWAYAM and Tamil Nadu Teachers Education University, Chennai

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

Programme Outcomes (B.Ed.) in view of NEP 2020

PO1: To provide with a stimulating environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence in all spheres.

PO2: To provide hands-on teaching experience and the inclusion of ICT as a teaching and learning tool.

PO3: To demonstrate the latent talents and creativity of the students through varied co-curricular programmes.

PO4: To attend to the social, psychological and civic development of the students.

PO5: To apply ethical principles, code of conduct, and norms of the teaching profession.

PO6: To enable the students to arrive at a deeper self-understanding and personal insights.

PO7: To develop awareness of various organizations and their role in the implementation of policies and programmes.

PO8: To inculcate the real experiences of Class-room teaching.

PO9: To engage the students in the implementation of the vision and mission of the College, continuous improvement and curriculum initiatives.

20.Distance education/online education:

Institutional Efforts towards use of technological tools and efforts towards Blended Learning in view of NEP 2020.

1. Dr. Sivanthi Aditanar College of Education aims at an efficient and transparent administration and academic for its stakeholders. To bring this in to reality Our College has introduced implementing ERP version 2.0 for not only to reduce paper works in turn, make it digitalize but also to assist in improving the efficiency, reliability and transparency on every possible ways of the administration.

2. Our College has initiated the best practice of using E-learning platforms such as Learning Management System and Microsoft Teams in the campus to help to deliver content, and also to handle registering courses, course administration, skill gap analysis, tracking and reporting.

3. In line with the GOI's initiative of Digital India, Our College promote the active use of technology in the campus. Classrooms equipped with LCD Projector and Uninterrupted Wifi in the campus for 24X7 hours.

4. Instructional delivery is encouraged with the use of Power Point Presentation.

Extended Profile

1.Student

2.1

91

Number of students on roll during the year

File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	100
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	40
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	65
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	65
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	92
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1670056

4.2	47
Total number of computers on campus for academic purposes	

3. Teacher

5.1	16
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	16
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Process of Planning Curriculum

The College adopts Participatory Curriculum Development Process in which the broad outline in the form of Curriculum Framework is given by UGC and NCTE. Our College receives the framework through the Tamil Nadu Teachers Education University, Chennai. The Curriculum Planning and Evaluation Committee scrutinizes the Course work and Action plan for each course along with the learning experiences and activities that occur within the syllabus provided by the individual faculty members. IQAC also suggests new initiatives which strengthen the quality of the curriculum.

Process of Revising and Reviewing Curriculum

The feedback obtained from various stakeholders on curriculum and contents of the courses are reviewed and presented by the Curriculum Planning and Evaluation Committee in staff meeting convened by the Principal. Also, meetings are convened by the Principal to review the implementation of teaching plans and action plans. Based on the

suggestions and information the individual faculty would arrive at final teaching plan for the courses. The Curriculum Planning and Evaluation Committee further scrutinizes the monthly programme in accordance with year plan. Meetings are also convened by the Curriculum Planning Committee to review the implementation of teaching plans. Consequently it is forwarded to the Head of the Institution for approval and execution.

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

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

A. All of the above

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.drsacedn.com/wp-content/uploads/2024/02/Programme-Learning-Outcome-Course-Learning-Outcome-2022-2023.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

9

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.drsacedn.com/wp-content/uploads/2023/05/Calendar-2022-2023.pdf

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

4

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

4

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

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

65

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

65

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

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

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

91

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

91

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

1.3 - Curriculum Enrichment

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

1.3.1. CURRICULUM ENRICHMENT

A Fundamental Understanding of Teacher Education

Dr. Sivanthi Aditanar College of Education follows the syllabus of Tamil Nadu Teachers Education University, Chennai. The Syllabus includes theory courses, elective courses and Pedagogical subjects, courses on enhancing professional capacities. Tasks and Assignments. This curriculum will enable the student-teachers to develop an understanding of the nature of learning and teaching and the importance of teaching as a profession.

School Education Skills The pedagogy courses outline the aims and objectives of teaching learning, methodology of teaching and evaluation of students which paves the way for acquisition of teaching skills, skills of grasping, analyzing, comprehending and criticizing the content, leading to the construction of new knowledge.

Capability to Extrapolate The curriculum assists the prospective teacher to discover oneself in terms of his/her strengths and weaknesses and understanding the needs and desires of his/her neighbours. Becoming aware of social realities, the trainee modifies his/her personality so that he/she will acquire the necessary social

and environmental competencies for a successful teaching and learning process.

Skills Developed The core courses such as Life Skills, Orientation in English Grammar, elective courses and the courses on Enhancing Professional Capacities and School Internship develop the competencies of understanding and managing the emotions, the competency of reflecting the social realities, the skill of guiding the students and the competence of maintaining the harmonious relationship.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

The philosophical, sociological and psychological perspectives of education are well analyzed and such knowledge is being imparted to the prospective teachers. The functional aspects, Policies in education, assessment modes, standards of various educational boards in India and other countries, various socializing agencies and their role on childhood and Growing Up, Learning and Teaching, Language across the curriculum, Understanding Disciplines and Subjects, Pedagogy of School Subjects, Knowledge and Curriculum, Assessment for Learning, Creating an Inclusive School comprehensively discussed in the curriculum.

The prospective teachers are exposed to the different schools through internship in schools for a period of sixteen weeks as allocated by the Higher Education Department . They visit to the

normal school to undertake internship to observe the various healthy practices and acquire the teaching competency enlightens the prospective teachers with the diversities in the school system in India.

The prospective teachers are educated about the diversities in the educational scenario through seminars, debates and discussions in the core courses. This helps the prospective teachers to develop an understanding of the nature of social diversity and the educational demands of the diverse communities.

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

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

In order to develop the communication, pedagogy knowledge, critical outlook, Leadership Skills and technological skills which are essential for a teacher, the following activities were conducted.

Effective Communication

The Prospective teachers are exposed to Orientation in English Grammar, Training in Life skills, Utilization of English Language Lab, Seminars, Daily Morning Assembly and Master of Ceremony for all the programmes in English.

Pedagogical knowledge

The prospective teacher is initiated into various methods of teaching, video-graphed Micro-teaching Practice and Mini Lesson Practice to gain mastery of the teaching skills.

Critical Social Outlook

Awareness programmes on Human Rights, consumer Rights, Youth Awareness to participate in Election and National Education Policy 2020 were organized to develop the social outlook of trainees.

Leadership Skills

The trainees are trained to acquire the traits of a leader through formation of students' council, organization of college assembly, and activities of various clubs and committees.

Techno Savvy

The college has its classrooms well furnished with electronic gadgets, and the free access to Wi-Fi connectivity. The communications to the parents, students and alumni are always transferred through e-resources and through postal mode.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

91

2.1.1.1 - Number of students enrolled during the year

91

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

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

16

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

16

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

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

0

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

0

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

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.

Identify Different Learning Needs of Students and their Level of Readiness Our College adopts a procedure for assessing students' knowledge, needs and skills before the commencement of teaching programme. During admission process the knowledge, needs and skills are assessed through oral interview as most of the students are from

rural folk. Their learning limitations are examined and counseled at the time of oral interview. Additionally the individual talents' are assessed as they produce their original certificates which portray their curricular and extracurricular talents. The previous academic experiences attained in our Institution or in other institutions are realized at the time of oral interview conducted by the panel for admission in which all the faculty are constituted as members. Academic Support Most of the students are having the learning problems related with the communicative English and hence our institution conducts Orientation in English Grammar. To address the academic deficiencies, the college organized Micro teaching, Mini-teaching, Peer teaching, and Intensive teaching Practice.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Six/Five of the above

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

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

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

91:16

2.2.4.1 - Number of mentors in the Institution

16

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

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.

Dr. Sivanthi Aditanar College of Education, Tiruchendur, affiliated to Tamil Nadu Teachers Education University, Chennai, adopts multiple mode of teaching-learning.

The B.Ed. Programme will consist of Theory courses in "Perspectives in Education", and "Curriculum and Pedagogic Studies" along with "Engagement with the Field" as practical Component.

These courses are the foundational experiences for the Prospective teachers. The different learning attainments are noted and the necessary multiple mode of approaches including experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode are used to cater different learning needs of the prospective teachers.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

16

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://aditanar.co.in/login/index.php
Any other relevant information	View File

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

156

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://aditanar.co.in/login/index.php
Any other relevant information	View File

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

Continual mentoring The tutor-ward interactions augment the process of inculcating the professional attitudes. This is strengthened by the student's counselors in their private interactions.

Working in teams

The programs such as college assembly, microteaching, mini teaching, internship, subject club activities, students' council, and the other festive celebrations cultivate team spirit.

Dealing with students' diversity Six optional subjects are offered in B.Ed. Course which addresses the leaning needs of all type of learners. The trainees prepare case study record and conduct diagnostic test in order to identify the diversities and weakness of the students during undertaking the school internship.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Four of the above

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

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

Simulation The simulated teaching is the part of our institutional activity and the various teaching skills are adopted and trained before pre teaching sessions every year. The training activity is termed as Micro-teaching. Our student teachers are trained in the following core teaching skills which are essentially required during the practice teaching sessions.

1. Skill of Stimulus Variation 2. Skill of Explaining 3. Skill of Reinforcement 4. Skill of Probing Questioning 5. Skill of Using Blackboard 6. Skill of Closure 7. Skill of Induction

Seminar Under the section of seminar, the important topics in each course were discussed by different groups in the classroom. Debate Students had a debate on the topic "Environment is best conserved by Younger generation or Old generation?" was conducted on 13.01.2023.

National Seminar

National Seminar on "Enhancement of Research Capabilities" was conducted on 29th March 2023.

Guest Lecture

1. Guest Lecture on "Role of Teachers in Education for Sustainable Development" was conducted on 20.12.2023. Dr. Chitirai Ponselvan, Director of Research, Curtin University, Dubai was the Chief guest.
2. Guest lecture on "The future of Teaching Profession in the Indian Context" was held on 11.01.2023. Prof. B. William Dharma Raja, Dean, M.S. University, Tirunelveli was the Chief guest.

3. Guest Lecture on "Guidance for Professional Growth of Teachers" was conducted on 17.02.2023. Dr. V. Kumar, Joint Director (SCERT), Chennai was the Chief guest.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

<p>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</p>	<p>Seven/Eight of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student</p>	<p>Ten/All of the above</p>
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learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File
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	All of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group	Four of the above

activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File
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	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above

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

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

All of the above

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

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

1. Selection/identification of schools for internship: participative/on request: Our Student teachers are subjected to the rigorous practice teaching in schools for 16-weeks as per the directions of Higher Education Department.

2. Orientation to school principal/teachers The school internship practice sessions are planned and developed in partnership with the School Principal/Headmaster and with the guide teachers. 3. Orientation to students going for internship The student teachers are trained in our College to use technological tools, online resources, preparing PPTs, flipped learning, blended learning in their respective schools based on its availability. Initially five

working days are allotted for observing the guide teachers.

4. Defining role of teachers of the institution In Internship teaching practice, the academic plans are developed jointly with the school staff in the presence of the Headmasters.

5. Streamlining mode/s of assessment of student performance The Principal and the teacher educators inspect the practice teaching schools to monitor the practice teaching and to evaluate the skills adopted by the student teacher.

6. Exposure to variety of school set ups The student teachers are directed to observe visit other practice teaching schools for peer lesson observation.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

65

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

**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**

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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.

2.4.11 Institution adopts effective monitoring mechanisms during internship programme
Internship Monitoring Mechanism
 The performance of the student teachers during internship is monitored by teacher educators, guide teachers, school headmaster and Principal on a regular basis.

Observation by Teacher Educators
 The teacher educators observe the student teachers in the internship schools on a regular basis. The teacher educator holds a conference with the student teacher to present feedback immediately after the observation.
Observation by School Teachers
 The school teachers and teacher educators work together to provide constructive feedback to the student teachers.
Observation by School Headmaster/Headmistress
 The school head also plays an important role in the observation procedure. They make an occasional visit to observe the student teacher and record their observations in a separate form.
Observation by Peers
 The peers are an additional source of information on student performance. The peers are encouraged to observe the classes of student teachers and provide suggestions for improvement.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during

Three of the above

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

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

16

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

16

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

16

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

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

Professional Development Initiatives Our College provides OD to teachers upon request to attend seminars, workshops and conferences. The teachers make use of the resources available in the library and

the resources to know the recent developments in education. They learn new technologies and use them through self-exploration. Teachers complete online courses and keep themselves updated on modern trends in education. Knowledge Sharing Forum The teachers who attended seminar/workshop/conference for knowledge updating would share what they have learnt with the others in the institution through Knowledge Sharing Forum. Networking with Others

Teachers leverage technology to get connected with colleagues and other professionals outside the institution. There are Whatsapp groups for teachers of the institution. The teachers are also members of many academic Whatsapp groups. The membership in such groups helps them to know and share the latest information in the field of education.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

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

2.6.1 - Continuous Internal Evaluation (CIE) Components of Continuous Internal Evaluation The continuous internal assessment includes two components namely internal evaluation of term exams and internal assessment of tasks and assignments. The term exams are conducted as per the academic calendar and the Exam Committee takes the responsibility of conducting the term exams. The teachers who teach the different courses are entrusted with the responsibility of preparing question papers for internal evaluation. Higher order thinking is encouraged through the questions asked in the term exams. The teacher educators serve as invigilators for the term exams. The answer scripts are corrected by the respective teacher educators and distributed to the students. Students clarify their doubts, if any about the evaluation process.

The non-cognitive abilities of the students are also assessed by way of the tasks and assignments that run along all the courses. The teachers grade the performance of students in tasks and assignments with an eye for the development of certain professional attributes.

Attributes like organizational skills, communication skills, team

work, creativity and attention to quality are assessed and the results are made known to the students within a week after the assessment.

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

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

Four of the above

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

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

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective Role of Exam Committee The Exam Committee develops guidelines for the conduct of internal exams and orients the students on the procedure of internal assessment of Half-yearly and Model Examinations. The Exam Committee prepares the examination schedules and allocates responsibilities to the teacher educators for the conduct of internal assessment. The Exam Committee looks

into the redressal of internal examination related grievances.

Mechanism for Exam Related Grievance Redressal The Exam Committee members explain the procedure for redressal of exam related grievances at the beginning of the academic year. The students can report their exam related grievances to the concerned teacher educator. If the issue remains unresolved, it can be brought to the notice of the Exam Committee members. The Exam Committee members intervene and make evidence based decisions for the redressal of grievances.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

Preparation of Academic Calendar

The academic calendar is developed by the Academic Calendar Committee in line with the academic calendar of the affiliating University. The academic calendar is developed at the beginning of the academic year and uploaded in the college website. The academic calendar is printed and distributed to the students and teachers every year.

Preparation of Annual Plan for Internal Evaluation The academic calendar includes the dates for the conduct of internal evaluation. The Exam Committee develops a tentative annual plan for internal evaluation at the beginning of the academic year. The Exam Committee and Academic Calendar Committee work together to finalize the dates of internal evaluation. The dates of internal evaluation are made known to the faculty members and students through the academic calendar and will be displayed on the College notice board. This helps the teachers to plan the teaching learning process accordingly.

Adherence to Academic Calendar for Internal Evaluation

Although the institution aims for complete adherence to the academic calendar for the conduct of internal evaluation, there has arisen unforeseen circumstances which led to slight changes in the internal evaluation schedules. In such rare circumstances the Exam Committee announces the revised schedule after due consultation with the Academic Calendar Committee.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

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

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Programme Learning Outcomes, Course Learning Outcomes and Student Learning Outcomes

The Programme Learning Outcomes (PLOs) are realized through the attainment of Course Learning Outcomes (CLOs). The PLOs are mapped with the CLOs. The CLOs of each course are further segmented into unit wise Student Learning Outcomes (SLOs). The SLOs are developed by the teachers immediately after they commit themselves to teaching a particular course. The attainment of the SLOs lead to the attainment of CLOs which in turn lead to the attainment of PLOs.

Integration of Student Learning Outcomes in the Teaching- Learning Process

The CLOs form the bedrock of the teaching plan for different courses. The teaching plans for all courses are developed by the teachers before the commencement of the academic year. The teaching plan encompasses aspects like assignments, constructive approaches, collaborative tasks, enrichment content, presentation on recent developments, discussion on contextual linkages, group projects and special lectures. The teachers consider the CLOs for every unit when they plan the different aspects of the teaching plan. The entire process of teaching and learning is carefully planned and executed in line with the CLOs for the different courses.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs

Performance Assessment The student performance is measured in terms of cognitive, affective and psychomotor domains. The cognitive attainment is monitored through the scores of students in Model Examinations. The development of professional attributes are traced through the learning tasks.

Assessment of Cognitive Attainment The questions asked in the Half-yearly exams and Model Examinations ensure adequate testing of CLOs. The cognitive attainment of students are ascertained by analysing the attainment of students question wise. The question wise analysis helps to understand the attainment of the different CLOs which are given in the form of Student Learning Outcomes (SLOs). The SLOs that show lesser attainment demand probing to understand reasons behind the lower levels of attainment. This is done by interacting with the students. Remedial support is planned accordingly.

Assessment of Professional Attributes Tasks and assignments run along the syllabus prescribed by the University. These are integrated into the teaching plan and they form the basis for the

assessment of the development of professional attributes in students. In addition, the University has prescribed a few courses called Enhancing Professional Capacities (EPC) for the B. Ed. programme. Teachers who are in charge of these courses conduct assessment and record the marks secured by students.

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

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

65

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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.

2.7.5 - Performance of students on various assessment

Initially Identified Needs The needs of the students were initially identified through the mentoring system. Training in Communicative English, ICT Usage and Computer skills were the two commonly identified needs of the learners.

Assessment Tasks The internal assessment procedure at the institutional level aimed at tracking student performance at the

cognitive, affective and psychomotor levels. Certain areas were assessed by comparing the performance of students at the entry level and exit level.

Entry and Exit Level Assessment

The entry and exit level assessment included the following areas: Soft Skills, Life skills, Attitude towards Teaching Profession, ICT Usage and Computer Skills, Vocabulary, Reading Comprehension and Pedagogical Content Knowledge.

A number of skill development and language development initiatives were taken up by the institution and improved performance of the student teachers is observed.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.drsacedn.com/wp-content/uploads/2024/02/Student-Satisfaction-Survey-2022-2023.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Four of the above
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	

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

3.2 - Research Publications

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

6

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

3

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

3.3 - Outreach Activities

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

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

4

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

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

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

155

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

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

155

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

155

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

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

The institution maintains a cordial relationship with the community. The College arranges the Citizenship Camp in nearby villages. The college receives high cooperation from the villagers during the camp schedule. Participation of Community programs encourage the students the spirit of competence and enthusiasm towards life.

School networking is in place. It helps in organizing School Internship for students. The College and School networking definitely helps for the placement of College students after completion of the B.Ed. programme. Alumnae offered jobs through school networking.

During teaching practice exposure to school community is given to the students who share various field experiences which could help a lot in enhancing their efficiency and utility.

Participation in village functions also provides opportunity to students to share community expertise and experiences on environmental concerns, particularly native ways of living in tune with the nature.

In addition, the College is busy in developing a pool of community resource person's having expertise or special skills in any area of work experience. In this the local women are our focused group.

Whenever the institution undertakes or organizes any community programme it is well supported and well received by the local community. The programs like social forestation (tree planting) and blood donation camp enjoy the fullest co-operation from the local community.

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

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

0

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

3.4 - Collaboration and Linkages

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

1

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

1

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

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

1

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Our institution has the physical infrastructure as per NCTE norms. We have three floors, housing various classrooms, labs and library. The college has adequate number of classrooms which allow the college to hold all undergraduate and post graduate classes in single shift. Some of the classrooms are equipped with LCD projectors. All the classrooms are large, adequately ventilated and have basic facilities such as fans, lights, furniture, blackboards and white boards. We have seven laboratories equipped with wellstocked physical tools and apparatus and are Educational Technology Lab, Computer Lab, Physical Science Lab, Technical Lab, Psychology Lab, Biological Science Lab, Language Lab, Social Science Lab, Work experience lab. Our college Library is semi-computerized with other facilities like Photo-copying, internet and DELNET facilities. The college library has stocks of good number of text books, reference books, Dissertations, Volumes, Journals etc. used by the staff, students and scholars. Our college has a well furnished multipurpose hall for organizing academic programmes, conferences, seminars and co-curricular and cultural activities. The college has adequate toilets, rest rooms for boys and girls. Other sports facilities are available in the college for the good health of students. A cafeteria is available in our campus. Our college has separate parking facilities for students and staff. Two dispensaries are available around the college.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

8

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.drsacedn.com/wp-content/uploads/2022/11/E-Monitoring-Report.pdf
Any other relevant information	View File

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

1820650.8

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

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.

Our college library functioning with an exquisite library Automation

Software module named Arokya Lib Soft which designed by R. Sahaya Jeya Sutha, Since 2008. Through the help of this software, Faculty Members, Students, Research Scholars and our sister consent use it for freely as well as in an early manner.

All the stuff will be updated time to time. It has a great faculty for Administrated Master Entry, Circulation, Report, Search etc. Administrator module includes the features of backup to get Excel Format in desktop to save, changing Password, Compact and repair database.

Master entry has, Book entry Members entry Holiday entry Department entry Default entry User type entry Journal titles entry

The peculiar function of the software is short cut key; it helps to access all the things in an early way. It is used to control all the resources in a better manner. In daily report, everyone can know about the dues list, fine list library utilization chart, book details, and transaction detail and so on. The users search is also known as OPAC.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.drsacedn.com/library/
Any other relevant information	View File

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

Our college interlinked ERP with the free software KOHA. It is an integrated library system with a range of features including: Online Public Access Catalogue (OPAC) module which provides a simple and clear interface for library users to perform tasks such as searching for reserving items and suggesting new items.

Our institute introduced the KOHA library administration provides user name and password to each staff and students members for accessing to OPAC through in accessible get to. Students and staff individuals can get resources through this OPAC. Koha provides Email alert facility to the students and faculty members for sending updates to return the resources due time. It has gotten to be simple to access e-book remotely through koha.

With the help of ERP our college management supervise the institution within no time ERP includes placement details, fee details, attendance report, profit of the students, session report and so on.

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

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

Two of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

61449

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

411

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.drsacedn.com/wp-content/uploads/2023/06/Certified-Copies-of-the-Ledger-Pages-for-Library-Use-2021-2022.pdf
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

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

ICT facilities are made available in the institution as per NCTE norms. Computer Lab, Hardware, Software, Internet connectivity access, Audio-visual, other media and materials were provided in the

Institution for Student-teachers to enhance their learning. To meet the demands of the teacher education curriculum, the College also has one Educational Technology Lab. Students use ICT facilities and prepares MS Power Point Slides for presentation of seminar in their subjects. Qualitative Information Communication Technology facilities are available in the College. The classes were conducted through Microsoft Teams during Pandemic an initiative taken by our College Management. Students and Staff were provided with separate ID and Passwords to access Microsoft Teams Besides these, Google Meet and ZOOM were also used for conducting seminars, meetings, assignment submission and University Practical Examination. Google Forms were used for conducting Class Tests. Students and Staff were communicated through Whatsapp Groups.

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

4.3.2 - Student – Computer ratio during the academic year

155: 41

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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	Four of the above												
<table border="1"> <thead> <tr> <th data-bbox="86 439 550 506">File Description</th> <th data-bbox="550 439 1469 506">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 506 550 573">Data as per Data Template</td> <td data-bbox="550 506 1469 573">View File</td> </tr> <tr> <td data-bbox="86 573 550 685">Link to videos of the e-content development facilities</td> <td data-bbox="550 573 1469 685">http://aditanar.co.in/login/index.php</td> </tr> <tr> <td data-bbox="86 685 550 819">List the equipment purchased for claimed facilities along with the relevant bills</td> <td data-bbox="550 685 1469 819">View File</td> </tr> <tr> <td data-bbox="86 819 550 976">Link to the e-content developed by the faculty of the institution</td> <td data-bbox="550 819 1469 976">http://aditanar.co.in/pluginfile.php/234/mod_forum/attachment/301/ezgif-1-a64c9ed2a6.gif</td> </tr> <tr> <td data-bbox="86 976 550 1037">Any other relevant information</td> <td data-bbox="550 976 1469 1037">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Link to videos of the e-content development facilities	http://aditanar.co.in/login/index.php	List the equipment purchased for claimed facilities along with the relevant bills	View File	Link to the e-content developed by the faculty of the institution	http://aditanar.co.in/pluginfile.php/234/mod_forum/attachment/301/ezgif-1-a64c9ed2a6.gif	Any other relevant information	View File	
File Description	Documents												
Data as per Data Template	View File												
Link to videos of the e-content development facilities	http://aditanar.co.in/login/index.php												
List the equipment purchased for claimed facilities along with the relevant bills	View File												
Link to the e-content developed by the faculty of the institution	http://aditanar.co.in/pluginfile.php/234/mod_forum/attachment/301/ezgif-1-a64c9ed2a6.gif												
Any other relevant information	View File												
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)													
1670056/-													
<table border="1"> <thead> <tr> <th data-bbox="86 1301 550 1368">File Description</th> <th data-bbox="550 1301 1469 1368">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1368 550 1435">Data as per Data Template</td> <td data-bbox="550 1368 1469 1435">View File</td> </tr> <tr> <td data-bbox="86 1435 550 1659">Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant</td> <td data-bbox="550 1435 1469 1659">View File</td> </tr> <tr> <td data-bbox="86 1659 550 1727">Any other relevant information</td> <td data-bbox="550 1659 1469 1727">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File	Any other relevant information	View File					
File Description	Documents												
Data as per Data Template	View File												
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File												
Any other relevant information	View File												
4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words													
The College prepares the budget every year for enhancement of various facilities in the College. After approval of the Budget by the Management Committee and Management Council of the College,													

action plan is prepared and work out during the year as per rules and regulations of the college. The college enhances the facilities in laboratories according to the requirement of the prescribed curriculum. The requirements are viewed from time to time and new requirements determined Management allocates the required funds for maintenance and Upgradation of the laboratories. Regular maintenance in terms of infrastructural and equipment requirement are met on the basis of particular laboratory. All the equipments are maintained with the help of campus electrician and technician. If the fault happens to be major then the services of outside experts are utilized. Department meetings are hold with all the faculties to discuss about maintenance and up gradation of laboratories. Based on these review, budgetary requirement is projected. The Management continues to make allocations accordingly.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.drsacedn.com/iqac-procedures-andpolicies/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Four of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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

B. Any 3 of the above

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

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

Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

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
29	65

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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).

8

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

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

STUDENT COUNCIL Our college students elect the students council members democratically. Students' council comprises of chairman, vice chairman, Secretary, Joint Secretary, Additional Secretary and one student from each optional group form the members of the council.

ACTIVITIES OF STUDENTS' COUNCIL 1. Students' council serves as the bridge between the management and students. 2. The council organizes intramural cultural competitions, sports and games. 3. The council plans and conducts various religious and national festivals in the College. 4. The council helps to organize College Day. 5. The council plays vital role in community based engagement/skill development organised in the College. 6. The council regulates the students in all the programmes conducted in the College. 7. The council Members are active in functioning of the various clubs and committees of the College.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

2

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

The important activities of the Alumni Association are

b) Exchange of information regarding period position of employment.
c) Organizing alumni association meeting and conducting cultural events and competitions d) Feedback on curriculum. e) Exchange of updated knowledge with the pupil students by giving lectures in the college. f) Helping the college in placement activities g) Conducting Alumni meeting every year h) Teachers' Day Celebration i) Planting of saplings in the Campus j) Off campus placement k) Promoting Admissions l) IQAC meeting

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Following are the mechanism through which Alumni Association acts as effective support system by: 1. Sharing their success stories in their respective fields during their interaction with the students. They also share how college has contributed in their all-round development by laying equal emphasis on academics as well as co-curricular activities and community services. 2. Encouraging students to pursue higher studies. The members provide academic or technical expertise and career advice for development of the students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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.

VISION

We mould intelligent, morally upright, emotionally matured and spiritually elevated teachers from the rural segments of the society to achieve the status of excellence.

MISSION

The missionary and pedagogic fervor is enshrined in our logo 'to learn, to teach and to elevate the student community, in turn the flourishing society'. We aim at establishing a leading research center of excellence to shape meritorious educationists at national and international level.

The publicity about the mission shall be achieved through the following: 1. Parent Teacher Association 2. Alumni Association Meeting 3. Report on College Day 4. College Website 5. Display at College Entrance, Principal Room and Library.

Our Vision and Mission statement do reflect the objectives of the higher education policies of the country. We strive hard to develop human resources by imparting quality education with the right emphasis on values and the cultural heritage of our nation. All our efforts are directed to empower our students and make them responsible, productive, earning members and exemplary human beings. We help them to march forward with an aim, a purpose, a clear direction and make the nation proud with their contributions.

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

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

Decentralization The College had various committees and each committee is headed by a faculty so that they had the autonomy to lead the committee. The Principal plans various activities of the College both scholastic and nonscholastic. The Physical Directress of the College is in-charge of maintaining discipline in the college under the guidance of the Principal. **Participatory Management** In the admission committee, all the optional subject teachers are included and are getting involved in the selection of students to the college. Staff council committee is included in the governing body so that they could be involved in planning and evaluating all the activities in the college. There is another arm of management known as participative which is exhibited in the form of membership in different committees. Thus the committees of the college include members not only from teaching, administrative staff, and students, but also the experts, community members and government nominees. This highlights the decentralized and participative management of our college.

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

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

Our college keeps a good record of general and daily cash delivery

report. All the transactions and expenditures are recorded and receipt of the same is maintained by the Accounts in charge of the college. Internal Financial Audit is done in our institution once in three months. It is done by the Aditanar Educational Institution (AEI), the trust which administers our College. It will examine financial accounts of the institution. The Accountant of the College will submit the account to the auditor and they would verify it. External Financial Audit External Financial Audit is conducted every year. The auditors from Krishnan Retna and Associates visit our college once in a year and examine the records maintained by the college such as the income and the expenditure details.

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

6.2 - Strategy Development and Deployment

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

Efficient teaching erudition procedure is followed. The Year Plan was prepared well in advance. Class Time table Time table displaying various academic and other activities is prepared and followed. The internship is an important activity of teacher education. The Internship committee has a meeting with the Principal to decide the process of conducting the internship. Thereafter, a meeting was conducted with the entire faculty. They were briefed on how the internship is planned. The student-teachers were oriented on how to present a lesson, classroom management and use teaching learning resources in the classroom environment. Demonstration classes were organised for student-teachers before they undertake School Internship. Timely counselling was given to the students teachers whenever they required, thus enabling a smooth shift to real classroom and then in simulated environment. The Curriculum Planning and Evaluation Committee collect and review the feedback obtained from the various stakeholders of the institution, review the examination results, performance appraisal of faculty and staff members for improving the strategies. The college maintains its repute by adopting Various Innovative practices, Value Added Courses, the pre phases of teaching viz. Micro-teaching and Mini teaching, Internal assessments, Staff enrichment, curricular and co-curricular activities, and maintaining a ragging free environment.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.drsacedn.com/wp-content/uploads/2023/05/Institutional-Strategic-Plan-and-Deployment.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Our college is a self - financing institution. Our college administrative committee comprises of the Chairman, Executive Director, Chief Manager, Secretary, a staff representative and an Ex-officio member. This committee processes, executes and monitors the various activities regarding infrastructure, academic affairs, progress of students, budgeting and admissions. The daily report is sent to Chief Manager who is the in-charge of Aditanar Educational Institution.

The Management is totally committed to the strengthening and efficient transaction of the teaching- learning process. The Local Management Committee (L.M.C.) with college committee members, three faculty members and one office staff takes care of the administration of the college in an efficient, proactive and progressive manner. It is an academic and vibrant committee totally dedicated to the welfare of the students, community and staff. It draws its strength not from high- level decisions and elitism, but from positive and direct actions that help the students, the stakeholders, to learn and perform well in this knowledge based economy.

The Management rightly keeps students at the centre of its concern. The students are given full freedom to approach the management if they have genuine problems. Any exemplary performance of students is properly acknowledged and recognized by the management. The management actively encourages up gradation of teacher skills, research oriented projects and student friendly activities.

File Description	Documents
Link to organogram on the institutional website	https://www.drsacedn.com/igac-organogram/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

1. Staff Council Committee-Formulates recommendations for further improvement of the institution.
2. Curriculum Planning And Evaluation Committee- Evaluates feedback obtained from various stakeholders
3. Academic Committee - Implementing different academic activities
4. Time Table Committee-Preparing the time table for all the Courses
5. Examination Committee - Plan date sheets and maintains answer progress record of the students
6. Students Union Council -Maintains students discipline and encourages students' literary activities.
7. Student Welfare Committee-Plan student welfare activities
8. Placement Committee - Conducting Panel Interview

9. Alumni Committee-Organizes Alumni Association Meeting
10. Parent Teacher Association - Organizes PTA meeting
11. Extension Committee - Organizes Citizenship camp and Outreach activities
12. Women's Counselling Cell - Organizes various competitions focusing on women empowerment.
13. Grievance Redressal Committee- Addresses and settles the grievances of the students
14. Internal Complaints Committee - Receive complaints on Physical harassment at the campus and make recommendations
15. Discipline Committee- Maintains discipline in the campus
16. Anti-Ragging Committee - Works for the prevention of ragging in the institution
17. Blood Donation Club - Organizes blood donation camp in our college campus.
18. Citizen Consumer Club - Make the student-teachers understand about the basic rights of consumer Environment Club - Sustaining the Campus environment
19. Cultural Club-Organizes various functions in the College
20. Youth Red Cross Society-Develop a spirit of service and sense of duty in the minds of the youth.
21. Red Ribbon Club - Instilling charity mind among student - teachers
22. Anti-Drugs Club-To prevent substance abuse & addictive behaviours in the campus.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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

- E.P.F is deducted from the salary of staff members every month.
- T.A and D.A are paid for official works.
- For participating the seminars and conferences our management will sanction O.D (On Duty) facility.
- The infrastructures of the college (staff rooms etc.) have

considerably been renovated by the college to provide better working conditions and satisfaction.

- Duty leave is provided to the faculty that is desirous of availing training or attending refresher/ orientation courses or seminars.
- Sports and games facilities available for the staff members are quite satisfactory.
- It is refreshing to note here that our teaching and nonteaching staff members play games in the college courts after working hours.
- The staff quarters, Children's Park with fountains and well spaced play ground are the welfare measures provided to the staff for their physical well being.
- Our management designates our staff as Convener / co-ordinator of seminars (national/international/state level), workshops, etc.
- The staff members are encouraged to participate and to present their papers in International and National level seminars.
- Sufficient opportunities are given to the staff to make full use of their potentials. Staff quarters are provided to the teaching community at the subsidized rate.
- The Principal and one subject expert from our teaching staff are in the interview board for the selection of new appointments.

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

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

0

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

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

4

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

0

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

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

Teaching performance of faculty members is assessed through self appraisal form. The areas covered are Academic and Professional growth, Teaching Methods used, Innovative methods of teaching, Research Papers published in Journals, Guidance rendered to Research Scholars, participation in Seminars, Workshops and Conferences, participation in Orientation Programmes, Refresher Courses. These forms are analyzed by the Principal of the College. At the end of the academic year feedback is collected from the students. Various aspects regarding the curriculum and the teaching learning process are covered. The Principal of the Institution on the basis of his observation and feedback given by the student-teacher evaluates the faculty and provides necessary suggestions.

Performance of non-teaching staff is assessed on the basis of their regularity, punctuality, special duties performed, updation of documents from the college office, communication skills, assistance provided to people coming to the college office. The Principal of the institution on the basis of his observation and documents evaluates the staff and provides necessary suggestions.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

Our College accounting system is computerized. The accounting is done through computer and data are stored in the system. There are internal and external auditing mechanisms to check the inflow and outflow of financial resources periodically.

The institution also has a strong financial advisory board for management of accounts. All daily transactions are tallied by the Accountant of the college.

External Audit

For External Audit the Management has appointed a team of Chartered Accountants as the External Auditor of the college. At the end of every financial year, annual financial statements are prepared and presented for audit. The auditors review the financial statements, documents, vouchers and bills. They check statutory payments, Professional Tax, PF, ESI remittance etc. The auditors also check Fees Receipts, disbursement of Scholarship received from Government. The auditors verify all financial transactions and submit a detailed report of observations. Based on the observations given, the Principal of the college modifies the statements of accounts with the assistance of the Accountant as required.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

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.

Sources of funds are as follows

Dr. Sivanthi Aditanar College of Education is the First Selffinancing College of Education in the State of Tamil Nadu. The College was established in the year 1995 by Padmashri Dr. B. Sivanthi Adityan. Thiru. S. Balasubramanian Adityanis the Chairman of our College. Our College is managed by Aditanar Educational Institution (AEI), a registered society. Our College is affiliated to Tamil Nadu Teachers Education University, Chennai. Our College is the self-financing institution therefore a substantial part of our financial needs is met by our Management. In our College the College Fee are charged as per the university and government norms from students.

Our resource mobilization policy and procedures are as follows:

In the beginning of every year the budget of the Institution will be prepared by the Principal with the assistance of the Accountant. The guidelines to Expenditure thus prepared will be submitted to Our Chairman for seeking his approval. The College fee collected from the students is efficiently utilized for the seminars, festivals and College Day Celebrations, etc. The operational budget is not adequate to cover the day-to-day expenses. The deficit is entirely met by the management.

Our Management takes a review of the mobilization of funds and the utilization of these sources periodically. Regular internal audits and external audits from the Chartered Accountant from the Management make sure that the mobilization of the resources is being done properly.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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 has established IQAC as per National Assessment and Accreditation Council (NAAC) guidelines. The IQAC works towards attaining excellence in all the academic activities and for continuous improvement in teaching-learning process.

The IQAC reviews and monitors the academic activities such as:

1. Planning and implementation of academic calendar.
2. Curriculum delivery plans and its follow up for adherence to Quality standards.
3. Conduct and evaluation of all internal assessment activities.
4. Effectiveness of the delivery process through feedback collected, through committee meetings, and passing on the information to the concerned.
5. Conducting Academic Audit department wise.
6. Organizing Conferences, Seminars, and Workshops etc.
7. Conducts various Committee meetings.

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

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

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.

- Important announcements are made in the morning assembly and attendance and conduct of classes are monitored by the Principal.
- The Principal make random visits to ensure smooth functioning of classes.

- The Academic Calendar is prepared in advance, displayed and circulated in the Institution and strictly followed.
- All students are provided with the Academic Calendar that provides all details relevant for students.
- Admission to various programs, holidays, vacations, examination schedule and other activities are notified in the Academic Calendar.
- All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the Syllabus, the teaching-learning process, the semester pattern, Value Added courses, various co-curricular activities, discipline and culture of the Institution.
- All students are also given a guided tour of the campus and the various facilities.
- Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences.
- Committees are regularly conducted with students to take feedback and appropriate steps are taken to enhance the teaching-learning process.
- Feedback is properly analyzed and shared with the Principal and individual faculty members.
- Provision for Online Fee Payment for students.
- Implementation of ERP for attendance, internal assessment results, etc.
- Green initiatives in Campus like tree plantation, campus cleaning etc.

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

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting

quality culture during the year

2

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.drsacedn.com/igac-minutes-of-meeting/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.drsacedn.com/wp-content/uploads/2023/06/AQAR-REPORT-2021-2022.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

FOR FIRST CYCLE

As per the recommendations given by the NAAC Peer Team Visit during the First Cycle the following measures are undertaken by the institution for the quality sustenance and enhancement measures.

1. The faculty members are encouraged to publish the research papers in Research Journals.
2. The College has organised lectures and workshops by the eminent personalities on research methodology.
3. The institution encouraged the faculty members to attend workshops conducted by other institutions.
4. Prospective teachers were encouraged to write articles for the College Magazine and Research Journals.
5. The College endeavors to keep links and contacts with other teacher-training colleges, other institutions and research institutions.
6. Experts were invited from various colleges to conduct

workshops and lectures.

FOR SECOND CYCLE:

As per the recommendations given by the NAAC Peer Team Visit during the Second Cycle the following measures are undertaken by the institution for the quality sustenance and enhancement measures.

1. Ramp was built within the campus for differently abled students.
2. Structured mechanism was developed for analyzing the obtained feedback from different stake-holders of the institution.
3. Effective use of ICT in teaching-learning, evaluation, library and administration was incorporated.
4. During Pandemic Online classes were conducted using Microsoft Teams.
5. ICT facilities were enhanced in the campus.
6. Our College Library is partially computerized.
7. ERP was implemented for office automation.
8. Retention of faculty and staff were ensured by prominent hike in the salary.
9. The faculty members were encouraged to apply for research projects.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Dr. Sivanthi Aditanar College of Education, Tiruchendur makes effort for energy conservation by reducing the consumption of energy and using less of an energy service.

Conservation of energy has been done by various methods:

- Planting trees all around the campus.
- Installing light emitting diode bulbs, fluorescent lighting or

natural skylight windows reduces the amount of energy required to attain the same level of illumination.

- Designing features of the building that maximizes the use of natural light.
- Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms.
- Modern LED bulbs can offer a powerful option for lighting at a fraction of the electrical cost.
- Imparting education about how to reduce electricity at the Institution Encourage the students to contribute to the efforts to make their campus a little greener.
- Switching the lights off when the students leave the classrooms.
- Unplugging projectors, televisions, and computers after the use.
- Energy can most efficiently used at the Institution by trying to limit the electricity usage, turning off the lights, reducing water wastage, and recycling the waste etc.

ALTERNATIVE SOURCES OF ENERGY

- Diesel Generator was established and used as alternative source of energy provider.

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

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

7.1.2 Institution Policy for Waste Management

- Waste management is carried out at the institute in compliance with local and state guidelines.
- The culture of following waste management practices goes a long way in ensuring that environment is preserved, recycling is carried out effectively.
- The procedures, howsoever simple they may be require continuous effort, education and training of all involved.

Institution Carries Out Waste Management in the following Ways

- Segregation of waste into five categories - viz. General, Food, Plastic, E-waste & Bio-hazardous.
- Food waste is further used in the compost pit for use in soil enrichment.
- Staff is given regular training regarding benefits of waste management.
- E-waste in the campus is handed over to the Aditanar Educational Institution, our management.
- Non-bio degradable wastes are placed in dustbins which are further collected by Municipal authorities.
- Monitoring is carried out periodically by the head of the institution.

Implementation Procedure for Waste Management

- All teaching faculty, non-teaching staff and students are entitled to reduce the production of forms of waste inside the campus.
- Use of plastic materials of any kind shall be reduced or avoided in the campus.
- Proper usage of dustbins to collect varied kind of wastes in the campus.
- Proper instructions to the garbage collectors in the campus to conserve the campus environment.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

- Cleanliness and sanitation is widely practices in the institution.
- Several dedicated staff members have been engaged to maintain high hygiene standards.
- Safe cleaning material is used.
- Care is taken to ensure that personnel engaged in cleaning operations are kept safe and aware of material they are using.
- The institute is located in an area where green cover is easily maintainable.
- Several varieties of trees, plants, etc. have been planted and continuously maintained. These help in keeping campus fresh as well as healthy and a pleasing appearance.
- Gardeners are employed to maintain green cover.

- No pesticides are used.
- Students and staff are motivated to give suggestion for improving green cover.

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

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

All of the above

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

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

14923

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources,

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

- The College regularly organizes different activities for inculcating the values of tolerance and harmony towards cultural diversities.
- Celebration of Ramadan Day, Christmas Day, Pongal Day and conducting All faith Prayer have very positive impact on society's cultural and communal thought directly.
- Celebrations of Independence Day and Republic Day promote greater value of life, love, integrity, fraternity and patriotism in the minds of the students.
- The students were involved in community activities in the adopted village of our College Gandhipuram and encourage staff and students to be a part of the community which can contribute to their personal and career development.
- The teachers are trained to use local languages efficiently in the classroom. They use it effectively to enhance their students learning.
- Citizenship Training Camp / Skill Based Engagement Camp conducted in the College every year. As learning takes place in a social context, it gives them opportunity to socialize, high level of participation, and involvement in the community activities.
- Community engaged teaching allows students, faculty and communities to experience profound growth.
- The institution plans community based courses that have a high impact on students and the community.
- Public conferences, guest lecturers, community talks, campus or community tours and other exchanges serve to build understanding and trust between the campus and community.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

A. All of the above

**professional ethics programmes for students, teachers, administrators and other staff
Annual awareness programmes on the Code of Conduct are organized**

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

7.2 - Best Practices

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

BEST PRACTICE - 1

Welfare Activities in the Adopted School

2. AIM

Dr. Sivanthi Aditanar College of Education has a very active societal contribution and orients the B.Ed. trainees to community service while they are studying in educational institution.

3. OBJECTIVES OF THE PRACTICE

To develop academic standard in the adopted school.

4. THE CONTEXT

Our College has a unique programme of Adoption of school in the nearby village and carrying out welfare activities in the school.

5. THE PRACTICE

Our College has Outreach Programme in Education called Village Adoption as per the directions of Tamil Nadu Teachers Education University, Chennai.

6. BENEFITS OF THE PRACTICE

Improved Academic Performance of school students

7. EVIDENCE OF SUCCESS

Welfare activities in the adopted school by our College have been carried out successfully because Colleges are not only the places of imparting knowledge.

BEST PRACTICE - 2

Guest Lectures for Reinforcing the Alternative Perspectives

2. AIM

To provide an important educational experience for B.Ed. trainees

3. OBJECTIVES OF THE PRACTICE

- To create digitally-enabled platforms to enable a smart environment for learners

4. THE CONTEXT

In a guest lecture, students get new perspectives and opinions that are often missed in a regular class.

5. THE PRACTICE

Our College organized Guest lecturers in order for enlightening the knowledge of the youth generation.

8. PROBLEMS ENCOUNTERED IF ANY AND STRATEGIES ADOPTED TO OVERCOME THEM

selection of topic and the suitable expert, teaching strategy of guest speaker, resource materials and time constraints.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

VISION

We mould intelligent, morally upright, emotionally matured and spiritually elevated teachers from the rural segments of the society to achieve the status of excellence.

MISSION

The missionary and pedagogic fervor is enshrined in our logo "to learn, to teach and to elevate the student community, in turn the flourishing society". We aim at establishing a leading research center of excellence to shape meritorious educationists at national and international level.

NAAC ACCREDITATION

The College was awarded "B" grade with CGPA score of 2.49 in September, 2008 and "B+" grade with CGPA score of 2.74 in September, 2016 by the Executive Committee of the NAAC.

- COLLEGE JOURNAL AND MAGAZINE
- IQAC, ALUMNI AND PTA
- EXAMINATION RESULTS
- LIFE SKILLS TRAINING
- ORIENTATION PROGRAMME IN ENGLISH GRAMMAR
- CLUBS AND COMMITTEES
- CAMPUS INTERVIEW
- YOGA TRAINING
- SKILL DEVELOPMENT CAMP
- GUIDANCE AND COUNSELLING

- PONGAL BONUS
- VILLAGE ADOPTION

Today the College is able to position itself as a reputed educational entity in fields ranging from academics, sports activities and cultural programmes by providing access to quality education for all, with a special emphasis on under privileged students enrolling from economically, educationally, socially and geographically backward area within the District of Thoothukudi. The College has emerged strong in its pursuit for quality assurance to make this Institution a Centre for Excellence in line with the College Vision.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File