



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution		N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN
• Name of the Head of the institution	Dr .S .CHAMUNDESWARI	
• Designation	PRINCIPAL	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	04428445924	
• Mobile No:	9790953062	
• Registered e-mail ID (Principal)	nktnce@yahoo.co.in	
• Alternate Email ID	rajchamu2006@yahoo.co.in	
• Address	No.41, Dr.Besant Road, Triplicane	
• City/Town	Chennai	
• State/UT	Tamil Nadu	
• Pin Code	600005	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Women	
• Location	Urban	

<ul style="list-style-type: none"> • Financial Status 	<p>UGC 2f and 12(B)</p>																						
<ul style="list-style-type: none"> • Name of the Affiliating University 	<p>Tamil Nadu Teachers Education University</p>																						
<ul style="list-style-type: none"> • Name of the IQAC Co-ordinator/Director 	<p>Dr.S.Malathi</p>																						
<ul style="list-style-type: none"> • Phone No. 	<p>9841172972</p>																						
<ul style="list-style-type: none"> • Alternate phone No.(IQAC) 																							
<ul style="list-style-type: none"> • Mobile (IQAC) 																							
<ul style="list-style-type: none"> • IQAC e-mail address 	<p>malathinkt@gmail.com</p>																						
<ul style="list-style-type: none"> • Alternate e-mail address (IQAC) 																							
<p>3.Website address</p>	<p>https://nktnce.ac.in/</p>																						
<ul style="list-style-type: none"> • Web-link of the AQAR: (Previous Academic Year) 																							
<p>4.Whether Academic Calendar prepared during the year?</p>	<p>Yes</p>																						
<ul style="list-style-type: none"> • if yes, whether it is uploaded in the Institutional website Web link: 																							
<p>5.Accreditation Details</p>																							
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 16.6%;">Cycle</th><th style="width: 16.6%;">Grade</th><th style="width: 16.6%;">CGPA</th><th style="width: 16.6%;">Year of Accreditation</th><th style="width: 16.6%;">Validity from</th><th style="width: 16.6%;">Validity to</th></tr> </thead> <tbody> <tr> <td>Cycle 2</td><td>A</td><td>3.26/4.00</td><td>2011</td><td>08/01/2011</td><td>07/01/2016</td></tr> <tr> <td>Cycle 1</td><td>Five Star</td><td>Nil</td><td>2001</td><td>03/08/2001</td><td>02/08/2006</td></tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 2	A	3.26/4.00	2011	08/01/2011	07/01/2016	Cycle 1	Five Star	Nil	2001	03/08/2001	02/08/2006
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to																		
Cycle 2	A	3.26/4.00	2011	08/01/2011	07/01/2016																		
Cycle 1	Five Star	Nil	2001	03/08/2001	02/08/2006																		
<p>6.Date of Establishment of IQAC</p>			<p>25/06/2004</p>																				
<p>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.</p>																							
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Institution/ Department/Faculty</th><th style="width: 20%;">Scheme</th><th style="width: 20%;">Funding agency</th><th style="width: 20%;">Year of award with duration</th><th style="width: 20%;">Amount</th></tr> </thead> <tbody> <tr> <td>Nil</td><td>-</td><td>-</td><td>Nil</td><td>0</td></tr> </tbody> </table>						Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	Nil	-	-	Nil	0								
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount																			
Nil	-	-	Nil	0																			
<p>8.Whether composition of IQAC as per latest</p>			<p>Yes</p>																				

NAAC guidelines	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>Significant Contributions made by IQAC during the year 2020- 2021 ? Analysis and review of feedback on Curricula from stakeholders for the year 2020-2021. ? Development of Teaching Performance Growth Chart of Student-Teachers that would span over four semesters. ? Mapping of Programme Learning and Course Learning Outcomes with Student Attainment and Deliberations with Heads of Internship Schools in the Forum for Strategies and Operations Planning for further improvement in Teaching Performance of Student-teachers ? Capacity Building Programmes for Teaching Faculty members and Non-Teaching Staff organized by the NKT Centre of Excellence ? NKT Centre for Outreach to sensitize students to the needs of the community ? Memorandum of Understandings signed with Educational Institutions and Organizations, as Knowledge, Skill Training and International Partners for student development</p>	
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
<p>(i) Curricular Aspects • To schedule Programmes for the academic year 2020-2021 and carry on with the functioning of the enhanced revised curriculum of the B.Ed., B.Ed. Special Education, M.Ed. and M.Phil. Programmes; • To admit and reopen the College for the B.Ed. Programme (2020-2022) through Single Window Counseling, B.Ed. Special Education, M.Ed. and M.Phil. after certificate verification adhering to the norms of NCTE, Department of Higher Education, State Government of Tamil Nadu and Tamil Nadu Teachers Education University; • To conduct online and in-campus classes for I and II year students due to the pandemic situation, as per the directions of the State Government of Tamil Nadu and our parent University, Tamil Nadu Teachers Education University, Chennai; • To arrange for Observation and Demonstration Classes for the first year B.Ed. and B.Ed. Special Education students by inviting experienced teachers from our Model School and by our College Teacher Educators exposing student-teachers to both Levels I and II of their respective Pedagogy subject and also carry out Mini-Teaching practice session; and • To receive Feedback from Stakeholders about the Curricular Aspects of the Institution.</p>	<p>(i) Curricular Aspects As per the directions of UGC, NCTE, Department of Higher Education, State Government of Tamil Nadu and Tamil Nadu Teachers Education University, Chennai regular Online and In-campus classes were planned and conducted for the B.Ed., B.Ed. Special Education, M.Ed. and M.Phil. students. Online classes for 2019-2021 batch of students commenced from 3rd August 2020 and the In-campus Classes for the II Year students of the 2019-2021 batch of students commenced from 7th December 2020. • Orientation towards Intensive Teaching Internship Programme for the 2019-2021 batch of students scheduled from 11th January to 17th May 2021 took place on 6th January 2021. Student-teachers were given guidelines to be strictly adhered to during the teaching phase. • Students were admitted through Single Window Counselling for the B.Ed. Programme and the College reopened for the B.Ed. and B.Ed. Special Education Programmes (2020-2022) after certificate verification by the Admission Committee on 8th March 2021. • Due to the pandemic situation, as per the directions of the State Government of Tamil Nadu and our parent University, Tamil Nadu Teachers Education University, Online classes began for I and II year students on 23rd March 2021. • Demonstration Classes for the first year B.Ed.</p>

and B.Ed. Special Education students was arranged online inviting experienced Teachers from our Model School and our College Teacher Educators exposing student-teachers to both Levels I and II of their respective Pedagogy subject on 26th & 27th April 2021. ? Practicing and mastering the skills required for teaching through Mini-Teaching was intensively carried out by our student-teachers under the supervision of their College Mentors on 29th & 30th April 2021. ? On 3rd & 4th May 2021, the student-teachers of 2020-22 batch were arranged to observe classes of school teachers for Levels I and II. Examination Results of 2018-2020 Programme

No. Appeared	No. Passed	Theory	Practical	Dissertation	Remarks
186	185	43	142	103	
83	-	-	-	-	One candidate Absent in 4 Courses
B.Ed. (2017-2019)					
02	02	01	01	-	02 - - - B.Ed.
Special Education (Visually Impaired) (2018-2020)					
29	29	07	22	-	08 21 - - - M.Ed.
(2018-2020)					
03	03	01	02	-	03 - - - M.Ed.
(2017-2019)					
01	01	-	-	-	01 - 01 - - - M.Phil.
(2019-2020)					
Full Time	02	02	-	02	- - - - 01 - One candidate yet to submit her Thesis
M.Phil. (2018-2020)					
Part Time	02	02	-	02	- - - - 02 - - ?

The feedback of curricular Aspects of the Institution was collected from stakeholders and analyzed during

the month of May 2021. The analysis of the feedback from stakeholders on curricular aspects pertaining to the academic year 2020-2021 revealed the following results: 1. Student Feedback on Curricular Aspects Student feedback on curricular aspects revealed that 93.4% of students are extremely satisfied with the present curriculum while 6.1% are moderately satisfied with the same. The high level of satisfaction reveals that most students are pleased with the educational resources, campus placement and course objectives.

2. Teacher Feedback on Curricular Aspects The feedback from teachers on curricular aspects revealed that 94.3% are highly satisfied and 5.4% are satisfied with the curriculum. The high degree of satisfaction is seen attributed to the correlation of practical with the theory and the assessment pattern followed.

3. Alumni Feedback on Curricular Aspects The feedback from the Alumni showed that 95.3% are highly satisfied and 4.1% satisfied with the curriculum. The analysis revealed that the Alumni expressed satisfaction with the design of the present curriculum.

4. Employer Feedback on Curricular Aspects It is clearly evident from the analysis that 92.4% of the employers are highly satisfied and 8.4% satisfied with the curriculum. A congenial atmosphere leads to the satisfaction of the employers on

	<p>the curricular aspects. 5. Parent Feedback on Curricular Aspects 94.2% of the parents were totally satisfied and 5.3% satisfied with the present curriculum. Parents expressed happiness on the placement opportunities offered and the holistically entuned curriculum.</p>
<p>(ii) Teaching, Learning and Evaluation • To assess the Entry Level Behavior of students and work on development of growth chart by organizing series of workshops; • To arrange for Guest Lectures on current topics related to the newly evolved curriculum in Teacher Education and to meet to the requirements of the stake holders; • To conduct Practical, Revision and Semester Examinations for 2018-2020 and 2019-2021 batch of students; • To conduct Mid-Semester examinations for M.Phil. Students of 2020-2022 batch in order to check their progress; • To receive and analyze Feedback on the Overall Institutional Performance from Students (Student Satisfaction Survey); • To receive Semester-wise Feedback from students about the Teaching Performance of Faculty members; • To receive Appraisal of Institutional Autonomy in Higher Education with reference to our College; and • To ensure the attainment of Programme and Course Learning Outcomes.</p>	<p>(ii) Teaching-Learning and Evaluation ? Semester IV Examinations for 2018-2020 batch of students was conducted through online mode from 22nd to 29th September 2020 with careful monitoring by Faculty members. ? Students of 2019-2021 batch were assessed on the Semester-II practicum components through online on 12th December 2020 followed by Semester-II Theory Examination from 14th to 18th December 2020 and closely invigilated by Faculty members of the College. ? Semester-III Revision Examinations followed by End Semester Examination for 2019-2021 batch of students was conducted through online mode from 26th to 31st December 2020 with careful monitoring by Faculty members. ? Semester-I Revision Examinations were conducted online for the I year M.Ed. students of 2020-2022 batch from 12th to 16th April 2021 followed by End Semester Examinations from 17th to 20th April 2021. ? The Workshop Series: Developing the Teaching Performance Growth Chart of Student-Teachers that would span over four semesters was initiated. The Entry Level</p>

Behaviour of the newly joined B.Ed. and B.Ed. Special Education student-teachers was assessed by Faculty members in Semester-I from 18th to 20th March 2021. ? Mock Practical Examination of 2020-2022 batch was conducted for the Post Graduate students by the respective Supervisors to check on their progress in Dissertation on 26th April 2021 followed by the Online Semester Practical Examination on 28th April 2021 inviting the Chairman as External Examiner to assess the practicum components of Semester-I. ? M.Phil. students of 2020-2022 batch took up their Mid-Semester examinations as a check on their progress on 30th April 2021. ? Feedback on the Overall Institutional Performance (Student Satisfaction Survey) and Appraisal of Institutional Autonomy in Higher Education with reference to our College was collected from students on 7th May 2021. ? Semester-wise feedback about the Teaching Performance of Faculty members was collected from students. ? Mapping the attainment of Programme and Course Learning Outcomes. The weightage given for the Internal Assessment and End Semester Examination for the B.Ed. course stands at 40:60. • Components of Continuous Internal Assessment for 40 marks (Formative Evaluation) (for Full Paper): Seminar -10 Assignment -10 Internal Examinations -20 (Average of 2 Internal Examinations) • Components of

Continuous Internal Assessment
for 20 marks (Formative
Evaluation) (for Half Paper):
Seminar -10 Internal Examination
-10 (Average of 2 Internal
Examinations) • Components of
Continuous Internal Assessment
for 50 marks will be assessed
for the Enhancing Professional
Capacities Courses (EPC).
Question Paper Pattern for B.Ed.
and B.Ed. Special End Semester
Examination for 60 marks
(Summative Evaluation): (Full
Paper) Section Type of Question
No. of Questions Marks allotted
for each question Total Marks A
Objective Type (Multiple Choice
Question) 10 1 10 B Very Short
Answer Type (Maximum of 50 words
or half a page for each
question) 5 out of 7 2 10 C
Short Answer (Maximum of 200
words or two pages for each
question) 4 out of 6 5 20 D
Essay Type (Maximum of 400 words
or four pages for each question)
2 out of 4 10 20 Maximum Marks
60 Passing Minimum marks: 30 in
each course Maximum Time: 3
hours Question Paper Pattern for
B.Ed. and B.Ed. Special
Education End Semester
Examination for 30 marks
(Summative Evaluation): (Half
Paper) Section Type of Question
No. of Questions Marks allotted
for each question Total Marks A
Objective Type (Multiple Choice
Question) 4 1 4 B Very Short
Answer Type (Maximum of 50 words
or half a page for each
question) 3 out of 5 2 6 C Short
Answer (Maximum of 200 words or
two pages for each question) 2
out of 3 5 10 D Essay Type

(Maximum of 400 words or four pages for each question) 1 out of 2 10 10 Maximum Marks 30
Passing Minimum marks: 15 in each course Maximum Time: 11/2 hours The weightage given for the Internal Assessment (Formative Evaluation) and End Semester External Assessment (Summative Evaluation) for the M.Ed. course is at 40:60. The various components of Internal Assessment are as follows: •

Components of Continuous Internal Assessment for 30 marks (Formative Evaluation) (Full Paper) Seminar -10 Assignment -10 Internal Assessment Examination -10 (Avg of 2 Internal Assessment Examinations) • Components of Continuous Internal Assessment for 20 marks (Formative Evaluation) (Half Paper) Seminar -10 Internal Assessment Examination -10 (Avg of 2 Internal Assessment Examinations) Question Paper Pattern for M.Ed. End Semester Examination for 60 marks (Full Paper) (Summative Evaluation)

Section Type of Question	No. of Questions	Marks allotted for each question	Total Marks
A Objective Type (Multiple Choice Questions)	10	1	10
B Very Short Answer Type (Maximum of 50 words or half a page for each question)	5	3	15
C Short Answer (Maximum of 200 words or two pages for each question)	3	5	15
D Essay Type: (i) One question with internal choice (ii) Another question to be constructed and answered by the			

student herself without repeating the content from which the rest of the questions were constructed. (Maximum of 400 words or four pages for each question) 1 (Internal Choice) 1 10 10 20 Maximum Marks 60 Passing Minimum Marks: 30 in each course Maximum Time: 3 hours Question Paper Pattern for M.Ed. End Semester Examination for 30 marks (Half Paper) (Summative Evaluation): Section Type of Question No. of Questions Marks allotted for each question Total Marks A Objective Type (Multiple Choice Questions) 4 1 4 B Very Short Answer Type (Maximum of 50 words or half a page for each question) 3 out of 5 2 6 C Short Answer (Maximum of 200 words or two pages for each question) 2 out of 3 5 10 D Essay Type (Maximum of 400 words or four pages for each question) 1 (Internal Choice) 10 10 Maximum Marks 30 Passing Minimum Marks: 15 in each course Maximum Time: 1 ½ hours The break up for the M.Phil. components of Continuous Internal Assessment (CIA) is given below. S. No. Components (CIA) Marks allotted 1 Theory Assignment 8 2 Practical Oriented Assignment 8 3 Mid Semester Examination 10 4 Seminar 4 4 Revision Examination 10 Total 40 The ratio of Internal Assessment (Formative Evaluation) and End Semester Examination (Summative Evaluation) is given as 40:60. The Question Paper pattern for the MPhil. End Semester Examination Section Types of

Questions Number of Questions
Mark-wise weightage for each
Question Total Marks A Short
Answer Type 4 out of 6 5 20 B
Essay Type 4 (internal choice)
10 40 Maximum Marks 60 Student
Satisfaction Survey (SSS) on
Overall Institutional
Performance The feedback on
Student Satisfaction Survey
(SSS) revealed that 88.4% of
students expressed great
satisfaction on the overall
institutional performance while
11.2% were satisfied with the
overall institutional
performance. Aspects such as
multiple modes of teaching and
learning technology-based
classroom transactions,
effectiveness of the school
internship program and redressal
of grievances where the areas
which drew in great satisfaction

(iii) Research, Innovation and
Extension Faculty Enhancement •
To encourage Teaching Faculty
members of the College to
participate and organize online
programmes for the development
of self and to share the
acquired knowledge with students
and other faculty members for
their academic progress without
affecting the routine of the
College. PhD. Viva-Voce
Examination • To motivate and
support research scholars for
their timely submission of their
Ph.D. work by providing adequate
support and resources; and • To
enhance and maintain the quality
of on-going research in the
institution by incorporating the
suggestions of the members of

(iii) Research, Innovation and
Extension The members of the
Research Committee focus on
maintaining high research
standards in teacher Education.
? Dr. M. Govindan, Dean of
Faculty of Department of
Educational Psychology, Tamil
Nadu Teachers Education
University. ? Dr. S. Devasahayam
Selvakumar, Principal, Meston
College of Education, Chennai ?
Dr. S. Chamundeswari, Principal
? Dr. N. Kalai Arasi, Associate
Professor of Computer Science-
Education ? Dr. S. Malathi,
Associate Professor of Education
Faculty Enhancement Faculty
members of the College were
encouraged to participate in
academic programmes and undergo

the Research Committee of the College. Forum for Strategies and Operations Planning • To gain more insight on preparation of NAAC SSR by organizing workshops/ symposium by inviting Academic Experts at the dawn of the New Year 2021; and • To organize a deliberation with the Heads of Internship Schools in the Forum for Strategies and Operations Planning soon after the School Internship Programme to give their feedback and suggestions about the performance of student-teachers during the pandemic period. • Deliberations on the recent changes in the field of Education, Technology, Management, Evaluation, and Research are proposed to be discussed at the required time in order to equip the Teacher Educators with the latest arrivals in the desired field of Teaching Learning process.

Faculty Members: Workshops/ Training Programmes • To equip and update Faculty members with Digital Tools required for Online Teaching and Evaluation by organizing Faculty Development Programmes; • To motivate young and aspiring Research Scholars and Teacher-Educators in the current research trends by organizing Research Colloquiums and interactions (Winter & Summer Sessions) by the Research and Development Cell during the months of September 2020 and May 2021; • To organize academic discussions on implementation of National Education Policy 2020

courses for the development of self and to share the acquired knowledge with students for their academic progress. ? Dr. T. Sahaya Saila, Assistant Professor of Tamil-Education & N. Valarmathi, B.Ed. student (2019-2021)-Participated in Workshop on Muthamizh Mugam organized by Tamil Nadu Eyal, Esai, Nadagam Mandram, Chennai in association with Lady Willingdon Institute of Advanced Study in Education, Chennai on 8th & 9th February 2021. ? Dr. K. Vijaya, Assistant Professor of Education successfully completed the SWAYAM Course on 3rd May 2021. PhD. Viva-Voce Examination ? Prof. R. Ranganathan, Prof & Head, Department of Education, Andhra University, Andhra was the External Examiner for the Viva-voce Examination of the Research Scholar, R. Thirunavukarasu supervised by Dr. N. KalaiArasi, Associate Professor of Computer Science-Education on 5th March 2021. Forum for Strategies and Operations Planning ? Dr. S. Vasanthi, Educationist was invited as Resource Expert for the Symposium on Preparation of NAAC SSR Report on 1st March 2021. ? In the Forum for Strategies and Operations Planning two Workshop Series were conducted for NAAC Self-Study Report Preparation from 8th to 31st March 2021 and 13th to 31st May 2021. Faculty members designated for each Criterion presented the draft of Qualitative and Quantitative Report for discussion with the

by the Internal Quality Assurance Cell of the Institution for awareness among stakeholders; • To organize programmes to foster Soft Skills and Life Skills among students; and • To organize an In-House Training Programme in collaboration with Quality Circle Forum of India, Chennai Chapter, on Outcome Based Education through Quality Circles exclusively for our Teaching Faculty members.

Academic Outreach • To encourage Faculty members of our College to share their expertise with other Educational Institutions without affecting their regular academic activities.

Collaboration for Academic and Social Outreach • To encourage Faculty members to Collaborate with other Educational Institutions and Organizations for Academic and Social benefits. Faculty Excellence • To motivate Faculty members to apply for post doctoral scholarships and other prestigious awards.

Resource Experts and the members of the NAAC Steering Committee of our College for further suggestions. • Deliberation with the Heads of Internship Schools was organized in the Forum for Strategies and Operations Planning by the Institution on 21st May 2021. The Heads of the Internship Schools appreciated the performance of student-teachers during the pandemic period especially in the conduct of online classes and gave their feedback and suggestions for further improvement. Faculty Members: Workshops/ Training Programmes • Faculty Development Programme: Six Days Training on Teaching Learning Digital Tools was organized by the Internal Quality Assurance Cell from 8th to 13th June 2020. Organizers Dr. S. Malathi, Mrs. A.H. Komala & Mrs. A. Enid Ruth invited Dr. Judy Grace Andrews, HOD Research Cell & Dr. Francis Vaidya, Assistant Professor, Gandhi Shikshan Bhavan's Smt Surajba College of Education, Mumbai as Resource Experts to share their expertise with us. • A Three-day Faculty Research Colloquium (Winter Session) was organized by the Research and Development Cell of our College from 9th to 11th September 2020 for Faculty members and all prospective research scholars. The Principal and the senior faculty members of the College shared their experience on research areas of their expertise motivating young and aspiring Research Scholars and Teacher-Educators to • Three-Day National Webinar on

Implementation of National Education Policy 2020 was organized by the Internal Quality Assurance Cell from 7th to 9th November 2020. The Organizers Dr. S. Malathi, Mrs. A.H. Komala & Mrs. A. Enid Ruth, Faculty members of our College invited experts from field of Education for deliberation. Dr. Gayathri Deepak, Founder Director, Chetana Thought Leader in Education, Chennai, Dr. A. John Lawrence, Associate Professor, St. Xavier's College of Education, Palayamkottai, Dr. Anjali Bajpai, Professor, Faculty of Education, BHU, Varnasi deliberated on NEP with respect to School Education, Teacher- Education and Higher Education respectively. ? National Webinar on Developing Soft Skills among Prospective Teachers was organized by the NKT IQAC Cell on 22nd February 2021. Dr. S. Malathi, Cell Coordinator & Mrs. A. Enid Ruth, Assistant Professor of our College invited Dr. N. Badri, Former Director & Principal, Subham College of Education, Chennai as the Resource Expert. ? NKT National College of Education for Women, Chennai in collaboration with Quality Council Forum of India, Chennai Chapter, organized an In-House Training Programme: Enhancing Outcome Based Education through Quality Circles from 17th to 21st May 2021. It was organized by Dr. S. Malathi, Dr. V. Jayashree Priyadharsini, Dr. T. Sahaya Saila & Mrs. A. Enid Ruth, Faculty members of our

College. ? Dr. S. Shameem, of Great Lakes Institute of Management, Chennai was invited on 31st May 2021 for the Research Colloquium: Summer Session organized by the Research & Development Centre to share her expertise and discuss with Faculty members and Research Scholars about the Recent Trends in Educational Research. Dr. N. Kalai Arasi, Dr. V. Sumangala Vaidharani & Mrs. D. Shenbagavalli organized the programme. Academic Outreach ? Mrs. A.H. Komala, Assistant Professor of Economics-Education served as the Resource Expert for the Webinar on Techniques of Evaluation and Measurement was organized by Lady Willingdon Institute of Advanced Study in Education, Chennai on 3rd June 2020. ? Dr. T. Sahaya Saila, Assistant Professor of Tamil-Education served as the Resource Expert for the Online Workshop on Tamil Webs (Tamil) organized by Lady Willingdon Institute of Advanced Study in Education, Chennai on 16th June 2020. ? Ms. E. Nivethana, Assistant Professor of Special Education served as the Resource Expert at the State Level Webinar on Persons with Intellectual Disability in Education & Society on 21st June 2020. ? Dr. S. Chamundeswari, Principal served as the Member of the Organizing Committee and shared her expertise in the Webinar on Awareness on SWAYAM MOOCS with Special Reference to IGNOU Courses organized by the Placement Cell, Tamil Nadu

Teachers Education University, Chennai on 27th June 2020. ? Dr. S. Chamundeswari, Principal was the Member of the Organizing Committee for the Webinar on Listening-A Good Way to Learn English organized by the Placement Cell, Tamil Nadu Teachers Education University, Chennai on 3rd July 2020. ? Dr. S. Chamundeswari, Principal, served as Resource Expert for the National Level Webinar on Overview of Knowledge & Curriculum organized by Krishna College of Education, Chennai on 4th July 2020. ? Mrs. A.H. Komala, Assistant Professor, served as Resource Expert for the National Webinar on Online Tools for Effective Virtual Teaching & Learning organized by Stella Matutina College of Education for Women, Chennai on 11th July 2020. ? Dr. V. Jayashree Priyadharsini, Assistant Professor served as a Resource Expert for the Online Certificate Course on Environmental Sustainability organized by Gandhi Shikshan Bhavan's Smt.Surajba College of Education, Mumbai, Inner Wheel Club of Bombay Film City & NKT National College of Education for Women, Chennai on 4th August 2020. ? Dr. S. Chamundeswari, Principal was invited as Resource Expert to share her expertise for Online Six Days International Faculty Development Programme on Recent Trend in Higher Education organized by Gandhi Institute of Professional & Technical Studies, Meerut on 17th August

2020. ? Dr. V. Jayashree Priyadharsini, Assistant Professor of Biological Science-Education served as the Resource Expert at the National Webinar on Waste Management organized by CSI New Begin College of Education, Chennai on 20th August 2020. ? Mrs. M. Venmani, Assistant Professor of Tamil-Education was a reviewer for the book to be released and took part in the discussion on Book Review (Tamil) organized by Book Review Association, Chennai on 3rd October 2020. ? Mrs. M. Venmani, Assistant Professor of Tamil-Education served as a Resource Expert in the Virtual Seminar on Role of U.V. Swaminatha Iyer in Tamil Manuscripts (Tamil) organized by Thanumai Research Circle, Chennai on 11th October 2020. ? Dr. T. Sahaya Saila, Assistant Professor of Tamil-Education served as the Resource Expert for the One Day Student Development Programme organized by the Government College of Education, Orathanadu on 20th February 2021 and shared her expertise on the field Applications of Artificial Intelligence in Teaching & Learning). ? Mrs. E. Nivethana, Assistant Professor of Special Education extended her expertise as a Judge for Scope Showcasting organized by the School of Education, Chennai at Meston College of Education, Chennai on 26th February 2021. ? Dr. S. Malathi, Associate Professor was invited as Resource Expert for the Dr. C.I. Baid Metha

Foundation Endowment Lecture on Teaching Excellence on 4th March 2021 organized by Department of Education, University of Madras, Chennai. ? Dr. T. SahayaSaila, Assistant Professor of Tamil-Education served as Resource Expert at the ??????? ?????????? ??????? ????????????? organized by ????? ?????????? ?????? ?????? ?????????? ?????????? ?????????? on 8th March 2021. ? Mrs. E. Nivethana, Assistant Professor of Special Education was invited to share her expertise on CRE Programme: Introduction and Challenges in Inclusive Education organized by NIEPMD in collaboration with State Institute with Rehabilitation Training & Research, Haryana on 17th March 2021. ? The post graduate students from National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD) were oriented academically on 19th March 2021 about the system of function at the Teacher Education Institution at our College by the Principal, Dr. S. Chamundeswari and Mrs. E. Nivethana, Assistant Professor of Special Education. ? Dr. T. Sahaya Saila, Assistant Professor of Tamil-Education served as Resource Expert on 18th March 2021 for the Faculty Development Lecture Series organized by Arjun College of Technology, Coimbatore. ? Mrs. A.H. Komala, Assistant Professor of Economics Education served as Resource Expert in the One-week International Webinar Organized by the Tamil Nadu Teachers

Education University, Chennai and Stella Matutina College of Education, Chennai on 22nd May 2021. Collaboration for Social Outreach ? One Day Workshop on Swachhta Action Plan (SAP) organized by Mahatma Gandhi National Council of Rural Education, Department of Education, Ministry of Education, Government of India met online the Principal, Faculty Members & Students of our College on 12th May 2021 to discuss for collaboration on sustainable development as the College has been identified as SAP Institution. Faculty Excellence ? Dr. T. Sahaya Saila, Assistant Professor of Tamil-Education was conferred the Mother Teresa International Award 2020 by Thiruvalluvar College, Pabanasam, Marutham International Tamil Research Quarterly Journal, Thedal Kalam Trust, Chennai, Kalai Pookal Kalai Kalagam, Srilanka, World Tamil Parliament, Dubai on 25th November 2020. ? Mrs. E. Nivethana, Assistant Professor of Special Education was awarded the Global Eminent Teacher Award-2021 by VIJ Trust Education, Chennai on 17th March 2021. ? Dr. S. Dhanalakshmi, Librarian of our College was awarded the Noolaga Mamani Virudhu by Dr. Mohanaragam Educational Research and Training Centre & Tamilnadilibrarians.com on 14th April 2021.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Autonomous Governing Body Meeting (Delayed due to Pandemic)	24/11/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	28/02/2022

Extended Profile

2.Student

2.1	407
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	300
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	207
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	226
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	Number of graduating students during the year	223
-----	---	-----

File Description	Documents
Data Template	View File

2.6	Number of students enrolled during the year	181
-----	---	-----

File Description	Documents
Data Template	View File

| **4.Institution** | | |

4.1	Total expenditure, excluding salary, during the year (INR in Lakhs):	53.51 lakhs
-----	--	-------------

4.2	Total number of computers on campus for academic purposes	130
-----	---	-----

| **5.Teacher** | | |

5.1	Number of full-time teachers during the year:	42
-----	---	----

File Description	Documents
Data Template	View File
Data Template	View File

5.2	Number of sanctioned posts for the year:	42
-----	--	----

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

N.K.T. National College of Education for Women, an autonomous institution evolves its own curriculum for the five Academic Programmes: B.Ed., B.Ed. Special Education (Visual Impairment), M.Ed., M.Phil. The in-house strategy adopted for curriculum planning by the Institution is as follows:

Planning

The feedback from stakeholders reflecting the needs of the students in particular and society at large are addressed in the staff meetings for curriculum planning. The process of planning involves expertise of faculty members and external subject experts.

Reviewing

The initial draft prepared by faculty members is consolidated by the Dean of Academics with required appropriate changes in consultation with the Principal and presented to the Board of Studies. Incorporating the suggestions of the Board of Studies, the draft is presented before the Academic Council for its approval.

Revising

The approved draft is then presented before the College Autonomous Governing Body for further approval. The approval by the Governing Body is the final step in curriculum revision.

Adapting

The finalized curriculum with Programme Learning Outcomes and Course Learning Outcomes is discussed in the Faculty Meeting. The revised syllabus is printed in the Programme Guide and uploaded in the College website to update the student-teachers on the changes incorporated.

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

A. All of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://nktnce.ac.in/bachelor-of-education-bed/
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

34

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	https://nktnce.ac.in/academic-calendar/
Any other relevant information	https://nktnce.ac.in/bachelor-of-education-bed/#2020-21-Regulations

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

2

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

2

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

51

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

51

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

All of the above

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

5

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

5

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.

A. A fundamental or coherent understanding of the field of teacher

education

The coherent understanding of the field of Teacher Education is achieved through the scholastic and co-scholastic curricular aspects that enable student teachers to acquire adequate knowledge about teacher education.

The courses under Perspectives of Education in Graduate and Post Graduate Programmes deals with early systems of education, conceptual understanding of teacher education and social issues, and engagement with the field, holistically links all courses across the Programme. The special courses reflect Enhancing Professional Capacities of student-teachers for professional progress. Essence of Teacher Education modifies the behaviour of student-teachers by adopting effective teaching techniques, strategies and methods and thereby familiarizing students with theory-cum-practicum components. In-depth orientation and induction is given to students for better understanding of the programmes offered.

The curriculum empowers to achieve academic excellence and all round personality development of student-teachers through an ambience of creativity, innovativeness, values, skills for positive attitudes and higher-order thinking skills etc.

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

Pedagogy courses and its related activities paves way to different levels of school teaching and thereby prepare student-teachers for optimum placement.

Student Orientation Programme on Diversities in Indian School System and Teacher Education familiarizes student-teachers about the different Systems of Education and Categories of Schools, understand the commonalities and differences among the schools in our State and other States. For acquisition of adequate teaching skills the pedagogy courses aims at training of students with appropriate methods of teaching-learning and evaluation techniques catering to different levels of school education. The curriculum through its Enhancing Professional Capacities courses empower students with adequate knowledge and skills catering to requisites of different levels and systems of School Education. Therefore the pedagogy courses endows students with knowledge, comprehension and evaluation of various school systems.

Training in administering Psychological Test familiarizes students in assessing various mental abilities and needs of school students. Further internship at Practice Teaching Schools, helps students to understand the different levels of education and develop skills that are specific to one's chosen specialization.

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

The College focuses on multi-facet outcome-based education in which student-teachers learn and apply the acquired knowledge and competencies.

During the first two Semesters, students are trained to extrapolate and apply the acquired competencies through Mini-Teaching sessions, Observation of classes of experienced school teachers, observation of Special Demonstration by school teachers, teacher educators, training in use of ICT tools and in administering psychological tests, participation in various club activities, camp activities and appropriate use of Language laboratory. The students are exposed to various academic activities like seminars, workshops, brainstorming sessions, panel discussions with the use of appropriate technology. The knowledge and competencies gained by the Graduate and Post Graduate students through various academic and academic related activities enable students to apply the same at various situations in the College and Schools.

The Internship Programme preparation ensures the students get exposure to work as a team with required organizational and managerial skills. It gives a practical opportunity and learning experience to develop the understanding of the teaching profession. The students are trained to perform both in classrooms and outside by applying the acquired competencies.

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

The College aims at overall development of personality of student-teachers including competencies such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others and all other required skills to emerge as a competent teacher to deliver quality education. During the pandemic period many programmes, such as International Webinars, National Webinars, Student Development Programme, and Awareness Programmes were conducted online for holistic development of student-

teachers.

The Course 'Life Skills for Understanding the Self' deals with units on Self-Awareness, Power of Positive Thinking, Emotional Intelligence and Time Management, develops skills such as, emotional skills, relationship skills, interactive skills and empathy skills.

The Pedagogy Courses facilitate the student-teachers to negotiate according to the diverse needs of learners.

Optional Courses such as Peace and Value Education, Women Education, Guidance and Counselling develop the competencies of understanding and managing emotions, competency of reflecting the social realities and skill of guiding school students in personal and academic domains. The practical components of curriculum 'Drama and Art in Education' course and 'Value Added Courses' build up the competencies of communication skills.

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 students are familiarized about Indian School System in the Student Induction and Student Orientation Programmes. In Teacher Education Graduate Programmes, Perspective Courses on Education, Curriculum and Pedagogic Studies and Enhancing Professional Capacities familiarize students with diversities in different perspectives of school systems. In Post Graduate

Programmes, Perspective Courses and Teacher Education Courses discuss development of School Systems in India.

- The students are familiarise with the functioning of various boards of school education during the Student Orientation Programme on Diversities in Indian School System and Teacher Education at the entry level.
- In Graduate and Post Graduate Programmes, Perspective courses, the pedagogic courses the Pedagogy of School Subjects, Creating an Inclusive School and Curriculum, Design and Development courses highlight functional differences of various school systems.
- Evaluation of Learners, Structure, Status and Issues in Secondary Level, Curriculum, Pedagogy and Assessment at Secondary Level courses enrich student with assessment pattern.
- Understanding Disciplines and School Subjects Course emphasizes Norms and Standards of various school systems.
- The Specialization Core Courses of M.Ed programme addresses the statewide variations pertaining to the functioning of school systems.
- The courses, Contemporary India and Education and Teacher Education courses highlight the school education system in India and Abroad.

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

The Institution facilitates students to comprehend the interconnectedness of academics linking to their profession as a teacher.

The learning engagement starts from the time, students choose to be a teacher and step into the Institution. Initially in the Student Induction Programme, students are adequately oriented about the

Programme Learning Outcomes in a comprehensive manner. Interest, attitude, aptitude and teaching behaviour of students are assessed at the entry level. This assessment is made each semester to monitor the progress of student-teachers with the help of the Growth Chart. The curricular transactions for the courses offered are planned engaging appropriate methods and technology maximizing active student involvement and participation.

The knowledge gained in the first two semesters help students interconnects and get prepared for the fifteen weeks Teaching Internship Schedule during the third semester. Developing Question Bank for school content, organizing Unit and Lesson Plans, preparing innovative teaching support materials, conducting of Action Research and submitting comprehensive reports, prepare students to extrapolate their learning in real classroom situation. Learning to engage as a group by participating in various academic and extension activities help to understand the interconnectedness of the various learning engagements and to make them ready for the professional field.

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

Feedback collected, analyzed, action taken and available on

process adopted by the institution comprises the following

[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

184

2.1.1.1 - Number of students enrolled during the year

184

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

93

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

93

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

4

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

4

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.

Response:

Having understood the diversities of students who are admitted from varying socio-economic, educational, regional and cultural backgrounds, the College strives to bridge the academic gap of these

students. Thus, at the beginning of every year, it becomes mandatory for the College to assess the learning needs and readiness to undergo B.Ed. or B.Ed. Special Education Programmes.

The entry level assessment encompasses of individual assessment of teaching attitude and aptitude, interest in teaching and teaching performance using rating scales and observation of entry level teaching behaviour. Modified version of Teaching Aptitude Test Battery (Singh and Sharma, 2006) and Teaching Attitude Test (Goyal, 1984) are administered to student-teachers. Subject experts along with Faculty members assess and analyze the entry level behaviour of student-teachers. After assessing, the student-teachers are categorized according to their attainments as Above Average, Average and Below Average and required academic and psychological support is provided as and when required. Faculty members also develop a Teaching Performance Growth Chart for every student-teacher to map the growth of student-teachers, across all four semesters. Adequate and appropriate support is given to the student-teachers in the form of counselling, workshops, seminars, conferences and classroom experiences.

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

All 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

One 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

16

2.2.4.1 - Number of mentors in the Institution

14

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.

Response:

Various methodologies, approaches and techniques are adopted by faculty members to enhance the learning of the students, starting from chalk and talk method to online mode.

Faculty members adopt methods and approaches according to their pedagogies and courses like experiential learning for teaching of skills, problem solving methodologies for Science and Mathematical courses, brain storming for social sciences, focused group discussion for languages.

At B.Ed. level, for Perspective Courses, chalk board instruction and blended learning, for Pedagogies, participative learning, experiential learning and problem-solving methodologies and for Enhancing Professional Capacities, team teaching, collaborative learning, hands on experience and individual projects are adopted.

At Post-Graduation level, the learning modes adopted for Perspective, Specialization and Teacher Education courses are participative learning, problem solving methodologies, brain storming and focused group discussion.

For Research and Tool courses, the learning modes adopted are experiential learning, problem solving method, hands-on training and flipped classrooms

From the academic year 2020 onwards, as a result of COVID-19, the faculty members started to adopt online method of teaching through Google Meet, Google Classroom and WhatsApp for all academic

programmes .

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

40

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/MzUyODA3 https://classroom.google.com/c/MzA3MTIyODk5MDc1?cjc=dja4s6c https://classroom.google.com/c/MzA3MTIyODk5MDc1?cjc=dja4s6cMDAwODkz?cjc=f6adpem https://classroom.google.com/c/MzA2OTk3OTMxNjA0 https://classroom.google.com/c/MzUyODA3MDAwNzYz?cjc=askr3ym https://classroom.google.com/invite/accept_token/MzA3MTM2OTE0Mjgx?role=3&t=g67sgidexhxecucp https://classroom.google.com/c/MzU3Nzk1Mzk3ODY5?cjc=575zr6i https://classroom.google.com/c/MzI5NjEwNTQ3MjM2?cjc=yjzkvyt https://classroom.google.com/c/MjAxNzU1NTE4NzY2?cjc=airnelv https://classroom.google.com/c/MzEwNDk3OTQyODYz?cjc=6vqkslj https://classroom.google.com/c/MzEwODI2OTUxOTUz?cjc=bfklabi https://classroom.google.com/c/MzEwNzc3NDgzNDYw?cjc=nn6q5qf https://classroom.google.com/c/MTU5MTg2MjM2NTg1?cjc=uj55fqr https://classroom.google.com/c/MzE4NjcxMDg0OTAz?cjc=a2avjdr https://classroom.google.com/u/0/c/MTkyMDI2NjIwMDY1 https://classroom.google.com/c/NzYwNTQ5ODY2MjRjRa?cjc=tkhrp5h https://classroom.google.com/c/MzUzMjQ0OTE0MTU5?cjc=mny6sho https://classroom.google.com/c/MzEwNDgyNTI0NjAw?cjc=kwnwbcz https://classroom.google.com/c/MzE3MjYxNTk4OTcx?cjc=

	vj7j7i https://classroom.google.com/c/Mzc0Mzg0NjkwNjcxcjc=7fn2olo https://classroom.google.com/u/0/c/MzEyMjkzODQwNjA2 https://classroom.google.com/u/0/c/NDA0NzYwOTgwMDU3 https://classroom.google.com/c/MTg3MDIwNDI5MTg0?cjc=pl6ofw7 https://classroom.google.com/c/MTkwNjk2NTQyMzEy?cjc=g5noqgwch https://classroom.google.com/c/MzEwODMyNDQ3ODkx https://classroom.google.com/c/MzExMjMlOTcxNjc4?cjc=kkfma3l https://classroom.google.com/c/MzEzNzA0NjU5MzQ4?cjc=2krrm2j https://classroom.google.com/c/MzEzNzA0NjU5MzQ4?cjc=2krrm2j https://classroom.google.com/c/MzE4NjQxMjY0ODUw https://classroom.google.com/u/1/c/MzU4OTI1NjY3ODc0https://classroom.google.com/c/MzE4NDA5MjA0MjY3 https://classroom.google.com/c/MzU5NDg5MDE4MDUx https://classroom.google.com/c/MzYxNTgxNTQ4MzYx
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

181

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	<p>B.Ed. https://classroom.google.com/c/MzUyODA3MDAwODkz?cjc=f6adpem https://classroom.google.com/c/MzA2OTk3OTMxNjA0 https://classroom.google.com/c/MzUyODA3MDAwNzYz?cjc=askr3ym https://classroom.google.com/invite/accept_token/MzA3MTM2OTE0Mjgx?role=3&t=g67sgidexhxecucp https://classroom.google.com/c/MzU3Nzk1Mzk3ODY5?cjc=575zr6i https://classroom.google.com/c/MzI5NjEwNTQ3MjM2?cjc=yjzkvyt https://classroom.google.com/c/MjAxNzU1NTE4NzY2?cjc=airnelv https://classroom.google.com/c/MzEwNDk3OTQyODYz?cjc=6vgkslj https://classroom.google.com/c/MzEwODI2OTUxOTUz?cjc=bfklabi https://classroom.google.com/c/MzEwNzc3NDgzNDYw?cjc=nn6q5qf https://classroom.google.com/c/MTU5MTg2MjM2NTg1?cjc=uj55fqr https://classroom.google.com/c/MzE4NjcxMDg0OTAz?cjc=a2avjdr https://classroom.google.com/u/0/c/MTkyMDI2NjIwMDY1 https://classroom.google.com/c/NzYwNTQ5ODY2MjRa?cjc=tkhrp5h https://classroom.google.com/c/MzUzMjQ0OTE0MTU5?cjc=mny6sho https://classroom.google.com/c/MzEwNDgyNTI0NjAw?cjc=kwnwbcz https://classroom.google.com/c/MzE3MjYxNTk4OTcx?cjc=vj7j7i https://classroom.google.com/c/Mzc0Mzg0NjkwNjcx?cjc=7fn2olo https://classroom.google.com/u/0/c/MzEyMjkzODQwNjA2 https://classroom.google.com/u/0/c/NDA0NzYwOTgwMDU3 https://classroom.google.com/c/MTg3MDIwNDI5MTg0?cjc=pl6ofw7 https://classroom.google.com/c/MTkwNjk2NTQyMzEy?cjc=g5noqwc , B.Ed. Special Education https://classroom.google.com/c/MzA3MTIyODk5MDc1?cjc=dja4s6c https://classroom.google.com/c/MzA3MTIyODk5MDc1?cjc=dja4s6c , M.Ed. https://classroom.google.com/c/MzEwODMyNDQ3ODkx https://classroom.g</p>

	https://classroom.google.com/c/MzExMjMlOTcxNjc4?cjc=kkfma31 https://classroom.google.com/c/MzEzNzA0NjU5MzQ4?cjc=2krrm2j https://classroom.google.com/c/MzEzNzA0NjU5MzQ4?cjc=2krrm2j https://classroom.google.com/c/MzE4NjQxMjY0ODUw https://classroom.google.com/u/1/c/MzU4OTI1NjY3ODc0M.Phil https://classroom.google.com/c/MzE4NDA5MjA0MjY3 https://classroom.google.com/c/MzU5NDg5MDE4MDUx https://classroom.google.com/c/MzYxNTgxNTQ4MzYx
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.

Response:

The College periodically conducts the Mentor-mentee sessions for developing professional attributes.

Working in Teams

The students are exposed to collaborative learning and group discussions. Programmes that facilitate students to work in teams are mini-teaching sessions, citizenship training camp, club activities, community activities, formation of quality circles and web teams.

Dealing with Student Diversity

The mentors provide support and service to the mentees as a confident, advisor and friend. They meet their wards to address the diversities of students by rendering assistance for their academic, emotional and social issues.

Conduct of Self with Colleagues and Authorities

The Code of Conduct for the students is well informed during the student induction programme by the Principal. The Code of Conduct Monitoring Committee ensures discipline and the conduct of self with Peers, Faculty Members and all Authorities.

Balancing Home and Work Stress

The Mentors and the Guidance and Counseling Cell shoulder the responsibility of providing support services for students to efficiently balance the challenges faced at home and the Institution.

Updating with Recent Developments in Education and Life

The Mentors motivate mentees to update themselves with the recent developments in Education and Life by participating in various activities like quiz, workshop and seminars.

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

Five/Six 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

Response:

The faculty members adopt various teaching styles and methods to promote creativity, innovativeness, thinking skills, life skills and

empathy skills among students.

As a part of Engagement with the field, School Internship becomes mandatory for all the student-teachers enrolled in B.Ed. and B.Ed. Special Education Programmes and hence they are introduced to the nuances of Teaching through series of lectures, starting from Mini Teaching. Having learnt the methodology of drafting lesson plans, the student-teachers write lesson plans applying their creativeness and innovativeness, which exhibit an array of knowledge, new ideas and examples, well chosen from their experience and learning. The teaching aids of the student-teachers display a variety of learning and innovativeness.

In addition, EPC courses, Critical Understanding of ICT, Physical Education and Yoga, Reading and Reflecting on Texts, Life Skills for Understanding the Self, Drama and Art in Education and Health and Physical Education are offered.

Exposure to Research Projects, Academic Writing and Yoga Practice nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills among students at the Post-Graduation Level.

These courses help the students in attaining the different types of skills for the holistic development of an individual as a committed teacher and a responsible citizen.

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

2.4 - Competency and Skill Development

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

All of the above

Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	
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 possible	View File
Any other relevant information	View File
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
Ten/All of the above	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	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	
All of the above	

effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	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 activities Performance tests Oral assessment Rating Scales

All of the above

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

All of the above

learning sequences (learning activities) for online as well as face to face situations

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

Response:

In view of School Internship Programmes organized across all four semesters, the following preparatory works are undertaken:

**1. Selection/ Identification of Schools for Internship:
Participative/ on request**

The College identifies a list of Government, Government-aided and Corporation schools for Internship based on various criteria or on request from student-teachers.

2. Orientation to School Principal/ Teachers

School Principal Orientation Programme on Strategies for Effective Student-teacher Internship is arranged to discuss matters pertaining to School Internship.

3. Orientation to Students going for Internship

Prior to School Internship, student-teachers are oriented on the code of conduct and activities to be followed by a Senior Faculty member.

4. Defining Role of Teachers of the Institution

Faculty members play the role of mentors, visit internship schools to monitor and assess all school internship activities, and to co-ordinate with the Heads and Mentors of Internship Schools.

5. Streamlining Mode/ s of Assessment of Student Performance

Faculty members assess the performance of student-teachers through direct observation, projects, proformas, files, records, lesson plans and teaching aids.

6. Exposure to variety of School set ups

Student-teachers are well oriented and given exposure to different educational levels and School set ups such as Government, Government-aided and Corporation schools.

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

219

File Description	Documents
Data as per Data Template	View File
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**

Nine/All of the above

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

Response:

The College plans and adopts effective monitoring mechanism during Internship Programme.

The College deputed Teacher Educators on rotation basis to visit the schools identified for School Internship. The teacher educators visit the student-teachers at regular intervals to observe the teaching skills and to check the lesson plans, teaching aids, records related to practicum components and the question papers developed by them for evaluating the school students. The teacher educators discuss with the School Principals and Teachers regarding the performance of the student-teachers.

The School Principal will monitor the student-teachers for their holistic development by allotting additional responsibilities in order to learn and imbibe crucial values for successful career and flourishing life.

The School Teachers will assess the overall performance of the student-teachers and monitor student-teachers in all activities of the school.

The Peers play a vital role in shaping the other student-teachers by assisting in all activities allotted to them and in doing them with togetherness and unity.

During and towards the end of School Internship, feedback is sought from the student-teachers, peer students, School teachers, Principal of the school and faculty members of the College.

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

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	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

42

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

21

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

362

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

362

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

Response:

The College takes initiatives and motivates Teachers to put forth efforts to keep themselves updated professionally.

1. In house discussions on current developments and issues in Education

The College has a Forum for Strategies & Operations Planning, in which faculty members discuss on the current developments and reflect on the issues in the field of Education and plan for organizing training and capacity building programmes like A Six-Day Training on 'Teaching Learning Digital Tools', and National Webinar on Online Tools for Effective Virtual Teaching and Learning'

2. Sharing of information with colleagues and with other institutions on policies and regulations

The Internal Quality Assurance Cell of the College organized A Panel Discussion on National Education Policy 2020 on 3rd August 2020, and A Three-Day National Level Webinar on 'Implementation of National Education Policy 2020' from 7th to 9th November 2020 to share information on Educational Policies and Regulations.

The Principal and faculty members along with students participated in the NEP relating to Higher Education Stakeholder Committee Online Interaction Meeting organized by the Department of Higher Education, Government of Tamil Nadu on 24th September 2020 to deliberate on implementation of NEP 2020.

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

Response:

The College being an Autonomous Institution has the freedom to frame

its own mode of evaluation. CIE is a regular practice of the College as it enhances desired study habits, academic performance and teacher-student relationship.

B.Ed. Programme comprises of three inter-related curricular areas and B.Ed. Special Education (V.I.) Programme comprises of five inter-related curricular areas. All of these contain both full and half courses. A full course is assessed internally for 40 marks and a half course is evaluated for 20 marks. Assignment, Task and Assignment, Seminar, Cycle Test and Revision Examination are the components of Formative Evaluation. Similarly, courses on Enhancing Professional Capacities are assessed internally and continuously for 50 marks.

M.Ed. Programme consists of five inter-related curricular areas with full and half courses in all the semesters. A full course in M.Ed. is assessed internally for 40 marks and a half course is evaluated for 20 marks. Theory and Practical oriented Assignments, Seminar, and Internal Assessment Examinations are the components of Formative Evaluation.

At M.Phil. level, there are three courses that carry a weightage of 40 marks for the Internal Assessment, which comprises of Theoretical and Practical Oriented Assignments, Mid Semester Examinations, Seminar and Revision Examination.

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**

Five of the above

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

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

Response:

The College, being an Autonomous one, follows semester system and conducts both Internal and External Examinations for each semester.

After Internal Evaluation, students are invited to view their marks for the different components and to affix their signature in the Evaluation sheet. If a student has any discrepancy regarding the award of marks, Teacher Educator in-charge of the respective course will render her explanation and clarification to the grieved student.

After completion of Theory and Practical Examinations, if students come across any difficulties, dissatisfaction and discontent in the conduct of Examinations, students are informed that they shall post a letter, stating the problem, in the Grievance Box at the Controller of Examinations Unit, on the same day or the latest by the following working day. Grievances/ Complaints, if any, regarding Examinations may be brought to the Examination Committee for studying, investigating and deciding on the matter and the decision of the Examination Committee shall be communicated to the aggrieved at the earliest but not later than 15 working days from the date of the last exam or the receipt of the complaint/ grievance, whichever is later. The decision of the Examination Committee shall be final and binding.

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.

Response:

The preparation of academic calendar for all programmes offered by the Institution is discussed and drafted by in-charge faculty members at start of each academic year. Depending upon the number of courses, the dates for internal examinations are earmarked. With regard to the dates for internal evaluations, the Examination Committee scrutinizes the recommended dates and approves with modifications if required.

In accordance with the curricula of all Programmes, the dates for practical activities like School Internship and the dates for Formative Evaluation such as Cycle Tests and Revision Examination are scheduled and recorded in the academic calendar. The draft is finalized by the Dean of Academics in consultation with the Principal and Faculty members during Staff Council meeting. The approved Academic calendars are printed and distributed and posted in the College Website.

The College follows the dates of the activities appropriately. However, at times of untoward situations, a need for change of schedule arises. The changes are finalized by the Examination Committee and conveyed to students in Student Welfare Meeting. Due to COVID-19, when the College had to conduct only online tests and exams, the change in schedule was informed through Zoom/Google Meetings and WhatsApp groups.

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.

Response

The College provides adequate learning opportunities to attain both

Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The faculty members provide a variety of learning exposures to aid the teaching-learning processes and student learning. The PLOs and CLOs are achieved through adequate knowledge inputs and skill training by Faculty members and completion of assignments, task and assignments, seminars, class tests, projects, case studies, action research, writing of reports, etc. The evaluation and feedback systems confirm the achievement of the PLOs and CLOs.

The College gives various learning openings for achieving the PLOs and CLOs from Student Development Programmes to Self-learning Courses. In order to enhance ICT skills and Communication Skills, the College offers Value-Added Certificate Courses, namely English Language Development and Basic Computer Skills. The College remembers to care for the emotional and psychological well-being of students through the Guidance and Counselling Cell and to instill the value of patriotism and citizenship; the College organizes a Five-Day Citizenship Camp and various community events.

On the whole, outcomes of Programmes and Courses are akin to each other and in the same time, a close nexus is maintained between the activities of the College and the Courses of each Programme.

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

Response:

Learning is an ongoing process that is progressive in nature and has to be reinforced through different learning activities. Varying learning exposures are tailor made to students according to their interest and cognitive ability. In addition, development of Performance Growth Charts for all students reflects the level of achievement of learning outcomes. These help students for attainment of Professional and Personal attributes in line with the PLOs and CLOs under the continuous monitoring of Faculty members. The College follows a pattern of internal and external evaluation for assessing the performance of students through various components and decides the date and time for submission of internal tasks. When students submit their tasks, faculty members assess their performances.

The personal and professional attributes of students are assessed not only through theory and practical components, but also through Value-Added Certificate Courses that are continuously monitored and evaluated.

In addition, the Five-Day Citizenship Training Camp, scholastic and non-scholastic activities, especially during the School Internship are observed by the Teacher Educators and the same is recorded to ensure progressive performance of students and attainment of Professional and Personal attributes in line with the PLOs and CLOs.

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

213

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.

Response:

The College initiates efforts and tasks to identify the learning needs of student-teachers at the entry level itself. Having assessed the learning needs, the faculty members provide learning experiences to student-teachers and motivate them to involve in all activities of the College and Internship Schools. The performance of student-teachers in all assessment tasks like assignments, seminar presentations, records, files, action research, case studies, class tests, revision examinations and semester examinations reflect the extent to which the initially identified learning needs are achieved by the student-teachers.

In addition, the performance and achievement of student-teachers get reflected in the laurels they receive during the Campus Interview. The Placement Cell of the College arranges for campus interview during the final semester and the student-teachers get placed in most of the reputed schools in India and Abroad. Furthermore, the growth chart of every student-teacher connotes the level of achievement of initially identified learning needs. Similarly, the feedback received from the student-teachers at the end of every semester for the different courses, peer feedback, feedback of Teacher Educators and feedback received from School Principal and Teachers disclose the attainment of initially identified learning needs.

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

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

NIL

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

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

0

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

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

All of the above

interactive session on research

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

Four of the above

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	No File Uploaded
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

10

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

1

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

22

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

407

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

407

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

407

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.

NKT National College of Education for Women conducted Outreach activities to sensitize students on social issues and community development. Some of them are:

- **You Share and We Care Services:** During the pandemic situation, the Guidance and Counselling Cell extended online counselling services from 1st July 2020 to address the psychological issues of people in the community.
- **Distribution of Masks & Sanitizers:** Keeping in mind the welfare of the community the College in collaboration with the Rotary Club of Chennai IT City, distributed masks and sanitizers on 16th September 2020.
- **Jan Andolan Campaign:** The NKT Ek Bharat Sheshtha Bharat Club sensitized the community on hygienic measures by organising the Jan Andolan campaign on 8th October 2020.
- **Sensitizing Community on Voting Rights:** The NKT Citizen Consumer Club sensitized people in the community on voting rights on 25th January 2021.
- **Awareness on Conservation and Management of Water Resources:** On the World Water Day (Jal Shakthi Abiyan) on 22nd March 2021, the NKT Science Club created awareness on wise usage of water among school students.
- **National Youth HIV/AIDS Awareness Day:** The student-teachers of the College sensitized the community to prevention of HIV and AIDS on 10th April 2021.

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

5

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

7

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

All of the above

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

N.K.T. National College of Education for Women established in 1966 in an area of 3.06 acres with adequate teaching-learning facilities satisfying the requirements NCTE and other statutory bodies.

The Institution has well maintained and adequately furnished 31 Classrooms with ICT facilities.

There are 4 spacious halls in the campus, Madaboosi Sudarsanam Iyengar and Padmabhushan Dr. Sarojini Varadappan Halls with seating capacity of 600 persons each. Shri C.R. Pattabhi Raman Air-conditioned Seminar Hall with 100 seating capacity and Dr. Susheela Kumari Vyas Air-conditioned Meeting Hall can accommodate 40 members.

The Institution has well furnished 8 Laboratories, namely, Physical Science, Biological Science, Computer Science, Special Education, Psychology, Language, Audio Visual and Technology Laboratories.

NKT Central Library is automated and bar-coded with Online Reference Centre to access electronic resources. The College also has nine Department Libraries and Ambulimama Library at the NKT Centre for

Outreach for school children.

The College has an Open Air Theatre, NKT Kalamnadapam, Outdoor Playground, NKT Indoor Sports, NKT Fitness Centre, Eight Gardens, NKT Studio, Kamala Nehru Women's Hostel, Canteen, Purified Drinking Water, 125 KVA Generator, Mobile Generator, Biometric Attendance System, Surveillance Cameras, Fire Extinguishers, Ramps, Restrooms for Ladies, differently-abled and Gents, Parking, Storerooms, Baby Care and Wellness Rooms.

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

27

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://nktnce.ac.in/classrooms/ , https://nktnce.ac.in/halls/ , https://nktnce.ac.in/laboratories/ , https://nktnce.ac.in/college-library/
Any other relevant information	View File

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

10.31

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.

NKT College Central Library is automated and bar-coded with upgraded AUTOLIB - Integrated Library Management Software from 2006 and Web based version since 2017.

The Library has a wide collection of Books, Journals, Dissertations, and Question Banks. The library has an Open Access System with e-books and electronic resources of INFLIBNET N-List. A separate section is available for online resources with 10 computers with Wi-Fi internet facility.

With automation, library management is simplified. The AUTOLIB Software has the following modules.

Database Management used to create different databases like Members, Departments, Books.

Online Public Access Catalogue has Simple Search for beginners. Advanced Query Builder for experienced users. The Restricted Search option is used to search letter by letter.

Circulation Management is used for counter transactions.

Report Management is used to generate different reports.

System Administration is used to create new user log-in, password and grant rights to access various modules.

Acquisition Control System is used for book procurement.

Serial Control System is used for subscription of journals.

Question Banks is used to create and retrieve question banks.

Online Stock Verification of library resources using barcode scanner and generate reports.

Gate Entry is used to monitor the usage of library.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://nktnce.ac.in/college-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

NKT Central Library has invested for both print and electronic resources. The library is automated and provides remote access to the electronic resources is permissible through password protected log in by faculties and students.

The Library has an open access system with e-books, electronic resources of INFLIBNET N-List from 2009 and Open Educational Resources. The N-LIST provides access to 6,000+ e-journals, 1,99,500+ e-books under N-LIST and 6,00,000 eBooks through NDL to the College through a proxy server. N-LIST (National Library and Information services Infrastructure for Scholarly Content) is funded by Ministry of Education. The programme has subsumed under e-Shodh Sindhu Consortium as a College component from 2014.

Students and faculty members will get the activation email containing user ID and password with activation link instantly. Users will have to click on a member's login through inflibnet website <http://nlist.inflibnet.ac.in/> and login. After log in, the user can have access to their areas of interest.

The entire College campus has been provided with Wi-Fi connection for the benefit of students, faculty members and non-teaching staff and all online resources can be used through relevant user id provided by the Library. This facility is made available anytime, anywhere for all stakeholders.

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

Three 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)

0.45

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

62

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://nktnce.ac.in/wp-content/uploads/2022/01/library-usage-report-dec-2020-may-2021-1_protected.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

Three 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

The College has a Purchase and Maintenance Committee that routines their expertise to upgrade and restore the equipment. The computer technicians and service providers are outsourced for the up keeping and replacement. The periodical monitoring by software and hardware engineers are in practice for maintaining computers and other electronic devices. As per their suggestions, all desktops and laptops are protected by installing anti-virus on a regular basis

and the system software's are upgraded periodically. Electronic gadgets are protected with AMC in a routine manner. Formatting computers with compromised operating system and replacing the hardware with new computers are also taken care.

Hathway Broadband internet services with the package of 150 mbps and BSNL internet service with 20mbps subscribed annually to access free Wi-Fi facilities at the entire campus for students and faculty.

The College has technology enabled Classrooms, Front Office, Controller of Examinations Unit, Halls and Laboratories are equipped with ICT facilities.

Biometric attendance system has been installed to record attendance of students, teaching and non-teaching staff.

Library is Automated and bar-coded with Autolib Software and online reference with resources of INFLIBNET N-List.

Language Laboratory with Clarity English Success Software and the campus security is strengthened with surveillance cameras.

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

1:7

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

4.3.4 - Facilities for e-content development are

Five or more of the above

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://nktnce.ac.in/n-k-t-studio-2/
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	https://wke.lt/w/s/pHq217 , https://youtu.be/-J_vVGsHQho , https://wakelet.com/wake/UUKhDY97xkVl741iK4yf4 ,
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)

8.03

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 Purchase and Maintenance Committee of the Institution is overall in-charge of maintenance with well established systems and procedures for maintenance of physical, academic and support

facilities. The maintenance requirement of the College as approved by appropriate bodies is discussed in the Purchase and Maintenance Committee meetings. An annual audit and stocktaking of the physical, academic and support facilities is done regularly.

Furniture and ICT facilities in classrooms are maintained and utilized properly. The laboratory in-charge staff manages the maintenance of each laboratory. Computer technicians control the maintenance and service of computers protected with anti-virus software. New collections are added to the Library with the approval of Library Advisory Committee. The playground is cleaned and the courts are marked regularly for sports activities. Water purifier, Generators and surveillance cameras are maintained under AMC. Fire-extinguishers and First-Aid Kits are inspected periodically and refilled on time. The College premises is cleaned and maintained by the support staff on daily basis. Electricians, carpenters and painters are outsourced to maintain all physical, academic and support facilities available in the campus for optimal utilization.

File Description	Documents
Appropriate link(s) on the institutional website	https://nktnce.ac.in/wp-content/uploads/2022/01/7.-policy-purchase-maintenance-full.pdf
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

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	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

A. All 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	No File Uploaded
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)

Three of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	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
20	223

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).

17

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)

1

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

N.K.T. National College of Education for Women has a vibrant Student Union, democratically elected by the students of the College it is composed of the President, Vice President, Secretary, Joint Secretary, Treasurer, and other members. Due to the World-wide Pandemic situation, the year 2020-2021 NKT Student Union Election was conducted on 20th March 2021 and the Investiture Ceremony took soon after the election presided by Dr. M. Arumugam, Secretary of the College. The Student Council is very firm in maintaining discipline, cleanliness, healthy green environment, and they actively participate in academic and extension activities organized by the College.

The Student Council has representation mostly in all Non-Statutory Committees of the College like the Internal Quality Assurance Cell, Student Welfare Committee, Library Advisory Committee, Grievance and Redressal Cell, Anti-ragging and Anti-sexual Harassment Committee, and the Celebration Committee.

The Union Members strive to bridge between students and faculty members to address student requirements by voicing their peer representation in the appropriate student welfare meetings.

The Student Council has created active teams like, Web Team, Hosting Team, Reporting Team catering to in-house curricular and co-curricular activities, and have successfully organized state-level webinars and social outreach programmes.

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 Alumni Association is another supportive pillar of the College which creates and maintains a link between the Alma matter and students, both present and past. The College establishes and maintains good networking with its alumni by making them a part of decision making statutory and non-statutory bodies. The Association helps the Institution and students through various activities. Two significant contributions worthy to mention are as follows

(i) Enhancing Professional Competence

The Alumni network follows a win-win approach, tailors the alumni

stakeholder to actively participate in the institution's developmental activities. The alumni placed in various institutions come forward to collaborate with their Alma matter by interacting with students and sharing of expertise on innovative methods and techniques practiced in their Institution for teaching-learning and evaluation through conduct of academic related programmes.

Representation in Statutory and Non-Statutory Bodies facilitates Alumni to be actively involved in curricular development, employability, motivation for higher education, and in continuous quality improvement, and thus serve as "client" lens.

(ii) Resource Mobilization

The Alumni of the Institution volunteer to give back to the Alma matter. Alumni play a very significant role to sustain quality and development of the Institution by mobilization of resources.

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

All 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

An Alumnus is a real-time motivator for students of our College admitted to various programmes. They are our loyal supporters and best ambassadors offering invaluable marketing and promotion across their personal and professional networks.

Our College follows the mechanism of regularly inviting eminent Alumnus for curricular and non-scholastic initiatives of the Institution. They motivate students by sharing nostalgic moments at the College and the rich resources and experiences that groomed them. They have instituted proficiency prizes for students of all programmes offered by the College.

In addition, the alumnus who returns to their alma matter volunteer to give feedback about their stay at the Institution and it is also

uploaded in our College Website which motivates other students to prefer our College during the Single Window Counselling.

Special talents among our students are recognized and nurtured by means of special lectures, quizzes, webinars, seminars, and competitions in collaboration with the Institution where our eminent alumni are placed.

The Alumni Association consciously takes all efforts to mobilize resources for the Welfare of the Institution.

Thus the Alumni Association extends its wing to protect and promote value and discipline, knowledge and respect, criticality and commitment among the prospective teachers in their profession.

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.

Response:

The College aims at fostering conducive climate to ensure prospective teachers with greater competence, commitment and compassion. Conscious and consistent efforts undertaken at all levels of planning, decision making and execution involve the Principal, Teaching, Students and Non-teaching staff to a greater extent.

Nature of Governance

The Management adopts a Contingency Leadership Approach to realize its Vision of transforming students to Global Educators by imparting excellence in Teacher Education and providing competency based

Education.

Perspective/ Strategic Plans

Perspective plans like training in Digital tools, MOU's with other Teacher Education Institutions and International agencies, Partnering with Training Institutes, Planning for new projects through Quality Circles, encouraging Research Culture, Organizing Capacity Development and Training Programmes, Mobilizing funds through NGO's, Alumnae and Stakeholders, Organizing Community related Outreach programmes are formulated keeping in view with the Vision and Mission of our College.

Participation of Teachers, Students and Non-Teaching Staff in Decision-Making Bodies

Participative Management is in vogue at all levels and feedback from stakeholders is vital. Stakeholder representation in decision making bodies is considered vital to discuss perspective plans for providing new dimensions and perspectives to teaching-learning and evaluation on par with the Vision and Mission of the College

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

Response

Students, Faculty members, Non-teaching Staff and External members form a part of decision making bodies to ensure transparency. Our Institution focuses on planning at three levels to pursue the long and short term goals.

Strategic Level

At the Strategic Level, plans are made systematically to fit in activities appropriately in the academic calendar. The Planning and Evaluation Committee strategically plans as per the needs and requirements at the end of each academic year for the forthcoming year.

Tactical Level

The Tactical plans are concerned with functionality of various units. IQAC monitors quality parameters pertaining to all academic and outreach activities and the Examination Committee manages examination matters. The Finance Committee meets financial requirements while Academic Council and Board of Studies manage Academic sector. The Autonomous Governing Body approves outcomes of all statutory meetings.

Operational Level

The Operational level focuses on procedures that occur on daily basis. The Faculty Council, Purchase and Maintenance, Student Welfare, Environment Sustainability and Monitoring, Library Advisory, Anti-ragging, Standing Condemnation, Celebration, Grievance and Redressal, Research and Kamala Nehru Hostel Committees meetings plan regular activities.

Thus all processes are decentralized and participative management is practiced at every level in the Institution.

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.

The Institution maintains transparency and accountability in all areas to ensure good Governance.

Financial Transparency: The budget approved by the Finance Committee is submitted to the UGC and the requirements are met with the approval of appropriate bodies. Tuition and Examination fees collected from students are accounted and receipts issued

immediately. Teaching and Non-Teaching Staff receive salary through IFHRMS and ECS. Scholarships and funds mobilized are transacted online to students. All accounts are audited at the end of each financial year.

Academic Transparency: The Planning and Evaluation Committee evaluates and plans academic, academic related and outreach activities of the Institution. These plans are finalized in Faculty meetings and approved in IQAC Meetings. The College Calendar is meticulously prepared and posted in the College Website. The Syllabi for all programmes are framed with due approval of the academic monitoring bodies and uploaded in the College Website. The Admission Procedure strictly complies with the norms of the Tamil Nadu Teachers Education University and the State Government through Single Window Counseling with 10% of the seats alone filled by the Management.

Administrative Transparency: All meetings are conducted on a regular basis to streamline the administrative areas based on the feedback collected from stakeholders.

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

6.2 - Strategy Development and Deployment

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

The College adopts strategic planning in implementation of all activities. The strategic plan to enhance teaching competence using Smart Interactive White Board for employability is realized through various stages.

In faculty meetings dated 20th November and 12th December, 2019, it was decided to organize the UGC Autonomous Grant Workshop on Upgradation of Syllabus and Teaching Skills conducted from 27th to 31st January 2020 to check on the effectiveness of using Smart Interactive White Board.

In this regard, Faculty members and Students were oriented by Mr. S.K. Kanagaraj, Product Head, Educorp Technologies, Chennai on use

of Smart Interactive White Board on 20th January, 2020. The Workshop on Upgradation of Syllabus and Teaching Skills paved way for inclusion of Smart Interactive White Board in the Syllabi.

The approval for inclusion of 'Smart Interactive White Board' in the unit 'Teaching Aids' in Curriculum and Pedagogic Studies of B.Ed. and B.Ed. Special Education (Visual Impairment) was sought in the Board of Studies meeting held on 26th February 2020, and then by the Academic Council Meeting on 4th March 2020 and finally in the Governing Body Meeting on 4th September, 2020. Changes were implemented from the academic year 2020-2021.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://nktnce.ac.in/documents/
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.

Institution focuses on decentralized governance by providing operational autonomy. The Principal, works with Committees comprising representatives from Higher Bodies, Management, Faculty Members, Students, Non-teaching Staff, Alumni, Parents, Educationalists, Subject Experts, Employers and Community following the Institutional Policy Guidelines.

The Statutory Bodies constituted as per UGC guidelines for the effective functioning of the autonomy inclusive of approval of curriculum, examination and finance are Board of Studies, Academic Council, Finance Committee, College Autonomous Governing Body and College Committee.

The College has constituted various non-statutory bodies as per the statutory and other requirements to address matters related to admission, examination, planning and evaluation, academic and administrative audit, student welfare, grievance and redressal, scholarships, guidance and counseling, research, placement and College development. The Non-Statutory Bodies of the College Committees are Planning and Evaluation, IQAC, Staff Council, Admission, Examination, Purchase and Maintenance, Research, Student

Welfare, Library Advisory, Grievance and Redressal, Anti-Ragging, Standing Condemnation, Environmental Sustainability Monitoring, Celebration, Community Extension & Outreach, NKT College Stakeholder, Code of Conduct and Kamala Nehru Hostel Committees.

The Functional Bodies that enhance the performance of the Institution are Parent-Teacher and Alumni Associations, 4 cells, 5 clubs and 6 centers.

The Organogram gives a comprehensive picture of the Institutional set up.

File Description	Documents
Link to organogram on the institutional website	https://nktnce.ac.in/wp-content/uploads/2022/01/nkt-college-organogram.pdf
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

All 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.

As per the Vision and Mission of Institution, the Governing and

Functional Bodies facilitate and monitor effective functioning of the Institution.

Strategic Plan for Enhancement of Digital Skills

As Technology facilitates accelerated Teaching-Learning and Evaluation, it becomes pertinent to enhance digital skills of students for effective curricular transactions. In this regard, the Internal Quality Assurance Cell of the College conducted a Six Day Faculty Development Programme on Digital Tools from 8th to 13th June 2020 to update faculty members with required digital skills. In addition, a Student Development Programme on Augmenting Pedagogical Horizon for 24/7 Learning was conducted from 20th to 24th July 2020 by the NKT Centre for Career Advancement and Skill Development.

The programmes organized by the Institution for adequately equipping faculty members and students with required digital tools for effective teaching-learning and evaluation paved way for the inclusion of digital tools in B.Ed., B.Ed. Special Education and M.Ed. Syllabi. With the approval of the Board of Studies, Academic Council and College Governing Body, digital tools were introduced in the course Curriculum Pedagogy of School Subjects at the Bachelor's Level and in the course, Advanced Techniques of Instruction at the Masters Level from the academic year 2021-2022.

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

The College with the support of the Management pays attention to the welfare of Teaching and Non-Teaching Staff. Based on the Institutional Policy Guidelines for the Welfare of Teaching and Non-teaching Staff, the College provides the following academic, physical, financial, medical, and emotional assistances for effective and efficient functioning of its employees.

- Ø Employee Provident Fund
- Ø Employee State Insurance
- Ø Health and Group Insurance Schemes
- Ø Festival Bonus
- Ø PF Loans
- Ø On Duty provision
- Ø Maternity Leave
- Ø Earned Leave/ Leave on Private Affairs
- Ø Special Leave for faculty Enhancement
- Ø Incentives/recognition for academic achievements
- Ø Monetary support to attend academic programmes
- Ø Wi-Fi and ICT facilities
- Ø Library and Remote Access Facilities
- Ø Staff Rooms and Retiring Rooms for employees
- Ø Well maintained Rest Rooms
- Ø Canteen and Hostel Facilities
- Ø Annual Medical Checkup
- Ø Opportunities for Capacity Building and Self-Study Programmes
- Ø Health & Fitness Centre
- Ø Guidance and Counselling Services
- Ø Seed money for Research Activities
- Ø Feedback to improve Staff performance
- Ø Grievance Portal for Redressal

Ø Recognition of Employees during Retirement

Ø Two and Four Wheeler parking Arena

Ø Alternate power supply for uninterrupted working

Ø Eco-friendly Bicycles

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

13

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.

16

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

41

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.

The Performance Appraisal System is an essential mechanism that helps the Institution to provide information for assessing performance and behavior pattern of employees. The Institution has an effective Performance Appraisal System in place, for smooth functioning and harmonious relationship.

Appraisal of Teaching Faculty

1. Self-Appraisal: The Self-Appraisal Form with guidelines to Faculty aims at introspection.

2. Student Appraisal: Appraisal of faculty members by students are recorded and consolidated by the Dean of Academics.

3. Superior Appraisal: Appraisal of Teaching Faculty members by Senior Faculty members.

Comprehensive Evaluation: The Consolidated report of all appraisals is presented to the Principal by the Dean of Academics. Principal makes a Comprehensive Evaluation and then meets the concerned faculty to discuss support and then the College Secretary for further advice.

This exercise aims at providing better service to our primary stakeholders, the students. Based on the suggestions from Management, reforms are made. Thus, a perfect mechanism is in place for mining the fullest capabilities of faculty.

Appraisal of Non-teaching Staff

Based on the Self-Appraisal of Non- teaching staff, the consolidated Appraisal of non-teaching is prepared by the Principal after verification of office records. Feedback is discussed with them and the College Secretary for enhanced performance

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

The College ensures periodic Internal and External Financial Auditing.

Mechanism of Internal Financial Auditing

Internal Financial Auditing audits accounts of Sriman N.K. Thirumalachariar National Education Society and the College. The Audit Team from the Office of M. Raghunath and Co, conducts auditing and submits report to the Governing Body of the Society. The report is presented in Annual General Society Meeting and course of action discussed with Ex-Officio Members.

Mechanism of External Financial Auditing

This Audit takes place in two stages:

1. Department of Higher Education Audit
2. State Audit

Department of Higher Education Audit by the Office of Regional Joint Director, Chennai Region audits General Account and submits report to College and Office of Principal Accountant General.

State Audit by AG's Office audits accounts audited by the Office of RJD, also audits Examination Account and verifies documents audited by Office of RJD. The report, with objections, raised by the Audit Team is submitted to the College. On ratification, the College submits a report to Office of the RJD and to AG's Office and on acceptance of ratifications, objections are dropped.

External Financial Government Auditing is completed upto 2020-2021. Thus the College ensures that funds received is appropriately utilized.

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

14.95

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.

Our College is a Government- Aided, non profitable Institution that receives grant- in - aid towards the salary of only a section of Teaching and Non Teaching staff. Further, the College being autonomous with 12B and 2F status the UGC provides autonomous and development funds. Various scholarships and financial aid are mobilized and disbursed to students.

Resource Mobilization is essential for any Institution to achieving its organizational goals. The regular financial resources of the College are:

- UGC/State Government Funds
- Government Scholarships
- Tuition and Hostel fee
- Building and Corpus Fund
- Alumni & PTA Contributions
- Philanthropic/NGO sponsors

Optimal Utilization of Funds

Funds generated from the above sources are used for Institutional development and maintenance, staff and student welfare and for overall growth of the Institution. The accounts of the Institution are audited regularly.

Resource mobilization and Optimal Utilization are discussed in Faculty, Planning & Evaluation Committee, Finance Committee, and College and Society Governing Body Meetings and the suggestions are

implemented with the approval of the College Secretary for ensuring that funds mobilized are spent optimally by the Institution for its welfare.

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

IQAC conducts meetings every quarterly and the following mechanism has contributed significantly for Institutionalizing quality assurance through IQAC:

- Diverse teaching-learning experiences
- Assessment of Entry Level Behaviour and Development of Performance Growth Chart of students
- Mentor-Mentee activities for student wellbeing
- Semesterization of Practicum Components
- Continuous Comprehensive Evaluation
- Student Exchange Programme at M.Ed. level
- Quality Circles to ensure Total Quality Assurance
- Forum for Strategies and Operations Planning to share knowledge
- NKT Centre of Excellence to empower stakeholders with requisite knowledge and skills
- NKT Centre for Outreach to sensitize students to challenges of community
- 'Go Green Project' to ensure a green campus
- Student Development Programmes
- Health and Fitness Centre, Guidance and Counselling services for well-being
- Capacity Building Programmes for teaching, non-teaching staff
- Faculty as Resource Experts to enhance work performance
- Research and Development Centre to ensure promotion of Research Culture
- Grievance and Redressal Cell for stakeholders
- Participative Governance
- E- Governance

- Participatory NKT Student Union, PTA, Alumni
- 'Recruits Pursuit' to facilitate better placement
- Stakeholder feedback to strengthen Academic and Administrative setup
- Institutional Policy Guidelines to streamline activities of Institution

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 main objective of IQAC is to maintain quality and excellence in all activities chalked out and organized by the Institution. Teaching-learning process being crucial to Institutional Performance, inputs are delivered through various sources and is in line with an effective curriculum that imparts quality education. Feedback from stakeholders ensures optimum performance of Institution, as modifications are made accordingly.

- Feedback is obtained semester-wise for all courses on 'Curricular Aspects' from Students, Faculty, Alumni, Employers and Parents and Student Satisfaction Survey (SSS) on the teaching-learning process at the end of each academic year.
- Faculty Performance is assessed through three modes - (i) Self (ii) Student (iii) Superior Faculty Feedback. Based on the Consolidated Report on the Teaching Performance of Faculty Members, the Principal prepares the confidential Comprehensive Report that is discussed with faculty members in person and submitted to the College Secretary for further advice.

Feedbacks are collected from stakeholders through Google forms and in person.

The Peer Reviewed Academic and Administrative Audit is conducted every year by the IQAC Expert Team and the Report is presented at the IQAC and College Governing Body Meetings for discussion. Thus every aspect of the teaching-learning process is reviewed periodically by the Institution.

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

6

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://nktnce.ac.in/iqac/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://nktnce.ac.in/wp-content/uploads/2020/10/aqar-2019-2020-new.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	No File Uploaded
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

The Institution keeps track of incremental improvements achieved in Academic and Administrative domains of its functioning through quality assurance initiatives. The Institution has taken heed of the recommendations of the NAAC peer team during their visit in October, 2010. They had recommended the initiation of an active Parent Teacher Association.

NKT College Parent Teacher Association

The Parent Teacher Association is formally registered and plays a significant role in the Institutional functioning.

- Evinces interest in maintaining high Academic standards of the Institution
- Spontaneous in providing regular feedback on the functioning
- Engages the community in providing enriching educational experiences
- Contributes toward enhancement of Infrastructure.

- Instrumental in decision making, functioning of the Institution.
- Organised a Financial Literacy Programme on December 5th 2020. Mr. Mani Ram, Wealth Coach, explained the Financial Literacy principles. He detailed the importance of savings.
- A meeting with stakeholders on May 31st 2021 outlined norms for Online classes and Stakeholder feedback
- President, Mrs. N. Saratha, employed as a teacher, addresses Parents, Faculty and Students at meetings to discuss matters related to students, curriculum, school internship and suggestions were open to better working of PTA.

The NAAC Peer team also suggested the need to effectively analyze and utilize the feedback obtained from stakeholders.

Analyses of Stakeholder Feedback

The teaching-learning process is crucial to Institutional Performance and is in line with an effective curriculum that provides a measurable plan for delivering quality Education.

- Feedback is obtained semester-wise for all courses on 'Curricular Aspects' from Students, Faculty, Alumni, Employers and Parents and Student Satisfaction Survey (SSS) on the teaching-learning process at the end of each academic year.
- Faculty Performance is assessed through three modes - (i) Self (ii) Student (iii) Superior Faculty Feedback. Based on the Consolidated Report on the Teaching Performance of Faculty Members, the Principal prepares the confidential Comprehensive Report that is discussed with faculty members in person and submitted to the College Secretary for further advice.

Feedbacks are collected from stakeholders through Google forms and in person.

The Peer Reviewed Academic and Administrative Audit is conducted every year by the IQAC Expert Team and the Report is presented at IQAC and College Governing Body Meetings for discussion.

Thus the Institution keeps track of incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives in line with the recommendations of the Peer Team during their visit for Second Cycle of Re- Accreditation and Assessment by NAAC.

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.

Response

The Institution has a stated Policy Guidelines for Energy Conservation and Management that aims at reduction of energy consumption and promotion of efficiency.

Streamlining ways of Energy Conservation

The College infrastructure is well planned with cross ventilation to provide adequate lighting and air circulation, facilitating minimal use of electrical gadgets. Sign boards to switch off electrical appliances when not in use have been fixed at various sites to conserve energy.

Energy conservation will be accomplished by developing a proactive and progressive approach for ensuring energy efficient, responsible, and cost effective operations on campus and creating awareness on energy conservation practices among stakeholders

Energy conservation goals are being revisited annually to evaluate operational challenges and opportunities that will impact performance in the longer term.

The College has a designated Energy Consumption Monitoring Committee to identify energy saving opportunities, optimum use of alternate energy and minimizing environmental pollution within the College campus.

Alternate Sources of Energy

For continuous supply of power, the Institution maintains a 125 KVA

Generator and a Mobile Generator.

Planning for institution of solar panel will be initiated in the first quarter of the upcoming year and this provision can significantly reduce the overhead cost.

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.

Response

The Institution has a stated Policy and Procedure to ensure that all campus wastes are disposed responsibly by using proper waste segregation mechanism at source and converting it into value added environment friendly product.

At various locations of the College campus and at the Hostel Kitchen separate dustbins are placed to segregate and collect bio-degradable and non-degradable waste. The dry bio-degradable waste is fed into the Vermi-compost Units and the wet is fed into the Khamba Unit for preparation of manure. The non-biodegradable waste which is very limited in its collection is either reused or disposed or incinerated. The use of plastics is discouraged and the College maintains plastic free zones.

Implementation Procedures

- Promote reduce, reuse and recycle waste wherever possible
- Identify and minimize hazardous waste
- Apply systems for safe and environmentally responsible disposal of wastes (hazardous and general) that cannot be re-used or recycled
- Work towards minimizing paper use through promotion of double-sided printing and use of online systems and other efficient technologies
- Create awareness on waste reduction practices among stakeholders

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

Ensuring environmental sustainability is one of the developmental goals of the Institution.

- The College initiated the Swachh Bharat Mission in the campus to maintain a clean campus by periodic cleaning and placing bins for segregation of waste, maintenance of RO drinking water and taps and drainage lines to ensure adequate hygiene and sanitation. The Student Union plays a vital role in maintenance of a clean, green and litter-free campus.
- Classrooms, Halls, Laboratories, Restrooms are periodically sanitized by the Maintenance Team to ensure a clean and healthy environment. Corporation personnel are also invited to the campus to ensure sensitization measures at the campus. Sanitizers are provided at the campus entry point and all toilets and wash areas are adequately provided with liquid soaps, and other sanitizing requirements.
- The Project Go Green NKT was initiated to reduce the carbon-footprint, and maintain a Plastic free green cover. Green landscapes at Dr. Muthulakshmi Reddy Medicinal Garden', 'Padma Shri Chinna Pillai Green Zone', 'Savithribai Phule Porch', 'Beno Zephine Garden', and 'Kalpana Chawla Green Trial' are well maintained.
- The move towards Paperless Office has initiated posting of circulars via Whatsapp and e-mails to other Educational offices and stakeholders.

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)

0.3

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

Response

The Institution takes initiatives through activities of various centers, cells, clubs and associations for leveraging local environment, locational knowledge and resources, and community practices for the development of the community.

Local Environment

The College aims to support collaborations through targeted outreach initiatives involving staff, students and the community. An intensive 'Jan Andolan Campaign' was launched on 8th October 2020 to spread awareness about precautions against the Covid-19 virus

Locational Knowledge and Resources

As a part of social outreach, the College put forth adequate efforts to leverage knowledge about the significance of local area. In this connection, the College ventured to orient students of our model school, about the heritage, culture and significance of Mahakavi Subramaniya Bharathiyar Memorial House on 22nd February 2021.

Community Practices and Challenges

Realizing the responsibility of sensitizing the community to face its challenges, the College organized various community extension programmes for their welfare. As access to safe water is the biggest challenge faced by the community, NKT Science Club organized awareness on conservation and management of water resources, in view of the World Water Day: Jal Shakti Abiyan on 22nd March 2021 to tackle the perennial water crises faced every year.

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	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

1. Title of the Practice Developing Teaching Performance Growth Chart of Student-Teachers 2. Objectives of the Practice In Higher Education both nationally and internationally, it is imperative to assess incoming student readiness to cope with the Programme. At the B.Ed. Level student-teachers are assessed at the entry level and periodically every semester with the following objectives. •To assess and address the different learning needs of students at the entry level, •To ensure basic skills and adequate knowledge of students to pursue the Programme; •To provide experiences to students that will help them achieve their educational and personal goals; •To provide student support services, activities, and resources which complement academic programmes; and •To improve retention rates of entering students as they matriculate through the system.

3. The Context

Purpose of assessment is to measure student learning in a systematic fashion in order to improve student academic achievement and development. The goals of this assessment plan are to provide a means to systematically, strategically, and continually evaluate and document the degree to which the Institution is accomplishing the mission and goals it has set, to assess student learning in order to determine if learning has occurred, and to increase the capacity of the Institution to adapt to a rapidly changing environment in a planned and orderly fashion.

Entry-level assessment ascertains the preparedness of new students and ensures best possible success in attaining their professional goals. As students matriculate through their academic programmes, their progress is tracked and the information gained is used to evaluate and strengthen programmes and services required to optimize student professional competencies. Entry Level Assessment can do more than simply diagnose and identify students learning needs. It can be used to assist improvements across the education system in a cycle of continuous improvement and to assess relevance of creativity and innovation in education at the Institution.

4. The Practice

As students hail from varied background and diversified culture, the College understands that it is mandatory to assess at the entry level the varying learning needs of students and their level of readiness to undergo B.Ed. B.Ed. Special Education.

The entry level assessment helps student-teachers to crack the shells of inhibition and to start pondering the arcs of their undertaken programme and oneself.

The entry level assessment encompasses of individual assessment of teaching attitude and aptitude interest in teaching and teaching competency using rating scales and observation of entry level teaching behaviour.

Modified version of Teaching Aptitude Test Battery (Singh and Sharma, 2006) and Teaching Attitude Test (Goyal, 1984) are administered to students. Subject experts along with Faculty member asses and analyze the entry level behaviour of students. Having assessed, students are identified for their diverse needs and required academic and psychological support is provided continuously and as and when required. Faculty members also develop a Teaching Performance Growth Chart for every student-teacher to map the growth of student-teachers, across all four semesters.

During Semester-I after the assessment of Entry Level Behaviour, student-teachers are introduced to Mini Teaching, followed by Observation and Demonstration classes by School Mentors, Subject Experts and Teacher Educators at the College and at the Teaching Internship schools for 2 weeks. These activities enable student-teachers to experience real life classroom situations in a simulated environment.

After completion of Semester-I, at the beginning of Semester-II, student-teachers are assessed on the same parameters and their performance is marked on their Teaching Performance Growth Chart. During feedback, if required students are suggested counselling. Academic counselling is taken care of by the Subject Faculty members and psychological support and guidance is given at the Guidance and Counselling Cell of the Institution.

During Semester-II, student-teachers undergo Teaching Internship at schools for 2 weeks to observe teaching, understand evaluation techniques, preparation of teaching-learning material and to address the diverse needs of students and adequately equip themselves for the 15 weeks Teaching Internship Programme scheduled during Semester-III.

After completion of Semester-II, student-teachers who are adequately prepared with knowledge and skills required for real classroom teaching and with all preparations made with lessons and appropriate teaching aids undergo 15 weeks of School Internship Teaching Programme. During their Teaching Internship, students observe the core teaching of Mentors and Peer students and teach for 60+ hours to master Teaching Skills. During this phase student-teachers are assessed by School Mentors, Teacher Educators, Heads of Teaching Internship schools, Peer Students and by self. The performance of student-teachers assessed during the End Semester-III Practical Examinations will be scored and marked in the Teaching Performance Growth Chart for that semester. After the Practical Examination performances of student-teachers is discussed and an assessment is also made on their attitude, aptitude and interest in teaching and required support is planned to fine tune their teaching performance who would be graduating from the Institution after the completion of the next semester i.e. Semester-IV.

After the completion of Semester-III, in Semester-IV student-teachers go for a week to Teaching Internship Schools to organize co-scholastic activities that leverage their interest and attitude towards teaching. The final assessment of student-teachers on the set parameters are made by the end of Semester-IV and the scores are

plotted in the Teaching Performance Growth Chart. Thus, the growth of student-teachers is monitored systematically and consistently.

Thus, the Workshop Series: Developing the Teaching Performance Growth Chart of Student-Teachers help to ensure the progress of students and identify the academic, emotional and social requirements of students and provide adequate and appropriate support in the form of counselling, workshops, seminars, conferences and classroom experiences; thereby aiding required development of Cognitive, Affective and Psychomotor domains of student-teachers. 5. Evidence of Success

The Institutional Best Practice of developing Teaching Performance Growth Chart evidences the following:

ØImproved Teaching performance

- Better attitude and interest towards teaching over the semesters

ØIncrease in student classroom attendance ØIncreased participation in co-curricular activities ØPlacement of students in reputed Schools in and around Chennai

The only problem encountered was consumption of time as it requires continuous monitoring to prepare the Teaching Performance Growth Chart.

Best Practice - 2

1. Title of the Practice

Semesterization of Practicum Components of B.Ed., B.Ed. Special Education (V.I.) and M.Ed. Programmes.

2. Objectives of the Practice

ØTo provide greater scope for learning and delivering variety of skill-oriented tasks, for enhancing quality of learning and teaching through the best practice of Semesterisation of Practicum Components related to Engagement with Field; ØTo evaluate performance of student-teachers each semester for ensuring acquisition of required

skills and utilising it for performing appropriate tasks, enabling student-teachers to perform more systematically and confidently on time; ØTo ensure optimum attendance at College and Internship Schools; ØTo provide opportunities to student-teachers for continuous learning, assessment and feedback; and ØTo inculcate regular study habits and better classroom interaction through periodical engagement of student-teachers in teaching practice schools. 3. The Context The traditional examination and assessment system followed in the Institution envisages the need for essential examination reforms. The Examination Unit of the College meticulously plans and executes the practical examinations for students every semester maintaining utmost transparency and confidentiality.

4. The Practice

Every semester each student needs to complete the practicum components assigned for that semester. A Panel Examiners duly approved by the Board of Studies, Academic Council and the College Autonomous Governing Body examine the candidates on the practical activities assigned for each semester.

Semester-wise Practicum Components for the B.Ed. Programme

B.Ed. Semester-I: Components of Practicum: 375 marks

S. No.

Semester-I

Marks

1

Observation of 5 classes of Level I mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal.

35

2

Observation of 5 classes of Level II mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal.

35

3

Observation and Submission of Reflective Journal on Demonstration of Level I subjects by Subject Experts from the school
(Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science)

30

4

Observation and Submission of Reflective Journal on Demonstration of Level II subjects by Subject Experts from the school
(Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/ Home Science)

30

5

Observation and Submission of Reflective Journal on Demonstration of Level I subjects by Teacher Educators

30

6

Observation and Submission of Reflective Journal on Demonstration of Level II subjects by Teacher Educators

30

7

Mini Teaching Record related to Major disciplines

50

8

Psychology Experiments Record - Part I

35

9

Educational Technology Record

50

10

Physical Education and Yoga Record

50

TOTAL

375

Note: Practical Examination will be held for 375 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.

B.Ed. Semester-II: Components of Practicum: 375 marks

S. No.

Semester-II

Marks

1

Participation in a 5 day Citizenship Training Camp and submission of Camp Record

50

2

Projects on Identifying and Analyzing the Guidance Needs of Learners

50

3

Preparation of 10 Teaching and Learning Materials (TLM) based on Level I Syllabus and 10 Teaching and Learning Materials (TLM) based on Level II pertaining to their major subjects, and submission of same to Co-operative Schools after passing the first year practical examinations.

100

4

Reflective Record on Continuous and Comprehensive Evaluation (CCE) practiced in the co-operative schools at Level I and Level II based on their Major subjects.

60

5

Development of Question Bank in the School Content (Major Based) -Level II

80

6

Psychology Experiments Record - Part II

35

TOTAL

375

Note: Practical Examination will be held for 375 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.

B.Ed. Semester-III: Components for Internship based Activities: 625 marks

S.No.

Semester-III

Marks

1

Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level I pertaining to the major subjects of the student - teachers

25

2

Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level II pertaining to the major subjects of the student - teachers

25

3

Reflective Journal on Co-teaching with mentor teachers

a) Reflections on Co-teaching with Mentor Teachers : Level - I - 15 marks

(5 sessions related to the major subjects of the student teachers)

b) Reflections on Co-teaching with Mentor Teachers : Level - II - 15 marks

(5 sessions related to the major subjects of the student teachers)

30

4

Lesson Plan Records

1. Lesson Plan Record : Level - I - 30 marks

(30 Lesson Plans pertaining to the major subjects of the student teachers)

1. Lesson Plan Record : Level - II - 30marks

(30 Lesson Plans pertaining to the major subjects of the student teachers)

60

5

Preparation and Use of TLM

1. Preparation and use of 30 TLM : Level - I - 30 marks
2. Preparation and use of 30 TLM : Level - II - 30 marks

60

6

Power Point Presentation (PPT) (Soft and Hard copy are to be submitted at the time of Practical Examination)

Preparation and use of PPT for Level - I (15 marks) and Level - II Teaching and Learning Materials (TLM) in their respective major subjects.

35

7

Assessment of Teaching Competency Level - I - 150 marks

Level - II - 150 marks

300

8

Individual case study record (20 marks) and Institutional case study record (20 marks)

40

9

Action Research Report (Each student - teacher has to identify one

unique problem for action research, which should be different from other student - teachers)

25

10

Reflective Journal on School Internship

25

TOTAL

625

Note: Practical Examination will be held for 625 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.

B.Ed. Semester-IV: Components for Internship based Activities: 325 marks

S. No.

Semester-IV

Marks

1

Report on Organization of Co- scholastic activities (Any 5 activities such as Exhibition, Celebration of Important Days, Festivals, Role Play, Dramatization, Quiz, School Assembly, Awareness Programme, Rally, etc. in the Co-operative Schools (5* 6= 30 marks)

30

2

Test and Measurement Record - Level II (Based on the scores of Achievement Test conducted by the student-teachers in their major Subjects during their internship period)

70

3

Module Preparation and use of module for any unit pertaining to their major subjects at Level - II

30

4

Website Analysis Report - Level - II (Identifying and Downloading 2 different web based materials on the same topic related to the major subjects of the student - teachers and preparing a comparative detailed analysis on their salient features)

30

5

Work Experience Record (Preparation of socially useful productive materials like pickles, phenol, soap powder, candle, files, office covers, etc.,)

30

6

Report on maintenance of Records and Registers in Schools

A detailed report on the maintenance of various records and registers in the Co-operative Schools)

40

7

Field Trip Record

20

8

Environment Education Record (Student teachers need to assess and write a

detailed report on the environmental context of the co-operative schools)

25

9

Health and Physical Education Record

30

10

Drama and Art Record (Any 4 activities of student teachers with an emphasize on self- realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Rangoli, Paper Cutting, Paper folding, Visits to places of importance of Art & Architecture, Exhibitions, Cultural centers, Fair, Art Gallery, etc.,)

20

TOTAL

325

Note: Practical Examination will be held for 325 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.

Semester-wise Practicum Components for the B.Ed. Special Education (V.I.) Programme

B.Ed. Special Education Semester-I: Components of Practicum: 465 marks

S.No.

Semester-I

Marks

1

Observation of 5 classes of Level I(2) & Level II(3) mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal -General School (5)

35

2

Observation of 5 classes of Level I(2) & Level II(3) mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal -Inclusive School(5)

35

3

Observation of 5 classes of Level I (Other than the Special School) and Level II (Special School) mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective

Journal

35

4

Observation and Submission of Reflective Journal on Demonstration of Level I subjects by Subject Experts from the school
(Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science) (General)

30

5

Observation and Submission of Reflective Journal on Demonstration of Level II subjects by Subject Experts from the school
(Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science) (General)

30

6

Observation and Submission of Reflective Journal on Demonstration of Level I & Level II subjects by Teacher Educators.(General School)

30

7

Observation and Submission of Reflective Journal on Demonstration of Level I & Level II subjects by Subject Experts from the Inclusive school (Special School)

30

8

Observation and Submission of Reflective Journal on Demonstration of Level I & Level II subjects by Teacher Educators (Special School)

30

9

Mini Teaching Record related to Major disciplines -5Skills(General School)

50

10

Mini Teaching Record related to Disability Specialization-3 Skills (Special)

30

11

Psychology Experiments Record - Part I

35

12

Physical Education, Adapted Physical Education and Yoga Record

50

E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA

13

E1 Functional Vision Assessment

20

14

E1 Learning of Braille - Introduction to Bharati / Hindi or Regional Braille and English Braille

25

TOTAL

465

Note: Practical Examination will be held for 465 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.

B.Ed. Special Education Semester-II: Components for Internship based Activities: 510 marks

S.No.

Semester-II

Marks

1

Participation in a 5 day Citizenship Training Camp and submission of camp record(General)

50

2

Projects on Identifying and Analyzing the Guidance Needs of Learners

(General)

50

3

Preparation of 5 Teaching and Learning Materials (TLM) based on Level I Syllabus and 5 Teaching and Learning Materials (TLM) based on Level II pertaining to their major subjects, and submission of same to Co-operative Schools after passing the first year practical examinations. (General)

50

4

Preparation of 5 Teaching and Learning Materials (TLM) based on Level I Syllabus and 5 Teaching and Learning Materials (TLM) based on Level II pertaining to their major subjects, and submission of same to Co-operative Schools after passing the first year practical examinations. (Special)

50

5

Reflective Record on Continuous and Comprehensive Evaluation (CCE) practiced in the co-operative schools at Level I and Level II based on their major subjects. (General)

60

6

Development of Question Bank in the School Content (Major Based)

-Level II (General)

80

7

Lesson planning focusing on adaptation, evaluation in special and inclusive school (major disability).- (Special School)

45

8

Psychology Experiments Record - Part II

35

E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA

9.

E1 Learning of Braille- A)Bharati hindi/Regional Braille

B) Braille:Mathematical sign for :Numeric indicator, basic operation ,simple

fractions and brackets

30

10.

C) Braille Competency Assessment

20

11.

E1 Learning the use of Assistive Devices- Taylor frame, Abacus :Basics operations using arithmetic and algebraic types

40

TOTAL

510

Note: Practical Examination will be held for 510 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.

B.Ed. Special Education Semester-III: Components for Internship based Activities: 740 marks

S.No.

Semester-III

Marks

1

Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level I pertaining to the major subjects of the student - teachers(General)

25

2

Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level II pertaining to the major subjects of the student -teachers(General)

25

3

Reflective Journal on Co-teaching with mentor teachers(General)

a) Reflections on Co-teaching with Mentor Teachers : Level - I - 15 marks

(5 sessions related to the major subjects of the student teachers)

b)Reflections on Co-teaching with Mentor Teachers : Level - II - 15 marks

(5 sessions related to the major subjects of the student teachers)

30

4

Classroom Observation of all Subjects at different level for other than Major disabilities (5) and Inclusive School (5)

20

5

Lesson Plan Records(General)

1. Lesson Plan Record : Level - I - 15 marks

(10 Lesson Plans pertaining to the major subjects of the student teachers)

1. Lesson Plan Record : Level - II - 15marks

(10 Lesson Plans pertaining to the major subjects of the student teachers)

30

6

Lesson Plan Records (Special)

1. Lesson Plan Record : Level - I - 20 marks

(20 Lesson Plans pertaining to the Major Disability of the student teachers)

1. Lesson Plan Record : Level - II - 20 marks

(15 Lesson Plans pertaining to the Inclusive School of the student teachers)

1. b) Lesson Plan Record : Level - II - 10 marks

(10 Lesson Plans pertaining to the Other than Major Disability of the student teachers)

50

7

Preparation and Use of TLM

a) Preparation and use of 15 TLM :Level - I & Level - II (General)

15

8

Preparation and use of 45 TLM :

Special School (15), Inclusive School (15) & Other than major Disability (15)

45

9

Power Point Presentation (PPT) (Soft and Hard copy are to be submitted at the time of Practical Examination)

Preparation and use of PPT for Level - I and Level - II Teaching and Learning Materials (TLM) in their respective major subjects.
(General)

10

10

Power Point Presentation (PPT) (Soft and Hard copy are to be submitted at the time of Practical Examination) Preparation and use of PPT for Teaching and Learning Materials (TLM) in their respective major subjects. (Special School, Inclusive & other than Special School)-

35

11

Assessment of Teaching Competency General -Level - I & Level - II

100

12

Assessment of Teaching Competency Special - (Major Disability, Inclusive and Other than Major Disability)

200

13

Individual case study record(20 marks) and Institutional case study record

(20 marks)- (Special School)

40

14

Action Research Report (Each student - teacher has to identify one unique problem for action research, which should be different from other student - teachers)

25

15

Reflective Journal on School Internship(General)

25

16

Reflective Journal on School Internship(Special)

25

E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA

17

E1 Preparing Individualized teaching lesson IEP (10) (Special School, Other than Special School and Inclusive School)

40

TOTAL

740

Note: Practical Examination will be held for 740 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.

B.Ed. Special Education Semester-IV: Components for Internship based Activities: 485 marks

S. No.

Semester-IV

Marks

1.

Report on Organization of Co- scholastic activities- (General)

(Any 2 activities such as Exhibition, Celebration of Important Days, Festivals, Role Play, Dramatization ,Quiz, School Assembly, Awareness Programmes, Rally, etc. in the Co-operative Schools (5* 6= 30 marks)

30

2.

Report on Organization of Co- scholastic activities - (Special)

(Any 2 activities such as Exhibition, Celebration of Important Days, Festivals, Role Play, Dramatization ,Quiz, School Assembly, Awareness Programmes, Rally, etc. in the Co-operative Schools (5* 6= 30 marks)

30

3

Test and Measurement Record - Level II(General) (Based on the scores of Achievement Test conducted by the student

- teachers in their major Subjects during their internship period)

70

4

Module Preparation(Special) Preparation and use of module for any unit pertaining to their major subjects at Level - II

30

5

Website Analysis Report - Level - II(General)

(Identifying and Downloading 2 different web based materials on the same topic related to the major subjects of the student - teachers and preparing a comparative detailed analysis on their salient features)

30

6

Work Experience Record(General) (Preparation of socially useful productive materials like pickles, phenol, soap powder, candle, files, office covers, etc.,)

30

7

Report on maintenance of Records and Registers in Schools(Special) A detailed report on the maintenance of various records and registers in the Co-operative Schools)

40

8

Field Trip Record (General)

20

9

Field Trip Record (Special)

20

10

Environment Education Record (Student teachers need to assess and write a detailed report on the environmental context of the co-operative schools) (General)

25

11

Drama and Art Record (Any 3 activities of student teachers with an emphasize on self- realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Rangoli, Paper Cutting, Paper folding, Visits to places of importance of Art & Architecture, Exhibitions, Cultural centers, Fair, Art

Gallery, etc.,)

20

12

Drama and Art Record - Special School (Any 3 activities of student teachers with an emphasize on self- realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Handmade looms, Paper Cutting, Paper folding, Visits to places of importance of Vocational Training Centre for Challenged Persons)

20

E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA

13

E1 Orientation and Mobility Training

1. Sighted Guide Technique
2. Pre Cane skills
3. Cane technique
4. Direction finding technique

50

14

Teaching lessons on O&M and ADL VI & VIMD Individualized Teaching lessons on orientation and mobility and activities of daily living

40

15

Assistive technology Album for Disabilities

30

TOTAL

485

Note: Practical Examination will be held for 485 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.

Semester-wise Practicum Components for the M.Ed. Programme

M.Ed. Semester-I: Practicum Components

S. No.

Activities

Credits

Instructional Hours

Marks

1

Writing a Research Proposal: The prospective Teacher-Educators shall write the research proposal related to the problem/topic chosen for the dissertation. The record of the same need to be submitted during the Practical Examinations.

2

68 + 2=70

25

2

Communication Skills I: Expository Writing

The prospective Teacher-Educators shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in the form of seminars for discussions and suggestions. The record of the same need to be submitted during the Practical Examinations.

4

136

75

3

Self - Development : Yoga

The Prospective Teacher Educators shall demonstrate and conduct five sessions of yoga teaching to practice Yoga by the students of the cooperative schools. Proceeding of these activities has to be recorded and the same has to be submitted on the days of Practical Examinations.

3

102

50

TOTAL

9

308

150

Note: Practical Examination will be held for 150 marks at the end of Semester - I, on completion of all the activities falling under the above Practicum components. Each candidate needs to secure 50% of marks in each practicum activity.

M.Ed. Semester-II: Practicum Components

S. No.

Activities

Credits

Instructional Hours

Marks

1

Field Immersion with Co- operative Schools:

The prospective Teacher Educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare Reflective reports upon the administration, curriculum transaction, mode of evaluation and teachers' curricular and co-curricular activities. The report of the same has to be submitted during the Practical Examinations.

3

102

50

2

Field Visit:

The prospective Teacher-Educators shall visit and write reflective reports on anyone of the Teacher Education Institutions that are engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration etc.

3

102

50

3

Dissertation Preliminary Work: Instrument / tool selection/ construction; conduct of pilot study related to the title of dissertation of the prospective teacher- educators and the same should be submitted as a record during the Practical Examinations.

3

102 + 2= 104

100

TOTAL

9

308

200

Note: Practical Examination will be held for 200 marks at the end of Semester - II, on completion of all the activities falling under the above Practicum components. Each candidate needs to secure 50% of marks in each practicum activity.

M.Ed. Semester-III: Practicum Components

S. No.

Activities

Credits

Instructional Hours

Marks

1

Field Internship in the Teacher Education Institution: Each prospective teacher educator should be attached with their Parent Teacher Education Institution or anyone of the Teacher Education

Institution for field immersion to undertake the following activities. The prospective teacher educators shall be engaged handling 12 classes during the field immersion @ 4 classes per week in their Parent Teacher Education Institution or nearby Teacher Education Institutions attached with TNTEU, offering B.Ed., programme. Each prospective teacher educator should submit their field attachment appraisal reports duly endorsed by the mentor as well as by the Head of the Institutions, where he/she is attached with and the same need to be submitted at the time of Practical examinations.

3

102

50

2.

Communication Skills II: Academic Writing

Preparation of minimum ONE Research article (Full paper) related to the dissertation topic of the prospective teacher educators in UGC - C A R E Educational Journals. The prepared article / articles should be given for publication.

3

102

50

3.

Dissertation - Data Collection and Hands on Training on Data Analysis: The prospective teacher educators shall administer the tools, collect data and prepare a master table based on the data collected and the data shall be statistically analyzed using any software.

4

136 + 3=139

75

TOTAL

10

343

175

Note: Practical Examination will be held for 175 marks at the end of Semester - III, on completion of all the activities falling under the above Practicum components. Each candidate needs to secure 50% of marks in each practicum activity.

M.Ed. Semester-IV: Practicum Components

S. No.

Activities

Credits

Instructional Hours

Marks

1.

Dissertation: The dissertation includes: Appropriate title/topic, statement of the problem; scope and limitations; objectives; operational definitions of variables; need and importance of the study; review of related studies; method of study; analysis and interpretation of data; results, discussion, recommendations and conclusion; bibliography and appendices. The research article published should be appended in the dissertation.

5

170 + 3= 173

100

2.

Viva-Voce: The prospective teacher educators shall submit the completed dissertation during the Viva- Voce examination.

2

68

25

3

Field Based Activities :Field Internship in the Cooperative School:
The prospective teacher educators shall prepare and take a class employing CAI technique, observe the teaching and other co-curricular activities both at level I & II of student-teachers in the cooperative schools and submit their Reflective records on the same during the practical examinations.

3

102

50

TOTAL

10

343

175

Note: Practical Examination will be held for 175 marks at the end of Semester - IV, on completion of all the activities falling under the above Practicum components. Each candidate needs to secure 50% of marks in each practicum activity.

5. Evidence of Success

As the practicum components are semesterized the students were able to

- prepare systematically for Practical Examinations with adequate time
- perform better in all formative and summative assessments, reflected in the End Semester Results
- face work place challenges with confidence

- develop skills of collaborative learning, use of ICT, expository writing, data analyses and critical thinking.

6. Problems Encountered

A few problems encountered are

- Increases workload as the evaluation process takes place during all four semesters.
- Slow learners find difficulty in coping with semesterisation of practicum components.

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

Response

Among the Colleges of Education in the City of Chennai, N.K.T. National College of Education for Women is the only College of Education offering B.Ed. Special Education Programme in an inclusive set-up with adequate facilities that prepares students to acquire knowledge and develop competencies to impart education to both special and general students with the choice to be placed either in General or Special Schools. The B.Ed. in Special Education (Visual Impairment) Programme is recognized by the Rehabilitation Council of India and initially by the University of Madras and then by the Tamil Nadu Teachers Education University, Chennai.

B.Ed. Special Education (Visual Impairment) Programme claims its uniqueness for the following reasons:

1. Educates Student-Teachers to acquire knowledge and develop competencies and skills to impart education to both general and visually impaired students.

2. Offers tailor made courses for student-teachers to acquire knowledge in Perspectives in Education, Curriculum Pedagogic Studies, Disability Specialization (Visual Impairment), Cross Disability & Inclusion and Enhancing Professional Capabilities
3. Offers skill-oriented training along with theoretical perspectives to student-teachers in various areas like effective use of Braille, Assistive Devices, Daily Living Skills and Orientation & Mobility

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