



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

Lakshmi College of Education,
Gandhigram

- Name of the Head of the institution **Dr.M.Malarvizhi**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **04512452337**
- Mobile No: **9443653089**
- Registered e-mail ID (Principal) **lakshmi_coe@yahoo.co.in**
- Alternate Email ID **prothangamalar@gmail.com**
- Address **Lakshmi College of Education,
Gandhigram**
- City/Town **Dindigul**
- State/UT **TamilNadu**
- Pin Code **624302**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Rural**
- Financial Status **UGC 2f and 12 (B)**
- Name of the Affiliating University **Tamilnadu Teachers Education University, Chennai**
- Name of the IQAC Co-ordinator/Director **Dr.K.Dhanalakshmi**
- Phone No. **04512452337**
- Alternate phone No.(IQAC) **9865228088**
- Mobile (IQAC) **9894731243**
- IQAC e-mail address **nhnp98@gmail.com**
- Alternate e-mail address (IQAC) **lakshmi_coe@yahoo.co.in**

3.Website address<http://lakshmicoe.gandhigram.org/>

- Web-link of the AQAR: (Previous Academic Year)

<http://lakshmicoe.gandhigram.org/AQAR>**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

<http://lakshmicoe.gandhigram.org/Archives>**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	80-85	2004	03/05/2004	02/05/2009
Cycle 2	B	2.86	2012	10/03/2012	09/03/2017

6.Date of Establishment of IQAC**19/03/2009****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	NIL

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **7**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (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**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

strengthened the Alumni Association

Conducted National and International FDP & Webinars

Renovated College building

Strengthened e-governance in the college premises

Shifted from Non Semester Pattern to Semester Pattern

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
National and International FDP	Students and Teachers gained knowledge and skills to organise National and International Programs
e governance	enhance the accessibility of Internet facilities for the students and the staff members
Workshop of e-resources	Students learnt to access the various e resources and to use it for effective teaching
Handling of ICT tools	Students gained knowledge to organise meetings in Google Meet platform and preparation of Online Quiz
Building Renovation	Fencing the Well inside the college campus

13. Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Lakshmi College of Education, Gandhigram
• Name of the Head of the institution	Dr.M.Malarvizhi
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04512452337
• Mobile No:	9443653089
• Registered e-mail ID (Principal)	lakshmi_coe@yahoo.co.in
• Alternate Email ID	prothangamalar@gmail.com
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• Location	Rural
• Financial Status	UGC 2f and 12 (B)

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• Alternate phone No.(IQAC)	9865228088				
• Mobile (IQAC)	9894731243				
• IQAC e-mail address	nhnp98@gmail.com				
• Alternate e-mail address (IQAC)	lakshmi_coe@yahoo.co.in				
3.Website address	http://lakshmicoe.gandhigram.org/				
• Web-link of the AQAR: (Previous Academic Year)	http://lakshmicoe.gandhigram.org/AOAR				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://lakshmicoe.gandhigram.org/Archives				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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6.Date of Establishment of IQAC			19/03/2009		
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	NIL	
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13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2017	11/12/2017

15. Multidisciplinary / interdisciplinary

Lakshmi College of Education, Gandhigram is a standalone Teacher Education College affiliated to Tamil Nadu Teachers Education University, Chennai offering B.Ed. Program. We provide B.Ed. program for the pedagogical subjects that include Mathematics, English, Physical Science- Physics & Chemistry and Biological Science - Botany & Zoology. With these school subjects we integrate subjects such as educational psychology, Philosophy,

Sociology, Education, Inclusive Education, Environmental Education and Value education. This inter disciplinary program encourage students to different ways of learning and becoming lifelong learners. Collaborative approach inculcates the team spirit and leadership in creative ways. Problem solving skills also developed and students become interdisciplinary thinkers and so in future they become analytical, critical, reflective thinkers and developed problem solving skills

16.Academic bank of credits (ABC):

Our institution is strictly following the curriculum framed by Tamil Nadu Teacher Education University. We are not following the choice based on credit system in our evaluation procedure. We motivate the students to enroll themselves in online platforms such as Swayam, MOOC, Moodle, NPTEL, etc for online education to gain their academic bank of credits. From this academic year 2021-2022, as per the instruction from the university every student has completed one online certificate course with One credit. Students submitted their one credit self-learning certificate to full fill the eligible criteria to attend the practical exam. We insisted all the students to visit ABC website and enroll them to raise their academic bank credits.

17.Skill development:

Our student teachers are trained to develop their personal, professional and academic skills through annual activities planned and executed by the various committees of the college. Personal skills such as leadership skills, life skills, creativity skills, observation skills, analytical skills, Problem solving skills, decision making are developed by providing opportunities to participate actively in study circle, student's parliament and Gurukula classes. The professional skills such as Teaching Skills, Communication skills, soft skills, public speaking skills, ICT technical skills, organizational skills and Evaluating skills are enhanced through the Micro teaching classes, seminars and webinars. Academic skills are developed through guest lectures, student's seminar on emerging trends in their respective subjects as well as in the field of Education. Students were taught with innovative teaching skills and educational technological aspects for classroom teaching. Students were taught with recent different teaching methodologies such as blended learning, Flipped learning, Collaborative , Cooperative learning and Brain based learning.

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

Our mode of instruction is both in the regional language Tamil and in foreign language English. Students are allowed to learn and write their examinations either in Tamil or in English. Faculty members provided study materials both in Tamil and English for all the courses. Our Indian culture is taught by celebrating all the religious festivals like Diwali, Pongal, Ramzan, Christmas, Vijayadhashami etc., in the college. We have course on the topic Yoga and Health Education in which students learn the importance of yoga, food habits, balanced diet and healthy living, therapeutic methods in health care. Environmental education course paper is taught to the students wherein the students develop positive attitude towards conservation of nature. Program on Awareness on Millets was given to the students in order to inculcate the traditional knowledge of our India food cultural and its significance. Patriotism is development in the young minds through celebration of national festivals such as Independence Day, Republic Day, Matry's Day, Flag Day, Great Indian leaders Birth Anniversaries and their Memorial days were celebrated. Dignity of Labour was inculcated through sramadhan program there by we are strictly following the Gandhian Principles

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

We have shifted from objective based education to outcome-based education. We focused on the highest hierarchy "CREATE" of revised blooms taxonomy. Student teachers are trained to develop teaching competency through innovative teaching methodologies such as teaching through games, drama, role play, etc. The main aim of this B.Ed program focused on producing ICT enhanced quality teachers for rural school children. Students are trained with 21st teaching skills such as critical thinking, reflective thinking skills digital literacy, media literacy, information literacy collaborative skills, thereby we develop global citizen. The faculty members adopt the role of instructor, trainer, facilitator and mentor to produce professionally devoted, socially committed, ethically oriented physically sound teachers with commitment to Gandhian values. Project based Learning; Experiential Learning opportunities were provided to the student teachers to develop themselves to be a most committed teachers for the nation.

20.Distance education/online education:

Teaching, learning and evaluation process are all held through both offline mode and online mode. Staff and students enhanced their ICT skills for effective online teaching and learning

process. Online classes are conducted through Google meet, Zoom meet, Microsoft Teams. Students participated online competitions such online Quiz, Drawings, Poster Making etc., Staff and students are encouraged to attend webinars, workshops, and faculty development programs online. Staff acquired the skill of organizing webinars and conducted various National and International FDP, and Webinars. Staff has also attended the Inservice Programs organised by UGC HRDC, TANCHE . Students enrolled themselves in Swayam portal and completed a online course with one credit.

Extended Profile

1.Student

2.1	50
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	48
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	47
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	47
Number of graduating students during the year	

File Description	Documents
Data Template	View File
2.6	50
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	12,21,792
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	30
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	5
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	8
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	

Lakshmi College of Education is affiliated to Tamil Nadu Teachers Education University, Chennai. The Curriculum for the B.Ed. degree course is designed and developed by the University. . All the staff members express their suggestions periodically and they are informed to the Board of Studies.

We are strictly following the curriculum framed by Tamil Nadu Teacher's Education University.

We implement the curriculum effectively in our college with the suggestions from the various committee meetings such as IQAC, College Core Committee, Annual Planning and Association and Club meetings.

We allocate the duties for every staff member to perform all the curricular, co-curricular, extracurricular activities and extension activities.

Tamil Nadu Teachers Education University has revised the Curriculum and changed the pattern of the B.Ed program from Non semester to Semester Pattern from the academic year 2021-2022.

Totally four semesters, with five papers in each semester except the third semester.

Third semester focused on the student's skill development through Internship Practice and external evaluation.

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	No File Uploaded
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative

B. Any 5 of the above

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

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

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

B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://lakshmicoe.gandhigram.org/
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	No File Uploaded

1.2 - Academic Flexibility

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

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

15

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://lakshmicoe.gandhigram.org/Archives /

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

0

1.2.2.1 - Number of value-added courses offered during the year	
0	
File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	One of the above

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

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

48

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

48

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.

Teaching of the paper named Contemporary in Indian Society helps to inculcate the philosophical, sociological aspects of our Indian society and the contributions of the great philosophers for education.

Educational Psychology and Child hood & Growing up papers help students to understand the physical, mental, moral, social, emotional, development in students from childhood to adolescence

Teaching & Learning helps to understand the various theories of teaching & Learning and the strategies that can be adopted for a diverse classroom and also enables the students to understand the student's diversity in learning.

Language across the curriculum, inculcates the importance language in teaching and communication.

Understanding the disciplines & School Subjects helps to look into the subjects in a multidisciplinary approach.

Pedagogy of School subjects, imparts knowledge in school subjects, the teaching skills, Methodologies and evaluation.

Creating an inclusive school, provides knowledge about various learning disability and the Gender, School & Society,

ICT, Drama & Art, Reading & Reflection, understanding self were taught to enhance the skills, attitudes, professional competencies.

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	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

Our Institution familiarizes the development of school system through 16 weeks Internship Training Program in various schools such as Government, Government aided, Municipal & Panchayat schools and Central Board Schools of Tamil Nadu.

The functioning of the various Boards of School Education is learned by the students through the Innovative School visit. the functional difference can be understood through observing the various Board of the school system such as state board, Central Board, ICSE, AngloIndia School and Special Schools.

The students came to know the different assessment systems prevailing in school education. continuous comprehensive evaluation, learning assessment Test, Formative and Summative evaluations and project-based assessments.

Difference in the national and international school system were taught through, special lectures, discussions and understand & analyse the norms and standards of different school education al system..

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

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

Students are oriented with the educational objectives, Instructional objectives and institutional objectives in the first week after their admission to the B.Ed programme.

Curricular objectives are attained through theory classes, seminars, guest lectures and discussions.

Understanding the diversity in school education is attained through school visits and school observation

Teaching competency was enhanced through micro teaching, macro teaching and 16 weeks internship program where the students experienced real classroom teaching, management and evaluation...

Evaluation of their teaching and the school students' performance was learned through Test and Measurement Record. Setting up a question paper, administrating the test, evaluating the answer scripts and statistical analysis of the score of the students thereby they evaluate their teaching and identifying the slow learners and the learning disabilities of the students and conducted remedial classes for the slow learners.

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

1.4 - Feedback System

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

Three of the above

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

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

Feedback collected

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
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

48

2.1.1.1 - Number of students enrolled during the year

48

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

50

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

50

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

Entry Level Assesment

we conduct entry level assessment for the students to identify their level of communication skills, their attitude towards

teaching profession, content mastery in their respective disciplines, their area of strength and weakness, distinct potential with the individuals, family educational background and economic status of our B. ed students.

Plan of Action

After analysing the data collected from the students, the IQAC designed the Annual plan of special importance was given to the activities that can fulfill the learning needs of the students. We categorize the students according to their needs and provide training programs to support their learning needs. We teach them the professional ethics, institutional moral values and Gandhian principles.

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

Four/Three 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	No File Uploaded

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

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
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

50 : 6

2.2.4.1 - Number of mentors in the Institution

6

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

2.3 - Teaching- Learning Process

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

Experiential Learning

Through Innovative School visit, Citizenship camp, field trip we provide opportunity for experiential learning for our student teachers. we also encourage community participation through village extension activities, YRC, RRC and NSS.

Participative Learning

Programs such as Micro teaching, Demonstration of Laboratory skills, Drama, Art and Craft, Seminar presentation, Organising Curricular and cocurricular programs helps students to gain participative learning.

Problem solving Methodologies

every individual does a case study during their internship Program, the results are analysed and their are recorded in their record notebooks for submission.

Brain Storming

During the theory classes staff members conducts brain storming sessions to stimulate the interest of the students and the readiness of their mind for learning..

Focussed Group Discussion

Current social problems , their factors influencing, causes and the solutions are discussed in the classroom through debate, Group

discussion, Panel discussion.. specifically we have provided a platform to discuss the Pros and Cons of National Education Policy.

Online mode

Students are instructed to complete one credit swayam courses compulsorily. Encourage to submit their Assignments Online. Specifically this academic year we have organised International Webinars and Faculty Development Programs.

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

6

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
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

95

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	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

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

Continuous mentoring

the hierarchy of our mentoring process to the students are listed below

1. Professionalism and Ethical aspects

2. Teaching Skills

3. Unit Plan and Lesson Plan wrting

4. Preparation Instructional materials, Self Learning Materials

5. Educational Philosophy, Education Psychology, Sociology are taught

6. Innovative Teaching Practices and utility of ICT resourcess

7. Reading and Reflection, Textbook Review are done through Study Circles.

8. Gurukulaclasses helps them to enhance the overall personality.

9. Students Parliament system is practised and the ministrial role will be given in rotation for the students so that eavery indidual get an opportunity to develop their leadership skills..

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

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

Four of the above

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

Every year workshop of Preparation of Low cost and Zerro cost Teching Mateials and wealth from waste programs are conducted to ehance the craetivity of the students

Every year College Magazine was prepared in which the student's own articles such as poem writing, drawing, Short stories and Puzzles are published . T the contribution of the students for college magazine enhance their skills .

Every Month Study circles helps the students to develop their reading , Reflection and Reviewing Skills.

The value of empathy was inculcated through awareness programs such asAids Awareness,blood donation, Eye donation and the problems and challenges faced by Transgender..

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and

Five/Six of the above

Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)											
<table border="1"> <thead> <tr> <th data-bbox="76 387 539 454">File Description</th> <th data-bbox="539 387 1445 454">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 454 539 521">Data as per Data Template</td> <td data-bbox="539 454 1445 521">View File</td> </tr> <tr> <td data-bbox="76 521 539 656">Documentary evidence in support of the selected response/s</td> <td data-bbox="539 521 1445 656">View File</td> </tr> <tr> <td data-bbox="76 656 539 790">Reports of activities with video graphic support wherever possibl</td> <td data-bbox="539 656 1445 790">View File</td> </tr> <tr> <td data-bbox="76 790 539 869">Any other relevant information</td> <td data-bbox="539 790 1445 869">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of the selected response/s	View File	Reports of activities with video graphic support wherever possibl	View File	Any other relevant information	View File	
File Description	Documents										
Data as per Data Template	View File										
Documentary evidence in support of the selected response/s	View File										
Reports of activities with video graphic support wherever possibl	View File										
Any other relevant information	View File										
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Four/Five of the above										

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

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

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

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

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

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

Before sending the students for School Internship, school headmasters are invited and give a talk to the students about their expectations during the course of their internship program.

students are taught to list out the Instructional Objectives based on Bloom's taxonomy and revised taxonomy

students are trained to write lesson plan and present their lesson according to their plan.

students prepared teaching aids, instructional materials

During the observational classes in schools students experience the real classroom teaching of an experienced teachers.

Continuous comprehensive assessment , Evaluation pattern, Preparing Blue Print for question setting was taught to the students. through school visit the students came to know the different system of schools such as state board, CBSE, ICSE, Anglo Indian and special Schools.

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

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

2.4.9.1 - Number of final year students during the academic year

48

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

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
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.

Students are evaluated by the Guide teacher, Headmaster, Teacher Educator and the Principal of the Teacher Education Institution

Teacher educators evaluate the methodology, teaching with integrated teaching skills, preparation of teaching aids with the help of the check list and the evaluation sheet. during 16 week intership every teacher educator go for a surprise visit to monitor their teaching competency, lesson plan, teaching aids and give necessary suggestions to the student teachers. they also have direct meetngs with the guide teacher and the head masters to know the performance, behaviour and discipline about the student teacher.

During internship program the guide teachers are present within the classroom to facilitate the student teachers in the content delivery, classroom management, Home assignment corrections, Lesson plans are then and there corrected by them, they also help them tp develop their organisation skills through conducting Prayer activities, scienceexhibitions, establishing maths lab, teaching through stories and games.

Head masters of the school monitors the student teachers attendance, dress code and the overall discipline.

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

5

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	No File Uploaded
Any other relevant information	View File

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

3

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

Nil

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

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

Teachers update themselves professionally by attending the orientation courses , Refresher courses like Innovative pedagogies, Examination reforms, Faculty development programs, Short term courses such as NIRF ranking, Filling up of PAR and NAAC organised by UGC HRDC's.

They also attend several webinars, seminars, workshop, conferences, research activities conducted by other colleges and universities.

Faculty members also involve themselves in organising Faculty Development Program, Symposiums, seminars, quiz, debate for our student teachers.

After attending the program the knowledge will be shared with the faculty members and also had effective discussions and healthy arguments.

the topics we discussed are NEP2020, RTE, ALM, RUSA, RMSA, were discussed among the faculty members. every year each faculty will submit their staff performance appraisal to the head of the Institution.

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

Students are evaluated continuously through out the academic year . formative evaluation and summative evaluation are done. in formative evaluation it includes class test, unit test model test, seminar presentation, Assignment submission.

According to the university norms 30 % of the marks are allotted for internal evaluation for each course. this 30 % internal marks was distributed as

class test (minimum of two) - 10 marks, assignment (minimum of Two) - 10 marks, Seminar (Minimum of one) - 5 marks, Attendance - 5 marks.

Faculties evaluate the student's discipline, punctuality, Attendance, teaching competency and active participation in all curricular, co curricular and extracurricular activities held in the institution. the students organisation skills are evaluated through various activities conducted through departmental association activities.

Teaching competency of the students enhanced by conducting micro teaching cycle and assessed through peer group and the teacher educator evaluation.

Intensive training will be given to the students on Lesson plan writing and their lesson plans are evaluated.

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

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

Four of the above

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

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

All the four semester examination was conducted by Tamilnadu Teachers Education University, Chennai. Nominal rolls received from the university are verified and get the hall tickets from the university before the exams. since the students details are thoughougly verified in their hall tickets we have not come across any grievance redressal related to examination. syllabus, question pattern, course learning outcomes and program learning outcomes are clearly stated by the university in their B.Ed program guidelines and regulations so that there is no chance for us comeacross any grievances realated examinations. after receiving the semester exam markstatements of the students it is verified if any grievance in the mark statement it will be immediately reported to the university and the necessary action will be taken.

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

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

Every academic immediately after the B.Ed admission university send the academic calendar, Based on the university calendar, the

institution planned the annual activities and prepared the college calendar. the college calendar has the history of the college, vision and mission statement of our college, B.Ed regulations, college rules, syllabus, pattern of internal and external evaluation, list of teaching and nonteaching staff members, the annual plan that includes celebrations, important events, activities, Internal assessments schedule such as unit test, model exam, model practicals, number of working days are mentioned in the calendar.. the annual plan activities implementation responsibilities to the staff in rotation basis.

the internal exam question papers are prepared by the concerned subject teachers according to the university question pattern. after evaluation, the subject teachers give suggestions to the students for further improvement.

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

2.7 - Student Performance and Learning Outcomes

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

Our college offering at present only two years B.Ed, program. Degree awarded by the Tamil Nadu Teachers Education University since 2008. Our college was started in 1967 to meet the special requirements of secondary schools in rural areas emphasizing the training of graduates in Mathematics, English, Physical science and Biological science to enable them to work in rural high schools and higher secondary schools.

Institutional objectives

1. to develop self actualized teachers with commitment to Gandhian values
2. to develop rurally oriented and physically sound teachers.

Program Learning Objectives:

1. To produce teachers with professionally committed, professionally ethical, moral and socially upright
2. to develop teachers with 21 st century skills and attitude towards teaching.
3. develop overall development,
4. Imparting subject knowledge and Equipping the prospective teachers with necessary pedagogic skills.
5. to understands the child psychology and to develop self confidence

Course Learning Outcomes:

1. gain knowledge about learning theories, intelligence, creativity and personality.
2. understand the social diversity, educational demands, localiztion, privitytaziation, globalization.
3. cirtically evaluate the teaching and learning theories
4. Develop the skill of language proficiency and analyse the language related issues
5. explore the aspects of life oriented multidisciplinary broad field curriculum.
6. Master variuos statistically techniques for analysing the classroom assessment.

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

Institution objectives are attained through activities such as sramadhan, teaching of Gandhian values, Sarvodaya prayer, wearing Khadi uniforms, village extension activities, self-reliance.

Program learning objectives are attained through subject teaching, invited talks, discussion with the subject experts, peer discussion, Micro teaching practice, Internship program, Innovative School visit, value-based skills developed through Gurukula classes, Reading & Reflection, and other co-curricular activities.

Course learning objectives are attained through lectures, demonstrations, ICT-enabled teaching, Seminar, Discussion, Text book review, laboratory activities, projects, workshops on PLM, TLM, CAI, e-content, YouTube creation, online Quiz..

Physical and mental aspects of the students were attained through .Psychology practicals, sports, yoga, health education

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

95

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

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

through Entry Level Assessment, Micro teaching ability, Unit test we identified the student's Learning needs and classified them according to their learning needs.

We planned and conducted several seminars, webinars, workshops, cultural activities such as oratoral, debate, group discussion, brain storming sessions to enhance the overall development of the students,

the students' performance are assessed through various tasks such as micro teaching, mini teaching, macro teaching, class test, unit test, model test, model practical's exam.

. reading skills of the future teachers are enhanced through study circle which was conducted every month, students present their

book reviews which helps them to overcome the stage fear, thereby they enhance their public speaking skills. Students also trained and prepared low cost and zero cost teaching aids.., PLM, TLM, CAS, Self Study materials for effective teaching.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

www.lakshmicoe.gandhigram.org

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	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

Two of the above

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

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

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

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

3.2 - Research Publications

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

1

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

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

1

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

3.3 - Outreach Activities

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

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

7

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	No File Uploaded
Any other relevant information	No File Uploaded

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

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

95

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	No File Uploaded
Any other relevant information	No File Uploaded

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

95

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

95

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.

Environmental Awareness

Students actively involved in the rally on Environmental awareness at thoppampatti village. they carried the plug cards stating quotes such as save rain water, Avoid use of plastics, matain proper sanitation, importance of growing trees and so on. followed by this they had a discussion with the village people under the headship of panchayat president thoppapati. students planted trees in and around the villages and requested the people to maintain the tree samplings.

Gender Sensitivity

Ms. Gunavathy a Transgender, the founder of thaikoodu Foundation, dindigul had a interaction with our students about the problems and challenges faced by the transgender within their family and in the society.

Digital Awareness

Awareness talk on cyber crime and safety use of social media was given to the students, Ms. A. Renugadeci Inspector of Cyber crime, Dindigul and Mr. Dhayanth BT Assistant gave a special talk on the how to use the media can effectively used to protect ourself and the safety ways and means of using social media.

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	No File Uploaded

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

0

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

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

4

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

4

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

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

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The college has adequate physical facilities for teaching-learning activities. College premises are located at Gandhigram and near railway station of Ambathurai. This building provides well equipped campus for teaching learning and a lush green and eco-friendly sports campus creates good sporting environment. The infrastructure facilities are adequate according to the requirement of students.

The college has following facilities for teaching-learning and equipment. 1. Sprawling green campus. 2. 2.62 acres and Sports Campus with variety of trees and plants in surrounding. 3. Seminar Hall with optimum facilities. 4. One ICT lab having LCD Projector. And 10 laptops with FTTH connectivity. 5. Principal Chamber with computer & internet connection, telephone facility. 6. IQAC Cell having computers, LAN facility. 7. Separate Common Room & wash rooms for girls. 8. Separate wash rooms for students and staff members. 9. Office room with Fire extinguisher. 10. Clean and purified RO drinking water facility. 11. Suggestion Box/Complaint Boxes 12. Inverter/UPS facility for office. 13. Girls Hostel facility inside the campus. 14. Library having reference books, encyclopaedia and newspapers with reading rooms for students and staff.

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

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

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

1

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

0.6

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

4.2 - Library as a Learning Resource

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

No such facilities available in our library.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

NIL

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

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

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

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

Nil

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

4.2.5 - Per day usage of library by teachers and students during the academic year

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

70

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	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

<p>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</p> <p>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</p>	Two of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

Nil

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

4.3.2 - Student – Computer ratio during the academic year

10:1

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

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

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

Nil

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

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

Nil

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

<p>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</p>													
<table border="1"> <thead> <tr> <th data-bbox="86 696 539 757">File Description</th> <th data-bbox="539 696 1436 757">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 757 539 824">Data as per Data Template</td> <td data-bbox="539 757 1436 824">View File</td> </tr> <tr> <td data-bbox="86 824 539 1003">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="539 824 1436 1003">View File</td> </tr> <tr> <td data-bbox="86 1003 539 1144">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="539 1003 1436 1144">View File</td> </tr> <tr> <td data-bbox="86 1144 539 1249">Photographs with date and caption for each initiative</td> <td data-bbox="539 1144 1436 1249">View File</td> </tr> <tr> <td data-bbox="86 1249 539 1317">Any other relevant information</td> <td data-bbox="539 1249 1436 1317">No File Uploaded</td> </tr> </tbody> </table>	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	No File Uploaded	
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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	No File Uploaded												
<p>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</p>	<p>Five/Six of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1666 539 1727">File Description</th> <th data-bbox="539 1666 1436 1727">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1727 539 1794">Geo-tagged photographs</td> <td data-bbox="539 1727 1436 1794">View File</td> </tr> <tr> <td data-bbox="86 1794 539 1861">Any other relevant information</td> <td data-bbox="539 1794 1436 1861">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	No File Uploaded							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	No File Uploaded												
<p>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</p>	<p>B. Any 3 of the above</p>												

statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above
File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	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
Nil	Nil

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
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).****19**

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	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**0**

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

5.3 - Student Participation and Activities

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

A Student Council is a representative structure through which students in the college can become involved in the affairs of the college, working in partnership with the management, staff and students for the benefit of the college and its students. The Student Parliament at lakshmi college of Education, Gandhigram consists of working parties that reflect what we consider to be of importance in our college. Each working party has a Minister and a Deputy who are responsible for leading the work of the members of the group. The 2021-22 Parliamentary working parties are: Education Health, sports, Finance, Culture, External Affairs, Community Service, and the Arts Health and Wellbeing, Peer Support. Each working party organizes and leads certain initiatives in our college and has two ministers who are responsible for leading the work of that group. The Parliamentary working parties provide an opportunity for students to: express their opinions; represent the students in our school and participate in authentic decision making in their particular portfolio. Student Parliamentarians are encouraged to initiate and collaborate to deliver projects according to their portfolio as members of Parliament; student leaders are responsible for community by consistently upholding our values of respect, responsibility, pride and perseverance. Speaker has Overall responsibility of the Student Parliament, and Monitoring and supervising the activities of the other ministers, Writing notices regarding the curricular and co-curricular activities. ...

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

12

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	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

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

Every year our college alumni meet contected on May 1st .A main objective of the alumni Association is to bridge the gap between the college and alumni. They have been responsible for keeping complete track of alumni with their required details; inform them about the current changes and achievements of our institute. Our college Alumni association meetings take place yearly and future plans are discussed in the meetings. Along with the association

meeting annual alumni meet is also organized at the institute level every year. Alumni contribution happens in various non-financial forms such as alumni interaction week, alumni challenge competition Alumni share their corporate experiences, guide current batch of B.Ed students and assures the students to be in continuous communication with them. Alumni association provides continuous support to students for internship, and placement assistance. Some of the alumni are actively participating in social service combining with creative activities for rural area kids with our current year students. These activities are quite motivational and create enthusiasm among children resulting in awareness related to importance of education among poor children. All these activities are carried out during weekends. Whenever these alumni visit the campus they motivate our current year Students to follow their path for the betterment of the society.

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**

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

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

2

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

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

Lakshmi College of Education alumnus working hard to promote the advancement of the College. Increase the visibility of the Alumni Association in every year and Engage and recognize alumni based on their relationship with our college and alumnus each and every year they Maintain an up-to-date alumni database Strengthen Alumni Association relations wills students through special lectures and training Program and motivational speech Alumni helping the current student a choose the right career stream or college, internships, placements and donations or can even fund scholarships Sustain an actively involved Alumni Board The purpose of an our association is to foster a spirit of loyalty and to promote the general welfare of our lakshmi College of Education Our Alumni associations exist to support the parent organization's goals, and to strengthen the ties between alumni. the community,

and the parent organization and also our college alum are gave them continuous support to maintain Green Environment through Tree sapling and our alums are donate RO Water Facility for our current hatch students They not only bring their proven leadership skills, but also contribute due to their knowledge of the finer points of the university's functioning. The alumni leaders also provide long-term vision for growth. They help to nurture and sustain pursuit of excellence over a long time-horizon for our college .

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Lakshmi College of Education was founded in 1967 to meet the special needs of secondary schools in rural areas, emphasising the training of graduates in mathematics, English, physical science, biological science, and home science to enable them to work in rural high schools and higher secondary schools, thanks to the noble efforts of D T Soundram. The institution strives to enable the student to attain his full potential through the acquisition of knowledge, skills, and values for serving the public good.

VISION

The develop professionally competent, self actualized teachers with commitment to Gandhian Values.

MISSION

To provide quality teacher education.

To develop professionally devoted, socially committed, ethically upright, rurally oriented and physically sound teachers.

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

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

The institution naturally subscribes to the principles of decentralisation and participative management and conducts its practises accordingly. The democratic style of leadership has generated a sense of collective responsibility along with harmony and order in the functioning of the institution. A transparent mechanism exists for carrying out various activities and making decisionsative management and conducts its practises accordingly. The democratic style of leadership has generated a sense of collective responsibility along with harmony and order in the functioning of the institution. A transparent mechanism exists for carrying out various activities and making decisions. The governing body is the apex body. Principle: The executive authority is responsible for running the college as per the statutory regulations. The college authorities have constituted the following committees to practise effective decentralised participatory governance: Admission committee, calendar committee, timetable committee, CBCS committee, hostel committee, disciplinary committee, extracurricular activities committee, extension committee, exam committee, etc. are some of the committees.

Financial auditing was done by tamilnadu government joint director of collegiate education Madurai region

Academic staff appoinment, student admission was done by the tamilnadu teachers education university.

The college activites are planned and monitored by the board

members of the management committee.

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 in its financial, academic, administrative, and other functions. Lakshmi College of Education is a government-aided college. A transparent mechanism exists for carrying out various activities and making decisionsative management and conducting its practises accordingly. The democratic style of leadership has generated a sense of collective responsibility along with harmony and order in the functioning of the institution. A transparent mechanism exists for carrying out various activities and making decisions. The executive authority is responsible for running the college as per the statutory regulations. The principal and teaching staff work together for academic improvements. Also, different programmes were organised without any fault.

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 has been meticulously planning to move ahead and make a mark on the education map of India. Planning is generally done by taking the views of stakeholder groups and assessing the national and international scenarios. The institution has short- and long-term goals. Keeping the goal of quality teacher education in mind and defending the urgency, need, and viability of personnel, management takes a judicious decision. The perspective

plans and policies are prepared by the IQAC based on the activities proposed by various departments for the calendar year. The governing council grants permission for the perspective plan to be presented to the stakeholders. Then it is placed before the teachers, student representative, and administrators for an open discussion. A consensus is reached, finalized, and submitted to the governing council for evaluation and implementation.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://lakshmicoe.gandhigram.org/IQAR/
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.

The general management of the college is vested in a body consisting of the manager, administrator, and principal. The organisational structure, consisting of the principal, vice principal, administrative office, college council, IQAC, and student representative, is well coordinated and functions effectively. The organisational structure of the institution is outlined below.

Governing body: The institution is owned by the Gandhigram Trust.

Principal: The principal, being the head of the institution, is responsible for the general administration and overall supervision of the teaching programs. The principal manages the college's affairs on a regular basis in accordance with the management's policy guidelines as well as the norms and directives of the affiliated university, the government, and the University Grants Commission.

The coordinators of all centres, committees, and clubs plan the annual activities meticulously. Workshops and skill-training sessions are organised regularly for the student fraternity.

The faculty members take initiative to plan, schedule, organize, coordinate, and monitor class level management (CLM) and hands-on training for the students and also engage in research to update their insights and publish articles in reputed journals.

The Student Council plays an essential role in placing the collective requests of the students before the management for productive and vibrant campus life. The Council monitors the functioning of the various student committees framed for discipline and cultural activities. The College Office, headed by the Office Superintendent, takes care of all administrative activities with the consultation of the Principal and approval of the management.

File Description	Documents
Link to organogram on the institutional website	https://lakshmicoe.gandhigram.org
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

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

The IQAC and college planning committees support the implementation of curriculum improvements that enhance students' educational experiences. The college hosted a number of conferences, seminars, and symposiums on a national and international scale. Each programme focused on improving students' skills and strengthening their qualities.

Teach for India conducted an online skill development programme.

With the help of the NSS, the college launched a programme called "Reach the Unreached." The students travelled to Sirumalai, where they interacted with the local tribe and give awarness aboutthe value of education and personal hygiene. Students also learned about the medicinal properties of the herbs.

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 welfare of the teaching and non-teaching staff is upheld by the management as a prime concern. It is the accepted principle of the institution that effective welfare measures are needed for accomplishing the objectives of career efficiency, productivity, and raising the morale of the college staff. Being a government-aided college, the salary and benefits of the teachers and non-teaching staff are directly paid by the government. All leave benefits and allowances applicable to government employees are also applicable to the staff of this college. Benefits on retirement, such as a monthly pension, including commuted pension, DCRG, leave surrender, family pension, etc., are available to the college staff. Casual leave to the extent of 15 days and 20 days is available to the teaching and non-teaching staff, respectively. Besides, twenty days of half-pay leave can be taken by the teaching staff on an annual basis. Women employees are eligible for six months of maternity leave as per government rules, and

paternity leave is allowed to male teachers on request.

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

4

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

25

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

1

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.

An effective performance appraisal system can have a significant impact on the work culture, efficiency, and morale of the teaching and non-teaching staff of a higher education institution. By raising the level of employee engagement, performance appraisal helps augment faculty performance and assess the strengths and weaknesses of the faculty members. The performance appraisal system is thus considered an imperative part of measures to ensure the efficient functioning of the college. In respect to the performance appraisal system for teaching staff, the following methods are used:

Self-Appraisal Form: A self-appraisal form has to be filled out by all the teachers according to the format prescribed by the UGC at the end of each academic year. It includes basic details about the teacher, work allotted according to the time table, courses taught, and involvement in non-academic activities. This self-assessment form is verified by the Head of the Department and forwarded to the Principal for appropriate proceedings. Students'

Feedback: One of the most significant measures of assessment of teacher effectiveness and professional development is feedback and evaluation by students. A "Student Feedback Form" is used for student evaluation. The parameters contained in the questionnaire cover different aspects of the performance of the teacher. The principal, after studying the report, takes proper measures for the correction and improvement of teacher 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 optimal utilisation of physical and financial resources. The allocation and expenditure are made by a transparent, well-established process. The income and expenditures are audited by both internal and external auditing committees that conduct periodic financial and functional audits

The office superintendent and principal scrutinise all financial accounts related to receipts and distribution offunds under different heads of income and expenditure. The college office has a dedicated account section fordealing with financial matters. Fees from students, University funds, and government or UGC grants are all handled separately. The finance officer scrutinises all receipts, vouchers, and utilisation certificates before sending them to theexternal auditor. The financial statements are prepared by the office superintendent and are audited by anexternal auditor annually.

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

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

0

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

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

The institution has a strategy for the mobilisation of funds and its optimal utilization. The College Council and the IQAC take the lead role in identifying various sources of funds and ensuring the timely submission of proposals for financial assistance from government and non-government sources. The college takes every care to ensure that financial and physical resources are utilized optimally. A detailed planning exercise is undertaken and need based fund allocation is made. Care is taken to ensure that funds are utilized for purposes for which they are sanctioned.

The state government has instituted schemes, namely, minority scholarships for SC/ST and OBC students. The institution takes effective measures to help students avail themselves of scholarships and financial assistance. The college zealously

implements the NSS, Student Support Program, and Additional Skill Acquisition Program, etc.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC has a policy of evaluating the institution's quality on a regular basis and directing various internal bodies to function actively and cater to their needs in order to promote quality education. The suggestions made by IQAC are conveyed to the Secretary through the principal, and appropriate action is taken. Our college never says no to any welfare measures or the right suggestion.

Most of the quality initiatives of the college are suggested by the IQAC. These initiatives are:

- Organizing workshops and seminars related to quality enhancement
- Feedback analysis
- teacher training program.
- Internship training as an impactful strategy for enhancing the employability skills of the departing students

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

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

The IQAC follows strategies for reviewing the progress of teaching and learning based on initiative. Staff Self Appraisal and Feedback Mechanism reviews are illustrated here.

The practise of receiving student feedback plays a significant role in ensuring the quality of teaching and learning outcomes. Feedback on the curriculum is collected and analysed by the IQAC. Curriculum feedback focuses on the quality of the teaching and learning process. The objective of the feedback is to understand the influence of the curriculum on the holistic development of the students.

The prime objective of the teaching staff appraisal system in our institution is to maintain high-quality educational outcomes. Our institution has put in place a well-designed and convenient "self-appraisal system" for our faculty members. The process focuses on the professional growth and development of each faculty member in the areas of academics and research. Ultimately, this process allows faculty members to attain their individual and institutional objectives within the framework of their job description, which will benefit the students, teaching and learning, and the college.

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

25

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

Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	https://lakshmicoe.gandhigram.org/IQAR/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://lakshmicoe.gandhigram.org/AQAR/
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

Through quality assurance initiatives, institutions keep track of the incremental improvements achieved in the academic and administrative domains of their functioning.

The practise of receiving student feedback plays a significant role in ensuring the quality of teaching and learning outcomes. Feedback on the curriculum is collected and analysed by the IQAC. Curriculum feedback focuses on the quality of the teaching and learning process. The objective of the feedback is to understand the influence of the curriculum on the holistic development of the students. It helps meet the needs of students. Other initiatives are:

- Teacher-student feedback.
- Workshop and seminar
- Student committee.
- Practical sections.
- Internship programmes.
- teacher training program.
- administrative committee meeting.
- skill-development program.
- education-based field trip.
- proper auditory meeting.

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.

Institution has gave awareness to the students about the concept of Reduce, Reuse and Reuse through NSS activities. the students

are instructed to minimize the use the electricity resources and the water resources inside the college campus.

students are also adviced not to waste the drinking water. it is strictly prohibited to bring plactic covers or any plastic materials to the college. the waste materials are reused for teaching students to prepare teaching Instructional aids as well as for decorative useful items.

the waste water is used for watering the plants and for gardening purose

Rain water harvesting system and solar panel lamps are installed in the college campus

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.

We have composite pits for the students to dump the degradablwaste materials. the manur obtained from the composite pits are used for gardening.

The non degradablwaste are collected in the dust bins and are handed over to the panchayat sanitaray works every day.

The waste printed one side papers are used for doing rough draft works. the waste papers, old newspapers are handed over for recycling.waste papers are used to make socially useful productive things.

Our college strictly follow Gandhian` values one such significant value is cleaning the campus and the toilets by ourselves.

Our gandhigram trust conducts sramadhan activity once in every month and community work is done twicein a week and it is mentioned in our regular time table.

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	Three of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File
7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words	
To inculcate the values of dignity of labour and to impart the	

gandhian principles our college has a policy of cleaning the campus by the students and the staff members through sramadham program.

Weekly two period are allotted in the regular time table to clean the entire campus.

Students and staff members clean the ground, water tanks, classroom, officeroom and seminar hall.

We use eco friendly products such as betel plates , paper cups, paper plates, and jute bags inside the campus.

Students are motivated to maintain the college campus green by encouraged them to involve in the activities like Tree planting, Herbal & Kitchen gardening. plants like Nerium are grown within the campus to maintain pollution free environment..

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

Three of the above

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

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**0.6 Lakhs**

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	No File Uploaded

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

In the beginning of the academic year newly admitted students were given awareness about the availability of local cottage industries, self help group activities, available resources, and production units.

In our Gandhigram trust itself we have small scale industries such as peanut candy making, dyeing unit, weaving unit, oil extracting mills, ayurveda medicine production unit and khadi products.

Students are given opportunity to visit all our small scale industries in Gandhigram trust as well as in and around Gandhigram.

We conduct village extension activities in our college. We adopt nearby villages of Gandhigram and conduct programs such as awareness on health, environment, hygienic practices, sanitation practices, avoid use of alcoholic practices, avoid use of open toileting practices.

We involve the students to identify the problems and the needs for the local population by taking survey. We integrate with the extension wing of Gandhigram trust and render help to implement certain government schemes such as construction of rain water harvesting, construction of toilets.

Students are also engaged in cleaning of ponds, planting trees in the villages.

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

B. Any 3 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	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
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

Faculty Development Program

- Organised a One week International Faculty Development

Program on " Art of Effective Education during Pandemic Scenario" in association with TamilNadu Teacher's Education University, Chennai

- Organised a one week International Faculty Development Program on "Facets of Teaching" in association with TamilNadu Teacher's Education University, Chennai.

Online International Webinar

- Organised a two days International webinar on the topic " Impact of Covid 19 lockdown in Education"
- Organised a five days International webinar on the topic " Physical and Mental Health in Neonormal Situation"

Skill Development Workshop

- Organised a oneday Workshop on "E-Resources for Effective Teaching"
- Organised a one day workshop on Program Learning Material Preparation

Strengthening the Alumni

- Reunion of Alumni Batch 1971-192 was organised.

Contributions

- Our Institution was served as the examination centre for Tamilnadu Teachers Education University
- Twenty students served as invigilators in National Testing Service in Schools for District Educational Office.

Regular Practices

- Promoting values through regular Gurukula classes
- Developing reading and presentation skills through study circles.
- Developing civic and political rights and responsibilities by citizenship camp
- Doing community work and participating in Sramadhan activities to develop dignity of labour
- Adopting different ICT resources in teaching learning process to maintain pollution free and paperfree campus

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

Global competency

The distinctiveness of our institution is to produce teachers with Global competency for which we have taken effort to conduct various International Faculty Development Program and webinars. conducted Ten days Literacy Fluency Training Programme

Social Commitment

To develop socially committed and ethically upright teachers we provide citizenship training camp for our students.

Gandhian Principle

we provide Khadi saree as uniform to imbibe the gandhian principles and values.

Organised a oneday webinar on Principles of Gandhiji

Contribution to Rural Community

we send our students for the internship program to only the government and government aided rural schools there by implementgandhian values in uplifting rural community.

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