YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	`KSR College of Education`
• Name of the Head of the institution	`Dr.P.Suresh Prabu`
• Designation	`Principal`
• Does the institution function from its own campus?	`Yes`
• Alternate phone No.	`04288274741`
• Mobile No:	`9952133900`
• Registered e-mail ID (Principal)	`ksreducation@gmail.com`
• Alternate Email ID	`ksreducationiqac@gmail.com`
• Address	`KSR Kalvi Nagar, Thokkavadi`
• City/Town	`Tiruchengode`
• State/UT	`Tamil Nadu`
• Pin Code	`637215`
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	`Co-education`
• Location	`Rural`

• Financial Status	**Self-financing**	
• Name of the Affiliating University	**Tamilnadu Teachers Education University**	
• Name of the IQAC Co-ordinator/Director	**Dr.B.JAI GANESH**	
• Phone No.	**9942088920**	
• Alternate phone No.(IQAC)		
• Mobile (IQAC)	**7812017812**	
• IQAC e-mail address	**ksreducationiqac@gmail.com**	
• Alternate e-mail address (IQAC)	**ksreducation@gmail.com**	
3.Website address	https://ksrcollegeofeducation.com/	
• Web-link of the AQAR: (Previous Academic Year)	https://ksrcollegeofeducation.com/aqar/	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	https://ksrcollegeofeducation.com/wp-content/uploads/2023/01/2020-2021.pdf	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.12**	**2012**	**15/09/2012**	**14/09/2017**

6.Date of Establishment of IQAC	**21/08/2010**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**0.00**

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	**02**	
• 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)

Regarding SWAYAM Certification Course Regarding Workshop, And Seminars Regarding Community Activities During NSS Regarding Student Skill Development Activities

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
To conduct the meetings of IQAC	Conducted two meetings of IQAC
To monitor SWAYAM courses	Different SWAYAM courses introduced to student Teachers in this academic year
To organize workshop and seminar	National seminar and national workshop Organised
To provide digital study material and question bank for student teachers for quality enhancement	Reasonable digital materials were distributed to student teachers for their quality enhancement
To provide skill development training for student teachers	Communication and teaching skill development training were organised to student teachers
To enhance research activities among teaching staffs.	motivate all the faculty members to involve in publication work and guide the master students for their projects
To develop online teaching learning and awareness	Digital classrooms (Google classroom) was created and monitoring the online teaching learning.
To organize remedial classes for slow learners	Remedial classes organised for slow learner students using innovative techniques

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
2021-2022	13/01/2023

15.Multidisciplinary / interdisciplinary

The Bachelor of Education (B.Ed) in Interdisciplinary Studies at Tamilnadu Teachers Education University prepares you for a teaching career as a journey of lifelong learning. We focus on content knowledge (Pedagogical Papers), content proficiency (students Individual talents like sports event & Cultural event), strategies (Internship programme), communication skills (Spoken English) and analytical skills (Problem solving & give proper guidance) to help become the most knowledgeable teacher possible with access to the most current educational trends, methodologies, and technologies. Teacher Education provides our interdisciplinary education gives you choose your own area of concentration based on student's interests and strengths (Swayam, Elective Paper). Student's teachers followed interdisciplinary areas that include Science, Mathematics, History, Geography, Language (Tamil, English), bilingualism, classroom interaction, and educational technology.

16.Academic bank of credits (ABC):

As our University (TNTEU) try to encourage the main objectives of ABC…

To promote student-centric education

Focus on learner-friendly teaching approaches

Implement an inter-disciplinary approach

Allow students to learn the best courses of their interest like Swayam. Enable students to learn at their own pace.

 Increases the student's freedom in choosing their courses and academics.

Enables the student to drop out in any year and then exchange the credits earned so far with a certificate/diploma if they are eligible.

17.Skill development:

Skill development programmes gives comprehensive understanding with ample opportunity of various subject knowledge & skill to the students. Through this programmes the essential skills enhance among the students with effective manner to produce for this present scenario. In addition to that online courses develop the student's skill.

Objectives:

- To develop teaching skills.
- To develop realistic approach.
- To imbibe additional information with context knowledge.
- To develop overall skills.

The skill development programmes covers the following aspects:

- Interview skills and techniques.
- Stress management.
- Communication skills.
- Leadership Quality.
- Personality development.

Skill development helps build up strong foundation for learners. KSR College has taken many steps to help students to get job opportunities. The college has E-governance Cell to equip students with the necessary skills. Under the Spoken class and the E-learning Cell successfully conducted SWAYAM COURSE. The cell has collaborated with Course to provide online courseware to the faculty and students on topics ranging from business, technology, and healthcare to data science, arts and humanities, etc. This skill covers seminars/workshops/conferences.

Recognizing the importance of extra skill set and knowledge in the present learning environment and future prospects. To complement the discipline-specific university curriculum, the college organizes extra-curricular activities to impart holistic and value-based education. The NSS camp regularly organizes activities to promote community responsibility: cleanliness campaigns, health screenings, blood donation camps, skill-building seminars, literacy campaigns and social awareness programs, etc. The Women's Development Cell has made consistent efforts in creating awareness about gender issues.

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

Integration of Indian knowledge system is a key point to focus Indian language with sustainable and strives for the welfare of Indian culture among the students. In order to encourage the students by conducting different festivals and organising traditional days will lead to different thoughts in students mind. The faculty trained by motivating the students to participate in programmes. This kind of activity makes the students to involve as well as get the knowledge about Indian culture system while learning. Faculty development programmes and online orientation programmes for the students enhance the quality in teaching and learning. In addition to that curricular prospect, to enrich the quality of formal education by increasing awareness about different aspects of Indian heritage, our college organizes various events in collaboration with IQAC. There are several co-curricular programmes that foster the dissemination of Indian history, culture, and knowledge traditions among the young learners at college level competitions are organised in 2021-22. To fulfil the learning needs and levels of these students, faculty members of the college engage classroom delivery takes place in bilingual mode to make students understand the subject in a more comprehensive way.

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

B.Ed

General Objectives of the Programme The overall objective of the M.Ed. programme is to produce higher level of manpower such as teachers, teacher educators, principals, educational planners and administrators, educational policy analysts and other kind of experts in the field of education. Programme Outcomes After completion of this Programme, the Prospective teacher educators will be able to develop:

- Analytical and reasoning skills
- Team work and leadership quality
- Critical thinking and Problem-solving ability
- Scientific reasoning and research competencies

Specific Objectives of the Programme

1. To produce qualified and competent teachers and teacher educators
2. To provide knowledge on historical, philosophical and sociological foundation of educational practices
3. To provide training to become educational psychologists and counselors

4. To provide opportunities to critically examine and reflect on the concept, content, organization and status of elementary and secondary teacher education curriculum, infrastructure, resources needed, and issues and problems related to teacher preparation
5. To give training to design and develop curriculum, syllabus, textbooks and preparation of other instructional materials
6. To provide input on various methods of research, select/develop research tools, apply appropriate statistical techniques to analyse the data and infer results
7. To motivate to learn and use sound principles and techniques in the learner- centred instructional process
8. To encourage actively participate in educational measurement and evaluation processes
9. To produce educational planners, administrators, managers, supervisors, researchers, and other educational experts
10. To develop skills to identify and solve the educational problems at national and international level
11. To critically examine the role and functions of various agencies including the regulatory bodies in enhancing the quality of teacher education
12. To make to understand education as a discipline of study
13. To motivate to use the information and communication technologies (ICTs) in the teaching-learning process
14. To enable to realize the importance of early childhood care and education
15. To examine the status and issues related to women and the role of education to address the issues
16. To know the importance of special and inclusive education, and legislative measures to deal with education of children with diverse needs
17. To prepare to carryout field internship, practical and dissertation works

SEMESTER I

COURSE OUTCOME

EDUCATIONAL PSYCHOLOGY:

1. Acquire knowledge about various methods of psychology
2. Gain knowledge about the concept of learning and its related theories
3. Get to know about motivation and its influence on human behaviour
4. Acquire knowledge about concepts of intelligence and

creativity
   5. Familiarize with the concepts and theories of personality

2. CONTEMPORARY INDIA AND EDUCATION:

   1. Identify aims of education and types of education.
   2. Explain the nature of social diversity in India and the role of education in creating positive attitude towards diversity
   3. Interpret the issues in contemporary India like industrialization, Universalization of education and integrated education and inclusive education.
   4. Infer about the Language policies during Pre-independent and Post-independent India.
   5. Summarize about equality in constitutional provisions and elimination of social in equalities through education.

3. TEACHING AND LEARNING

   1. generalize the Principles of Language across the Curriculum
   2. practice Language proficiency skills.
   3. distinguish the models of curriculum integration.
   4. summarize the theories of language learning.
   5. interpret the language related issues.

4. LANGUAGE ACROSS THE CURRICULUM

   1. Generalize theprinciples of language across the curriculum
   2. Practicelanguage proficiency skills.
   3. apprehend themodels of curriculum integration.
   4. Summarize the theories of language learning.
   5. Interpret the language related issues.

jkpo; fw;gpf;Fk; Kiwfs; - gFjp - 1

1.jkpo;nkhopfw;gpj;jypd; Nehf;fq;fs; kw;Wk; Kf;fpaj;Jtj;ijmwpjy;.

2.fw;gpj;jy; jpwd;fisg;Ghpe;Jnfhz;Ljpwd; ngWjy.;

3.fw;gpj;jy; mZFKiwfisg; gad;gLj;jy.;

4.fw;gpj;jy; KiwfisnjhFj;jwpjy.;

5.fw;gpj;jy; Clfq;fisf; ifahStk; jpwd;ngWjy.;

PEDAGOGY OF ENGLISH- I

1. analyze the aims and objectives of teaching of English.
2. practice micro teaching skills in the class.
3. write model lesson plans for teaching a prose and a poetry.
4. handle various methods of teaching English.
5. analyse the different use of Mass Media in classroom instruction.

PEDAGOGY OF MATHEMATICS -1

1. understand the aims, objectives, need and significance of teaching Mathematics.
2. develop appropriate Micro Teaching Skills in Macro teaching.
3. prepare a Lesson Plan to teach Mathematics.
4. analyze various Teacher Centered Methods and Learner Centered Methods of teaching Mathematics.
5. utilize ICT skills for teaching Mathematics.

PEDAGOGY OF PHYSICAL SCIENCE – I

1. examine the need and significance of teaching Physical Science
2. formulate the instructional objectives of a lesson.
3. practise the microteaching skills in Physical Science.
4. interprets various methods of teaching Physical Science.
5. analyse and use the resources for teaching Physical Science.

PEDAGOGY OF BIOLOGICAL SCIENCE –I

1. examine the Aims and Objectives of pedagogy of economics.
2. discuss the ways of planning for instruction.
3. analyse the importance of teaching skills.
4. construct a lesson plan for teaching economics.
5. use the resources for teaching economics.

PEDAGOGY OF COMPUTER SCIENCE -1

1. Explain the aims and objectives of teaching Computer Science.
2. Select and use appropriate teaching skills in their teaching.
3. Write lesson plans and unit plans on their own.

4. Develop programmed instruction for the lessons in Computer Science.
5. Explain the various instructional media to be used in teaching Computer Science.

PEDAGOGY OF HISTORY – I

1. Describe the need and importance of Teaching History.
2. Demonstrate the various Teaching skills.
3. Prepare a Lesson Plan.
4. Handle various Methods of Teaching History.
5. Utilize various instructional media in Teaching History.

PEDAGOGY OF GEOGRAPHY -1

1. Describe the need and importance of Teaching Geography.

2. Demonstrate the various Teaching skills.

3. Prepare a Lesson Plan.

4. Handle various Methods of Teaching Geography.

5. Utilize various instructional media in Teaching Geography

PEDAGOGY OF ECONOMICS -I

1.Examine the Aims and Objectives of pedagogy of economics.

2.Discuss the ways of planning for instruction.

3.Analyze the importance of teaching skills.

4.Construct a lesson plan for teaching economics.

5.Use the resources for teaching economics.

PEDAGOGY OF COMMERCE AND ACCOUNTANCY - 1

1. Analyze the aims and objectives of teaching of Commerce.

2. Practice micro teaching skills in the class.

3. Write model lesson plans for teaching Commerce and Social Science.

4. Handle various methods of teaching Commerce and Social Science

5. Analyse the different use of Mass Media in classroom instruction.

PEDAGOGY OF HOME SCIENCE-I

1. Explain the aims and objectives of teaching Home Science.

2. Demonstrate different types of micro teaching skills in Home Science.

3. Write a Lesson Plan on Home Science.

4. Describe the various learner centered methods of instruction.

5. Utilize different e-resources for Teaching Home Resource.

PEDAGOGY OF SOCIAL SCIENCE -1

1.Explain the aims and objectives of teaching social science.

2. Demonstrate the micro teaching skills.

3. Realize the macro teaching skills

4. Identify the different methods in teaching social Science.

5. Generalize the various ICT resources in teaching social science.

SEMESTER -II

UNDERSTANDING DISCIPLINES AND SUBJECTS COURSE OBJECTIVES

1. Reflect the role of disciplines and subjects in school curriculum.
2. Acquaint with the development of curriculum with social, political and intellectual contexts.
3. Understand the paradigm shift in selection of content.
4. analyze the advantages of learner centered curriculum.
5. explore the aspects of life-oriented curriculum.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

1. describe the role of disciplines and subjects in school curriculum.
2. explain the development of curriculum with social, political and intellectual contexts.
3. discuss the paradigm shift in selection of content.
4. analyze the advantages of learner centered curriculum.
5. explain the aspects of life-oriented curriculum.

ASSESSMENT FOR LEARNING COURSE OBJECTIVES

1. Describe the meaning and role of assessment in learning.
2. Understand the assessment practices in various approaches of teaching.
3. Identify tools and techniques for classroom assessment
4. Develop necessary skills for preparation of achievement test and diagnostic tests
5. Master various statistical techniques for reporting quantitative data

COURSE OUTCOME

After completion of this course, the student-teachers will be able to:

1. Gain knowledge of judging and scoring of student performance.
2. Know the principles of assessment practices.
3. Differentiate between the types of assessment.
4. Point out the key issues in classroom assessment.
5. Understand how assessment can be possible in inclusive settings.

ENVIRONMENTAL EDUCATION COURSE OBJECTIVES

1. Realise the need for environmental education.
2. List the natural resources and its associated problems.
3. Identify the different types of pollution and its management.
4. Appreciate the policies and programmes initiated to protect the environment.
5. Analyse the environmental education curriculum.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

1. understand the need for environmental education.

2. name the natural resources and its associated problems.
3. identify the different types of pollution, its impact and management of pollution.
4. appreciate the policies and programmes initiated to protect the environment.
5. analyse the environmental education curriculum.

SCHOOL MANAGEMENT AND ADMINISTRATION COURSE OBJECTIVES

1. Comprehend the differentforms of school management.
2. Identify the merits and limitations of different management approaches in school management and administration.
3. Understand the various theories of educational administration.
4. Describe the role of headmaster and headmistress in school management.
5. Identify the role of agencies that provide financial support to education.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

1. explain the characteristics of various forms of school management.
2. describe the different management approaches in school management and administration.
3. demonstrate the salient aspects of various theories of educational administration.
4. spell out the role of a Headmaster and Headmistress in school management.
5. appreciate the role of different agencies that provide financial support for education.

PEDAGOGY OF ENGLISH - II COURSE OBJECTIVES

1. Understand the concept of pedagogy, andragogy and heutagogy.
2. ComprehendtheBruner's concept attainment model and Ausbel's advance organiser model.
3. Gain mastery of role play, simulation, gaming and prioritisation exercises.
4. Use different types of resources, users and their role in a resource centre.
5. Comprehend the construction of achievement test and blue print making.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

1. analyse the concept of pedagogy, andragogy and heutagogy.
2. practise Carl Roger's Non- directive model in a new learning situation
3. practise activity- based Instruction concept like Role play, simulation, gaming and prioritising.
4. analyse different types of Educational Resources in Classroom learning.
5. set achievement test and evaluate English based instruction.

PEDAGOGY OF MATHEMATICS – II

COURSE OBJECTIVES

1. Understand the concept of critical Pedagogy.
2. Learn the various teaching Models.
3. Comprehend the Activity Based Instruction and Group Controlled Instruction.
4. Recognise the various Educational Resources for teaching and learning Mathematics.
5. Understand the differences between Assessment and Evaluation

COURSE OUTCOMES:

After completion of this course, the student-teachers will be able to:

1. explain the concept of critical Pedagogy.
2. adopt various teaching Models in teaching Mathematics.
3. demonstrate Activity Based Instruction and Group Controlled Instruction.
4. develop the various Educational Resources for teaching and learning Mathematics.
5. analyse the difference between Assessment and Evaluation.

PEDAGOGY OF PHYSICAL SCIENCE – II

COURSE OBJECTIVES

1. Understand the concept of Pedagogical Analysis
2. Explain the different teaching models
3. Discuss the activity - based and group-controlled instruction
4. Use various Resources in Resource - Based Learning
5. Analyse the Assessment in Pedagogy of Physical Science

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

1. examine the importance of Critical Pedagogy.
2. appreciate the various models of teaching.
3. practise Activity Based Instruction in teaching Physical Science.
4. analyse and use the resources for teaching Physical Science.
5. handle various types of evaluation in teaching Physical Science.

PEDAGOGY OF BIOLOGICAL SCIENCE – II

COURSE OBJECTIVES

1. Understand the concept of Pedagogical Analysis.
2. Comprehend the different teaching models.
3. Demonstrate the activity - based and group Controlled Instruction.
4. State various Resources in Teaching Learning Process of Biological Science.
5. Analyze the Assessment in Pedagogy of Biological Science.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

1. examine the importance of Critical Pedagogy.
2. appreciate the various models of teaching.
3. practise Activity Based Instruction in teaching of biological science.
4. analyse and use the resources for teaching biological science.
5. handle varioustypes of evaluation in teaching biological science.

PEDAGOGY OF COMPUTER SCIENCE – II

COURSE OBJECTIVES

1. Understand the concept of Pedagogy, Andragogy and Heutagogy
2. Comprehend Skinner's operant training model, Bruner's Concept attainment model and Instructional models in Computer – based learning.
3. Apply activity based and Group-controlled Instruction in learning pedagogy of computer science.
4. Use educational resources and types of resources in learning Computer Science.
5. Gain knowledge and understand the construction of achievement test in preparing blue print.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

1. analyse the concept of Pedagogy, Andragogy and Heutagogy.
2. demonstrate Carl Roger's Non- directive model in a new learning situation.
3. practise activity-based Instruction concept like Role play, simulation, gaming and prioritising.
4. analyse different types of Educational Resources in Classroom learning.
5. construct an achievement test and evaluate computer-based instruction.

PEDAGOGY OF HISTORY– II

COURSE OBJECTIVES

1. Understand the Paradigm shift.
2. Know various teaching models.
3. Define activity based and group-controlled instruction.
4. Utilize various resources in teaching History.
5. Differentiate multiple assessment tools in teaching and learning.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

1. explain the Paradigm shift.
2. demonstrate the various teaching models.

3. identify activity based and group-controlled instruction.
4. establish various resource centres in teaching History.
5. generalise multiple assessment tools in teaching and learning.

PEDAGOGY OF GEOGRAPHY - II

COURSE OBJECTIVES

1. Understand the Paradigm shift from Pedagogy to Andragogy to Heutagogy.
2. Know various teaching models.
3. Define activity based and group-controlled instruction.
4. Utilize various resources in teaching Geography.
5. Comprehend multiple assessment tools in teaching and learning.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

1. explain the Paradigm shift from Pedagogy to Andragogy to Heutagogy.
2. demonstrate the various teaching models.
3. identify activity based and group-controlled instruction.
4. analyzevarious resource centers in teaching Geography.
5. demonstrate multiple assessment tools in teaching and learning.

PEDAGOGY OF ECONOMICS – II

COURSE OBJECTIVES

1. Understand the Paradigm shift from pedagogyto Andragogy to Heutagogy.
2. Know the different teaching models.
3. Discuss the activity - based and group Controlled Instructions.
4. Comprehend various Resources in Resource - Based Learning.
5. Learn the Assessment in Pedagogy of Economics.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

1. examine the importance of Critical Pedagogy.

2. appreciate the various models of teaching.
3. practise Activity Based Instruction in teaching of Economics
4. analyse and use the resources for teaching Economics.
5. demonstrate various types of evaluation in teaching Economics.

PEDAGOGY OF COMMERCE AND ACCOUNTANCY – II

COURSE OBJECTIVES

1. Understand the Paradigm shift from pedagogyto Andragogy to Heutagogy.
2. Know the different teaching models.
3. Discuss the activity - based and group Controlled Instruction.
4. Comprehend various Resources in Resource - Based Learning.
5. Understand the Assessment in Pedagogy of Commerce and Accountancy.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

1. examine the importance of Critical Pedagogy.
2. appreciate the various models of teaching.
3. practise Activity Based Instruction in teaching of Commerce and Accountancy.
4. analyse and use the resources for teaching Commerce and Accountancy.
5. demonstrate various types of evaluation in teaching Commerce and Accountancy.

PEDAGOGY OF HOME SCIENCE – II

COURSE OBJECTIVES

1. Understand the concept of Pedagogical Analysis.
2. Comprehend the different teaching models.
3. Demonstrate the activity - based and group Controlled Instruction.
4. State various Resources in Teaching Learning Process of Home Science.
5. Analyze the Assessment in Pedagogy of Home Science.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able

to:

1. examine the importance of Pedagogical analysis.
2. analyse the various models of teaching.
3. practise Activity Based Instruction in teaching of HomeScience.
4. analyse and use the resources for teaching HomeScience.
5. demonstratevarious types of evaluation in teaching Home Science.

PEDAGOGY OF SOCIAL SCIENCE- II

COURSE OBJECTIVES

1. Understand the Paradigm shift from Pedagogy to Andragogy to Heutagogy.
2. Know various teaching models.
3. Define activity based and group-controlled instruction.
4. Comprehend resources in teaching Social Science.
5. Differentiate multiple assessment tools in teaching and learning.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

1. explain the Paradigm shift.
2. demonstrate the various teaching models.
3. identify activity based and group-controlled instructions.
4. establish various resource centres in teaching Social Science.
5. generalise multiple assessment tools in teaching and learning.

SEMESTER -III B. Ed Degree Programme

COURSE EPC11 (1): READING AND REFLECTING ON TEXTS

The aim of this course is to enhance the professional capacities of a student-teacher, specifically reading and writing skills.

Course objectives:

To enable student-teachers:

1. To enhance their capacities as readers and writers by becoming participants in the process of reading.

2. To read diverse texts/books and learn to think together.

3. To use their reading and writing skills for effective preparation for the other courses.

COURSE EPC11 (2): DRAMA AND ARTS IN EDUCATION

The aim of this course is to enhance the professional capacities of a student-teacher, specifically his her creativities and aesthetic sensibilities.

Course objectives:

To enable the student-teachers:

1. To use the techniques of art, music and drama for enhancing teaching and learning.

2. To use art, music and drama for enhancing one?s self, expression and creativity.

3. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.

COURSE EPC 11 (3): CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The aim of this course is to enhance the professional capacities of a student teacher in integrating Information and Communication Technologies (ICTs) with effective teaching and learning in a classroom.

Course objectives: To enable the student-teachers:

1. To teach effectively in a "technology enhanced classroom" (previously referred to as "smart classroom").

2. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.

COURSE EPC 11 (4): UNDERSTANDING THE SELF

The aim of this course is to develop understanding of student-teachers about themselves as a person and as a teacher through conscious ongoing reflections.

Course Objectives: To enable the student-teachers:

1. To develop sensibilities, dispositions and skills that will help them in facilitating their personal growth and students.

2. To develop social-relational sensitivity and effective communication skill such as listening and observing.

3. To develop a holistic and integrated understanding of the human self and personalities.

SEMESTER -IV B.Ed Degree Programme

GENDER, SCHOOL AND SOCIETY COURSE OBJECTIVES

CO1: Understand the concept of gender roles in society.

CO2: Comprehend the gender identity and socialization process.

CO3: Identify gender roles in textbooks and curriculum.

CO4: Discuss safety of girls and women at school, home and workplace.

CO5: Understand the representation of gender in various mass media.

COURSE OUTCOME

After completion of this course, the student-teachers will be able to :

CO1: discuss the reasons for gender inequalities

CO2: analyze the gender role and responsibilities in schools

CO3: integrate gender roles in School and curriculum.

CO4: debate on preventive measures of Sexual Abuse and Violence

CO5: explain about the Gender equalities and role of mass media

KNOWLEDGE AND CURRICULUM

COURSE OBJECTIVES

CO1. Acquire the dimensions of knowledge and validity of knowledge

CO2. Understand the nature and principles of curriculum

CO3. Analyze the Curriculum Design and Organization of knowledge.

CO4. Apply the knowledge on curriculum development and implementation.

CO5. Evaluate the change and innovation of curriculum.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: recognize the types, categories of knowledge.

CO2: generalize the Principles of Curriculum Development.

CO3: compare the various Curriculum design and organization of Curriculum.

CO4: determine the various models of Curriculum.

CO5: summarize the Evaluation Phases.

CREATING AN INCLUSIVE SCHOOL

COURSE OBJECTIVES

CO1: Understand the Historical perspective of inclusive education.

CO2: Enable the students to comprehend the barriers to inclusion

CO3: Develop understanding on building inclusive learning environment for promoting successful inclusive education

CO4: Understand the need and concept of curriculum adaptation

C05: Develop the skills associated with management of inclusive classrooms

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: Explain Various Education programmes for CWSN.

CO2: Analyse the different Barriers to Inclusive Education.

CO3: Examines the strategies to build inclusive learning environment in School.

CO4: Demonstrates the importance of curriculum adaptation.

CO5: Interprets the common issues and challenges in management of inclusive classroom.

YOGA, HEALTH AND PHYSICAL EDUCATION

COURSE OBJECTIVES

CO1: Understand the concepts of Yoga and Asanas

CO2: Gain knowledge about health and safety education.

CO3: Know about the communicable diseases, life style disorders and nutrition

CO4: Understand about physical education, exercise and effect

CO5: Acquire skills to organise and conduct sports in schools

COURES OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: Apply the aims and objective of yoga in real life situation.

CO2: Analyse the scope of health education and methods of import health education in schools.

CO3: Infer ideas about the different cause and symptoms of different communicable diseases.

CO4: Analyse the scope, need and importance of physical education.

CO5: Distinguish between intramural and extramural competitions

VALUES AND PEACE EDUCATION

COURSE OBJECTIVES

CO1: Understand the concept of Value education.

CO2: Explain the methods of fostering values.

CO3: Understand the concept of Peace Education.

CO4: Discuss the ways of promoting culture of peace.

CO5: Identify and apply the practices for value inculcation and clarification.

COURSE OUTCOMES

After completion of the course, student-teachers will be able to:

CO1: examine the need and importance of value education

CO2: discuss the ways of fostering values in children.

CO3: analyse the importance of peace education.

CO4: construct the culture of developing peace education.

CO5: use the approaches of value inculcation in children.

HUMAN RIGHTS EDUCATION

COURSE OBJECTIVES

CO1: Acquire the knowledge of concept of human rights.

CO2: Understand the human duties and responsibilities.

CO3: Analyze the status of women in contemporary Indian society.

CO4: Synthesis the societal problems of human rights in India.

CO5: Evaluate the problems of enforcement of human rights in India.

COURSE OUTCOMES

After completion of the course, student-teachers will be able to:

CO1: Identify the concept of human rights and list out the

components.

CO2: Summarize the duties and responsibilities and explain the Harmony and Conflict.

CO3: Discriminate the various issues related to status of women and compare the Indian and Western countries.

CO4: Relies the societal Problem and apply the knowledge RTE & POSCO Act.

CO5: summarize the problems of enforcement of human rights in India.

COMMUNITY ENGAGEMENT THROUGH WORK EDUCATION

COURSE OBJECTIVES

CO1: Appreciate the concept of Work and dignity of labour.

CO2: Sensitize the importance of the Gandhiji's ideas on NaiTalim.

CO3: Analyze the school education programmes and policies, which incorporate local community engagement aspects.

CO4: Utilize the dialogic method of community engagement.

CO5: Demonstrate the best practices of community engagement his/her own

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

CO1: understand the concept of work and dignity of human labour.

CO2: examine the basic tenets of NaiTalim.

CO3: analyze the various aspects of NCF (2005) and NCFTE (2010).

CO4: explore various theories of community engagement.

CO5: engage themselves with various social activities of plant sapling, rain-water harvesting, rural and urban hygiene and health services

General Outcome of the Programme

The overall objective of the M.Ed. programme is to produce higher level of manpower such as teachers, teacher educators, principals, educational planners and administrators, educational policy analysts and other kind of experts in the field of education.

Specific Outcomes of the Programme

1. Able to demonstrate the competencies of teacher educators
2. Understand the historical, philosophical and sociological implications of education
3. Able to serve as educational psychologists and counsellors
4. Able to provide constructive feedback to restructure the elementary and secondary teacher education programmes and teacher preparation process
5. Capable of designing and developing curriculum and other learning resources
6. Able to demonstrate the research skills by undertaking research projects
7. Realises the values of learner-centred instruction
8. Actively participate in educational measurement and evaluation processes
9. Capable to serve as educational planners, administrators, managers, supervisors and other positions in the field of education
10. Able to provide solutions to educational problems
11. Able to suggest measures for effective functioning of various agencies including the regulatory bodies to enhance the quality of teacher education
12. Understand education as a separate discipline
13. Capable of using the information and communication technologies (ICTs) in teaching-learning process
14. Understand the importance of early childhood care and education
15. Realises the importance of education in improving the status of women and addressing their issues
16. Understand the emerging trends in education for children with special needs
17. Explain the skills needed to successfully complete the field

internship, practicum components and dissertation works

M.Ed

SEMESTER-I

MS1PC1: HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

Course Outcomes:

After completing this course, the students will be able to:

1. Explain the historical development of Indian education.
2. Understand the significance of seventh schedule of the Indian constitution in educating the masses of our country.
3. Describe the terms of reference various educational committees and commissions after Indian independence.
4. List the salient aspects of National Skill Development Mission.
5. Understand the relationship between education and economic development.

MS1PC2: ADVANCED EDUCATIONAL PSYCHOLOGY

1. Understand the different schools of psychology
2. Compare and contrast the strength and weakness of different methods of psychology
3. Spell out the biogenic and socio-genic motives and various theories of motivation
4. Explain the factors influencing self-regulation of the learners
5. Understand the concepts of intelligence, its theories and measurement
6. Suggests ways to fostering creativity among the learners
7. Comprehend the personality theories and assessment of personality
8. Apply the different types of mechanisms in different situations
9. Acquire skills and competencies in designing and application of psychological tools and techniques
10. Debate the strength and weakness of standardized testing

MS1TC1: BASICS IN EDUCATIONAL RESEARCH

1. Identify the different types of research

2. Identify the appropriate research problem pertaining to his/her dissertation work
3. Write the review of literature in accordance with the 7thedition of the Manual of American Psychological Association
4. Write a research proposal in an effective manner
5. Frame research questions and objectives
6. Find relevant sampling techniques in his/her research work
7. Develop various research instruments and standardize by appropriate methods
8. Understand the various types of hypotheses and its testing procedures
9. Conduct case studies and action research independently
10. Use various types of scales of measurement

MS1TE1: TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL

1. Understand the context of elementary education.
2. Gain knowledge of teacher education in ancient period.
3. Enumerate the roles and responsibilities of teachers and teacher educators.
4. Comprehend the concept, objectives, rationale, challenges and extent of success of teacher education.
5. Explore the development of elementary education in India since independence.
6. Reflect on the relevance of strategies and programmes of UEE.
7. Analyze the various assessment procedures used in elementary education.
8. Familiarize evaluation in elementary teacher education.
9. Describe the teacher education system in India.
10. Grasp the importance of work education, vocational education, fine arts and crafts education.

MS1TE2: TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

1. Understand the historical background of secondary teacher education in India.
2. Explain the objectives and structure of secondary teacher education.
3. Explore the commissions and committees'recommendations of secondary teacher education.
4. Spell out the role of National level and State Level agencies at secondary level Education.
5. Analyze the functioning of various agencies of secondary teacher education.
6. Sensitize the emerging major issues and challenges in secondary teacher education.

7. Assimilate the secondary teacher education curriculum and its transaction mode.
8. Realize the importance of preparing special education teachers.
9. Comprehend the National Curriculum Framework (2005) and its aspects.
10. Undertake the current trends in student's assessment at secondary level.

SEMESTER-II

MS2PC3: PHILOSOPHY OF EDUCATION

1. Explain the concepts and meaning of philosophy and education.
2. Describe the fundamental philosophical domains.
3. Analyse the Indian schools of philosophy and their educational implications.
4. Examine the Western schools of philosophy and their educational implications.
5. Discuss the educational contributions of Indian and Western thinkers.

MS2PC4: CURRICULUM DESIGN AND DEVELOPMENT

1. Recognize the historical, philosophical, sociological and psychological foundations of curriculum
2. Summarize the principles of curriculum design and compare three approaches of curriculum design
3. Execute the phases of curriculum development process and interpret the technical and non-technical models of curriculum
4. Implement the curriculum models and types of teaching models
5. Explain the approaches and models of curriculum evaluation.

MS2TC2: ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

1. Explain the process of conducting research.
2. Select suitable research design for their study.
3. Understand the significance of qualitative study in research
4. Understand the significance of mixed method of research
5. Understand the steps in action research.
6. Explain the various techniques in collecting, analysing and interpreting the quantitative, qualitative and mixed method data.
7. Apply suitable statistical techniques to analyse the qualitative data.
8. Interpret the analysed data of the mixed mode research

9. Select suitable parametric or non-parametric tests for the data collected.
10. Write a research report on their own.

MS2ST1: PLANNING AND ADMINISTRATION OF EDUCATION:

ELEMENTARY LEVEL

1. Explain the historical perspectives of elementary education.
2. List out the educational role and functions of the central government, state government and local bodies.
3. Differentiate the concept of supervision, inspection and administration in the field of education.
4. Describe the implications of five year plans on the development of elementary education.
5. Evaluate the effect of different schemes implemented for quality enhancement of elementary

education.

MS2ST2: PLANNING AND ADMINISTRATION OF EDUCATION:

SECONDARY LEVEL

1. Explain the meaning, concept and scope of educational administration in India.
2. Understand the role of community in educational administration.
3. Assess the synchronization of educational planning and Five Year Plans of India.
4. Analyse the difficulties in implementing the RMSA and other state level initiatives in universalization of school education.
5. Understand the relationship between funding and management of school education.
6. Understand the role of monitoring bodies in implementation of government schemes for universal school education.
7. Examine the development process of universalization of school education in terms of its merits and demerits.
8. Apply knowledge to resolve the issues among the Centre and State and local agencies in educational administration.
9. Critically evaluate the perspective plans of secondary education in 11th& 12th Five Year Plan.
10. Understand the conceptual framework conceptual framework of education planning in India.

SEMESTER-III

MS3PC5: SOCIOLOGY OF EDUCATION

1. DescribethescopeandfunctionsofEducationalSociology
2. InterprettheSocialsystemanditsimpactonEducation
3. Examinetherelationshipbetweeneducationandculturalchange
4. AnalyzetheimpactsofLiberalization,PrivatizationandGlobalizationonEducation.
5. Discriminatetheconceptofsocialequityandequality

MS3PC6: ADVANCED TECHNIQUES OF INSTRUCTION

1. SubmitareportonLMSwithanyonemodeandpresentit
2. Preparecontentformobilelearning
3. Usemobilelearningintheclassroom
4. Usewhiteboardintheclassroominstruction
5. Implementonlineevaluationintheirstudents
6. DevelopE-portfolios
7. Debatetheprosandconsofsocialmedia
8. Listtheonlinecoursespertainingtoeducation
9. Gainknowledgeonblendedlearning
10. Differentiatehardwareandsoftware

MS3TC3: EDUCATIONAL MEASUREMENT AND EVALUATION

1. Comprehend the concept, meaning and nature of measurement and evaluation.
2. Understand the relationship between measurement and evaluation.
3. Acquire knowledge about various tools of measurement and evaluation in existence.
4. Develop skills on using psychological test for measurement and evaluation.
5. Get hands on SPSS to learn various statistical measurements and its analysis.
6. Enable to distinct various competencies in standardizing different types of measuring instrument.
7. Familiarize to construct different kinds of tests and tools.
8. Obtain knowledge on statistical concepts, test scores and its

transformation.

9. Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.
10. Prepare question banks and other self-study materials.

MS3SC1: CURRICULUM, PEDAGOGY AND ASSESSMENT: ELEMENTARY LEVEL

1. Recognize the basic types of curricula and issues in curriculum alignment.
2. Explain the knowledge dimensions and categories of major cognitive processes.
3. Summarize the Perspectives of Educational Pioneers on Curriculum and Pedagogy.
4. Implement the various types of instructional planning and support practices.
5. Evaluate the students 'performance by applying various types of assessment techniques.

MS3SC2: CURRICULUM, PEDAGOGY AND ASSESSMENT: SECONDARY LEVEL

1. Recognize the various approaches of curriculum theory and practice.
2. Generalize the philosophical perspectives of curriculum Orientation.
3. Summarize the different types of curriculum and pedagogy in the perspectives of educational pioneers.
4. Explain constructivists view on pedagogy and implement the current developments across the different levels of secondary curriculum.
5. Evaluate the merit and worth of various assessment techniques and evaluation models in the secondary level classroom context.

SEMESTER - IV

MS4PC7: EDUCATIONAL STUDIES

1. Understand the concept of education as a discipline with reference to social, cultural, political, economic, and technological aspects in knowledge construction.
2. Obtain interdisciplinary knowledge from philosophy, psychology, sociology, economics, management and ICT for insightful constructive knowledge.
3. Analyse the socio-cultural concept of India in the light of ?unity in diversity 'by integrating all the stakeholders for equality and quality education to socio- economically deprived

groups with policy of inclusion to learning disabilities.

4. Explore the multiple school contexts, its management system, challenges, participation of stakeholders in reconceptualization of learning resources.
5. Acquire knowledge on various regulatory and advisory bodies and agencies of education in India and oversees.
6. Get exposure with best practices by visiting IITs, NITs, IISCs, and other autonomous universities (Central/State/Deemed) and colleges.
7. Sensitise about contemporary issues and challenges in school education and teacher education in line with UNESCOs Sustainable Development Goals 2030 (SDGs) G4:Equitable and quality education to all
8. Assimilate about multilingual and multicultural approaches for teaching diversity.
9. Apply their novel and critical ideas and concepts for bridging the gap in constructing knowledge along with skills.
10. Appreciate the values, ethos, culture and aesthetics in context of India.

MS4PC8: COMPARATIVE EDUCATION

1. Understand the need, scope and history of comparative education.
2. Comprehend the primary and secondary education's aims and methods of instruction in U.S.A, U.K, Japan, Finland and India.
3. Analyze the role of national and state government on education.
4. Explore the comparative education of primary and secondary education of U.S.A, U.K, Japan, Finland and India.
5. Realize the issues and challenges in primary and secondary education of perspective of countries: U.S.A., U.K, Japan, Finland and India.
6. Acquire knowledge about the universalization of primary education in India.
7. Enable to distinct between the primary and secondary education.
8. Sensitize the constitutional provisions for comparative education in terms of oversees.
9. Analyze the emerging issues and challenges with respect to primary and secondary education in the global context.
10. Explore the determinants of national education with its merits and demerits.

MS4TC4: ICT ON TEACHING AND LEARNING

1. Develop professional ability in ICT
2. Apply the ICT skills in communications
3. Describe the impact of ICT on learning environments
4. Prepare the learners in learning
5. Identify the various educational resources
6. Integrates ICT in teaching learning process
7. Differentiate the advantages and disadvantages of ICT in assessment
8. Administer the test and evaluation by using ICT
9. Create online community by integrating ICT
10. Use Artificial Intelligence in teaching-learning and assessment process

MS4ST3: EARLY CHILDHOOD CARE AND EDUCATION

1. Explain the concept, meaning and importance of early childhood care and education.
2. Summarize various developments in early childhood stage.
3. Implement the various committee recommendations and suggestions in early childhood care and education.
4. Describe the implications of planning and management of early childhood care and education.
5. Compare various organization contributions in early childhood care and education.

MS4ST4: TRENDS IN INDIAN HIGHER EDUCATION

1. Deliberate on the issues related to access and equity in Indian higher education.
2. Analyse the impact of IR 4.0 on higher education.
3. Explain the different parameters determining the quality of Indian higher education.
4. Describe the role of statutory and other bodies in Indian higher education.
5. Suggest the means and methods of internationalising Indian higher education.

MS4ST5: WOMEN'S EDUCATION

1. Explain the Participation of women in social reform movements
2. Examine the Policies related to women's empowerment
3. Execute the Women's rights
4. Evaluate the role of Mass media on gender education
5. Understand the role of education on women's empowerment

MS4ST6: GUIDANCE AND COUNSELLING

1. Understand the basics of guidance and would be able to plan out guidance programs.
2. Describe the nature and procedural aspects of Educational and Vocational guidance.
3. Compare the role of counsellors and teacher.
4. Suggest ways to organize the need based minimum guidance programmes in schools.
5. Demonstrate the skills and competencies in carry out individual, group and career appraisal.
6. Spell out the strength and weakness of non-standard and standard techniques of guidance.
7. Comprehend the nature of counselling along with the skills and responsibilities of a counsellor.
8. Suggest ways to organize counselling sessions.
9. Analyze the cause and effect relationship and possible corrective measures.
10. Describe the nature of disabilities of the children.

MS4ST7: EDUCATION FOR DIFFERENTLY ABLED

1. Understand the educational implications for the students with differently abled
2. Gain knowledge about inclusive pedagogy
3. Acquire knowledge about various level of curriculum accommodate for students with special needs
4. Gain knowledge of National Curriculum Framework and its role in inclusion
5. Apply universal design of learning and use assistive technology for students with differently abled
6. Explain the concept of specific teaching strategies to teach subjects at primary and secondary level
7. Learn the concept of alternative methods of evaluation for students with special needs.
8. Apply and utilize the provisions and exemptions for educational evaluation of students with differently abled
9. Plan to accommodate students with special needs in regular inclusive classroom
10. Develop strategies and teaching practices for teachers to teach school subjects.

20.Distance education/online education:

SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz.,

access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

The current SWAYAM platform is developed by Ministry of Education and NPTEL, IIT Madras with the help of Google Inc. and Persistent Systems Ltd.

This is done through a platform that facilitates hosting of all the courses, taught in classrooms accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to any learner. More than 1,000 specially chosen faculty and teachers from across the country have participated in preparing these courses.

The courses hosted on SWAYAM are in 4 quadrants –

1. Video lecture,
2. Specially prepared reading material that can be downloaded/printed
3. Self-assessment tests through tests and quizzes and
4. An online discussion forum for clearing the doubts.

Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy / technology.

Courses delivered through SWAYAM are available free of cost to the learners, however learners wanting a SWAYAM certificate should register for the final proctored exams that come at a fee and attend in-person at designated centres on specified dates. Eligibility for the certificate will be announced on the course page and learners will get certificates only if these criteria are matched. Universities approving credit transfer for these courses can use the marks/certificate obtained in these courses for the same.

All the courses, available on the portal can be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to everyone. The courses on this platform are authentic, approved by the Government and are legible for credit transfer.

Extended Profile

1.Student	

2.1 Number of students on roll during the year	**250**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**250**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**250**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**239**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**239**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**250**

File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**43.10**
4.2 Total number of computers on campus for academic purposes	**51**
3.Teacher	
5.1 Number of full-time teachers during the year:	**29**

File Description	Documents
Data Template	View File
Data Template	View File

| 5.2

Number of sanctioned posts for the year: | **38** |

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

KSR College of Education is affiliated to TNTEU and it follows the Curriculum framed and modelled by the University. The college offers education programme at undergraduate level i.e. Bachelor of Education (B.Ed) which is a two year undergraduate programme, with both theoretical and practical (internship) part. The course has15 theoretical compulsory papers with internship in its first year and also offer students have to choose any elective subjects of their choice. Postgraduate level i.e. and Master of Education (M.Ed) which is a two year postgraduate programme with both theoretical and practical part. The course has 16 theoretical compulsory paper with 20 days internship in each year.

- **To prepare professional and empowered teachers for local,**

national and global needs
- **To be dynamic leaders for preservation, transmission and enrichment of ideas and ideals**
- **To prepare professionally competent and humane teachers**
- **To make teachers who fulfils highest standards and achieve excellence**
- **To prepare professional teachers who involves in a high level of intellectual activity Teachers who are practitioners and commitment towards her role in the community**
- **To groom teachers who uphold professional integrity.**

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	**B. Any 5 of the above**

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

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

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

1.2 - Academic Flexibility

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

including pedagogy courses for which teachers are available

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

11

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	Nil

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

00

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

00

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

00

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

00

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	**Two of the above**

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

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

119

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

119

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.

The institution always provides opportunities to the students to acquire and demonstrate with skilful knowledge, skills, values and attitudes which is related to various areas. Various types of awareness programmes were conducted by the institution for the welfare of the students. Like seminar, webinar, micro teaching programme in this innovative format and methodologies are shared with practicing school during internship, group-discussion such kind of activities ensure the students knowledge in different areas as well as helps them to develop professional ethics.. Even in pandemic situation students are encouraged to attend online programmes and webinars to enlighten their knowledge apart from subject which helps them to monitor and clear holistic goals and achievements of the curriculum in all circles. These kinds of activities provide creative thinking and reflective thinking. The institution provides courses in critical thinking, communication skill, and collaboration with others.

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

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

Our KSR COLLEGE OF EDUCATION B. Ed students went on a field trip to innovative schools in their neighbourhood to observe how innovations in teaching, curriculum, assessment, infrastructure, and management are being implemented. On 13.08.2021 and 16.08.2021, Students need visit the schools mentioned by our college for one week, in three batches. While being supervised by our teachers.

The students were divided into three groups: one proceeded to Rajammal Rangasamy Higher secondary school under the control of Mr.K.Balusamy's supervision.

Another to KSR Matric Higher Secondary school. Mr. V.Sankar's guidance.

The third toKSR Akshra Academy Mrs. S.Sridevi's over sight.

The visit to the innovative schools provided students, teachers, and faculty with invaluable insight into unique innovative methods. By interacting with the students and teachers at the schools, the student teachers were able to acquire information.

The modern educational system's highlights included labs, interactive white boards, robotics labs, science labs, mathematics

labs, library practices, and language labs. Each school's teaching-learning relationship was distinct. Finally, students recorded their learning experiences in the written format from the unique school tour and gathered knowledge from a variety of educational boards.

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

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

The institution provides ample opportunity for practice in teaching as per university norms. In order to achieve the comprehensive with understanding of the interconnectness of the various learning engagements were conducted to enhance the students profession in both through theory course and practicum such as micro teaching, school visit, school internship, teaching in actual classroom setting,observation,demonstration, case study, field visit, group work. The teaching practice was well planned, a purposeful, progressive, and systematic process to create positive improvements in the educational system. The students are also encouraged by workshop, seminar and other programmes conducted by the institution to monitor them. The main motto of the institution is to engage the students in campus peer mentoring in addition to that the students are often encouraged with programmes like important dates celebration, co-curricular activities, membership in different cells and committees constituted in the institution and other extra -curricular activities. The institution provides ample opportunity in all circle to explore the student's skills through computer lab, psychology lab, language lab, science lab.

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

1.4 - Feedback System

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

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	

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

257

2.1.1.1 - Number of students enrolled during the year

250

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

250

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

76

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

01

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

01

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

2.2 - Honoring Student Diversity

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

Entry level Assessment has hope since it provides a chance to find their level of readiness to undergo professional educational programme. Entry level Bridge course was conducted to 200 B.Ed students on 11.11.2021 which helps the staff members to judge ability, knowledge and to identify the learning needs of the students. Bridge Course as academic support for slow learners based on their performance in the entry behaviour level, a Bridge Course was arranged to enhance the teaching capability and logical thinking from 11.11.2021 to 17.11.2021 for both B.Ed and M.Ed. The content of B.Ed was classified into four different sections as General English Comprehension, Teaching and Learning, Educational and General Awareness and for M.Ed,. . Thus the college provides academic support based on the needs of every individual learner. Annual Quality Assurance Report of KSR College of Education Advanced learners are motivated to submit additional assignments and projects, encouraged to participate in various competitions and are given opportunity to utilize library, laboratories and e content to learn beyond the curriculum.

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

25:1

2.2.4.1 - Number of mentors in the Institution

29

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

2.3 - Teaching- Learning Process

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

Participative learning

Institution practiced the student centered teaching methods efficiently which gave a golden opportunity for the participative learning. B.Ed Students were insisted to give demonstration and observe Yoga classes of the school students during their teaching practice.

Focused Group Discussion

Group discussion is when a group of people comes together to discuss a certain topic. Many Recruiters use Group discussion (GD) to test a trainee's communication skills,leadership skills, test topic knowledge, etc. The general discussion (GD) is a session in which the candidate's abilities are evaluated, including leadership, communication, Social and behavioural skills, courtesy, teamwork, listening skills, general awareness, self-assurance, and problem-solving abilities.

Brain storming

Brainstorming is a method of generating ideas and sharing knowledge to solve a particular commercial or technical problem, in which students are encouraged to think without interruption. Brainstorming is a group activity where each student shares their ideas as soon as they come to mind.

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

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://ksrcollegeofeducation.com/
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

250

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

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

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

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

Mentors counselled students to work in teams to develop their social flexibility through collaborative and cooperative learning during Micro teaching sessions. Numerous interpersonal issues of the students were resolved with the help of group discussion. Dealing with Student Diversity Multi lingual interactions, remedial teaching, re-exam for late bloomers, one to one teaching were arranged to enhance the learning of diverse students. Additional assignments were given for the advanced learners Conduct of self with colleagues and authorities Mentors provided personal counselling on how to behave and interact

with elders, peers and authorities to achieve a healthy communication.

SPORTS EVENT:

KSR College of Education organized sports event on IT ground in KSR Educational Institutions. They conducted many events. The events are

- **100mts**
- **200mts**

- **Long jump**
- **Shot put**
- **Relay**
- **Volley ball**
- **Throw ball**
- **Shuttle**

All the B.Ed students actively participated in the competitions. Their enthusiasm made the event more successful. Winners got certificates from the college.

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

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	[View File](#)
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	**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

Creativity is an inherent part of learning. Creativity means to do something interesting which has acceptance value .Teachers encourage the students for productive and creative work in teaching- learning process and classroom activities. The creativity, innovativeness and the intellectual skills of the students were nurtured by the teaching learning process, which makes them to involve taking part in Assist World Record Program also in some occasions, our college KSR group organized world Record. Our College also proudly participated in that part, in which 5 of our Student teachers participated and exposed their innate talents and shared their knowledge, potentialities and got Participation and Certificate also.

Life skills

Institution conducted numerous competitions such as to develop innovativeness, among students by given several Oppourtunities.They are trained to make innovative such as Role play, Wealth from Waste, Essay writing and Oratorical competitions and also motivated the students to participate in value added courses. Future teachers, Self identity for teachers and Self Study Courses such as Logical reasoning, Cognitive thinking to enhance their thinking skills and life skills.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	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

`Eight /Nine of the above`

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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

situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

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

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

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

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

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

In this academic year 2021-2022 Before internship programme our college arrange the meeting to select the teaching practices school. Our students willingly give the nearby government / government aided/ private/ High school / higher secondary schools of various districts in Namakkal, Salem, Karur, erode, Coimbatore, the Nilgiris, Tirupur, Kallakkuruchi. We have provided guidance for our students, how to prepare the lesson plan, observation, TLM, preparing blue print and school relevant records and also we give the guidance for role of teacher and assessment of student performance Enough practice was given to the student teachers on how to assess the performance of the school students through the Diagnostic and Achievement test. Exposure to variety of school set ups Visit to different schools was arranged to know the procedures and healthy practices followed there which potentially support to know the changes in the teaching learning process.

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

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

2.4.9.1 - Number of final year students during the academic year

199

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

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

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

During internship programme that time our staff members periodically visit and observe our trainee teachers. Our staff members give guidance for role of teacher and also how to assessment of student performance. School guide teacher continuously monitor the trainee teachers and guide them how to motivate the class students, how to use various type of teaching methods and different types of teaching aids to make the students interest in learning. School headmaster / school principal monitor the trainee teachers regularly. Self assessment serves to increase commitment to goal achievement,

competency development and career planning and so the students were insisted to fill Self Appraisal form also.

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)

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

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

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

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2.5 - Teacher Profile and Quality

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

29

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

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

05

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

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

29

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

29

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

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

colleagues and with other institutions on policies and regulations

The institute provide ample opportunity for the healthy environment to enhance teachers professionally develop their skills in all endeavours. The institute organise faculty development progamme for teachers. The college also organize activities like group discussion on various recent issues related to education, quiz competitons, group tasks, outreach activities, colleagues evolution work and etc. In college so many activities like professional updation programmes like webinars, workshops, symposium, guest lectures, teacher collaboration with other institutes, teacher training programmes, teaching material development skill activity, video class and etc. All teachers share their knowledge with colleagues through interaction during different activities. Teacher's also encouraged to take part like participating in national and international seminar or workshop as outreach activities. Hence the institution's provisions are effectively providing the opportunity.

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

KSR College of Education sticks to academic schedule which is being given by the Tamil Nadu Teacher Education University for conducting of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus. It set out the dates of term end examination. The timetables have been arranged and executed. The teacher defines teaching plans as indicated in the academic calendar and under the guidelines of the Tamil Nadu Teacher Education University. The time table of external examinations fixed by the University and the same is display on notice board for the students. Any changes are conversed to the students well in advance.

1. Preparatory Exams are conducted every year before university exams.

2. Every teacher conducts regular class tests on the related topics.

Subject Teachers clear doubts of students. The regular monitoring is done by the college examination cell. The Principal is the Nodal officer for all curricular and non curricular activities. The Principal leads curricular and extracurricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar..

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

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

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

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

- **There is complete transparency in internal assessment. Norms directed by the Tamil Nadu Teacher Education University.**
- **Internal assessment test programmes are organised according to the university and students are informed in advance.**

- To ensure proper conduct of formative test, observers are allocated in each test. The on line test were conducted. Test marks were evaluated by faculty members within 10 days from the exam date.
- Correct answer scripts are confirmed by subject staff members.
- Corrected answer sheet marks are informed through their email id.
- The students are continuously evaluated by staff members.
- The college appoints senior superviser for the smooth conduct of the college online examination. If the students are facing any problems, they are solved by the staff members or principal of the college.

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

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

The academic calendar is prepared by the college according to the guidelines of the university. The college adheres to the pre planned schedule for Class test, Unit test, Half portion, Model exam .The college provides Question paper models, Question bank and performance assessment activities like microteaching and lab facility. Practical Examination is prescribed in terms of planning committees according to the university. Remedial test also conducted for slow learners. Assignments work is awarded to students on time. The circular also given to the staffs for conducting exams, internal assessment before university exam. Co-curricular activities are conducted simultaneously on time to time for enrichment and overall development of students as required developing different professional and personal skills. Apart from this, guidelines are given to all the staff members who are involved in the assessment or invigilation of the students' performance. Every mentor, class teacher and subject head monitors the quality of teaching-learning through daily monitoring of activities and counselling sessions are done to resolve difficulties of students. The results obtained in each type of assessment are subjected to the statistical analysis to

check for the improvements in the students' performance and to understand the progress.

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.

Students Performance and Learning Outcomes

KSR College of Education programme like learning and course learning outcomes reflect vision, mission , goals, and motto that is "Learn Live and Teach". The main aims at build socially committed contemporary teachers. For the purpose of the college organise variety of learning experience that stimulate diversity of student teachers. These activities planned on the basis of PLO and CLO.

On the completion of the B.Ed. (2 years) Programme, student teachers will be able to develop: Some activities are daily assembly, yoga practice, sports activities, cultural activities, activities for now society and nature. It will help to student teachers to realise the present Government schools systems in Nammakal district.

Pedagogical Skills: Professional Ethics: to uphold qualities of a good teacher , to be just and impartial , to show love and respect to the individuality of the child , to inspire and professionally help the parents for the care and guidance of their wards , to preserve proper balance of his/her life as a person of character.

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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

In our institution conducted variety of assessment programme for the attainment of programme learning out come and course learning outcomes. Become intellectually competent, emotionally balanced, culturally refined, spiritually mature/ Temple cleaning, physically healthy and self sufficient with professional excellence. Some ideas are given below:

1. **Reduce stage fear and improved social intelligent**
2. **Leadership**
3. **Management skills**
4. **Give guidance and counselling**
5. **Time management**
6. **Value/ moral education**
7. **Physical education**
8. **Yoga.**

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

237

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

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

The institute adopted various steps to process the development of students in effective manner by providing various provisions to cater their learning needs especially on performance and professional development, they are following:

- The institute tried to understand student's needs.
- Effective evaluation methods used to evaluate the performance.
- Well-designed assessment can encourageactive learningespecially when the assessment delivery is innovative and engaging.
- By encourage the students to perform their best to bring out innate ability.

- To achieve the expected goal some remedial methods are also adopted.

- Using the feedback, students can direct their study strategies and seek additional resources to improve their performance.

- Independently monitors, assesses, and revises plans to complete tasks and meet goals.
- Assessment method creates confidence among students. Assessment for Learning focuses on the opportunities to develop students' ability to evaluate them, to make judgements about their own performance and improvement.
- In addition to that to equip the students skill the institute provide some co-curricular activities like, social work, group discussion, debate, cultural activities, social awareness

programme, community programme, student mentoring activities, club activity , special guest talk and etc.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

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

00

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

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

00

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	**One 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

03

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

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

03

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

03

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

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

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

400

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

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

Nil

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

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.

AIDS AWARENESS DAY

Awareness programme on AIDS\HIV organized by Youth Red Cross [YRC], KSR

College of Education, Tiruchengode on 01.12.2021 at college seminar hall. The Chief Guest

Dr. M. Maheswaran M.B.B.S, D.O., District Programme Manager, Namakkal was honoured with memento.

"Hate the disease, but not the diseased. Spread awareness not ignorance"

RED RIBBON CLUB

Red Ribbon Club is a movement started by the Government of India in schools and

colleges through which, students spread awareness over HIV\AIDS.

NATIONAL VOTERS DAY

Government of India has decided to celebrate January 25 every year as National Voters day. Due to Corona lockdown Principal Dr. P. Suresh Prabu instructed teachers to organized National Voters Day in Google Meet on 25.01.2022.

NSSCAMP

Program conducted by the Ministry of Youth Affairs and Sports of the Government of India, popularly known as NSS. The scheme was launched in Gandhiji's Centenary year in 1969. It aimed at developing student's personality through community service.

TSRO STUDENT CLUB

TSRO was an organisation formed in June 22, 2018 for the welfare of the education of children living on street sides. One rupee education scheme was launched by TSRO

Chairman Mr. Ravikumar on February 26, 2020 at KSR College of Education.

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

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

02

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

3.4 - Collaboration and Linkages

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

01

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

01

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

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

01

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institute provides good infrastructure and facilities for Teaching Learning process. The following facilities are offered for the teaching learning process

- **Classroom fitted with LCD projector, LAN connection in the computer, headphones in computer and language lab.**
- **Institute has extra adequate facilities for Teaching and Learning activities like the college has well equipped**

- Laboratories, Psychology lab, Physical science lab, Biology lab, Computer lab, Language lab.
- In library more than ten thousand books are available. National, International journals for competitive exam books available for TET, TRB, SET, NET etc.
- Multipurpose hall used for students develop their skills.
- Physical Education facilities: present both indoor and outdoor games.
- A well equipped computer lab is also available for lab-based classes.
- The campus has well equipped playground, gymnasium, hostel and mess.
- A well planned conference hall is available. Internet facility is available with audio-video recording system.

- The campus is fully Wi-Fi enabled in which students can access the internet
- ICT enabled classroom with whiteboards.
- Utilities include fire extinguisher, suggestion box, safe drinking water, CCTV camera in overall campus.

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

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

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://ksrcollegeofeducation.com/
Any other relevant information	View File

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

19926

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

4.2 - Library as a Learning Resource

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

Integrated Library Management System (ILMS) software for the College Library was installed in 2001 using LibMan 1.1. In 2022, it was upgraded with iPALPAP ERP,a fully automated to 6.1 version.

List of Modules available in the ILMS are:

Features of Library software:

1. E – Gate: This helps the admin to keep track of all the users, entries and exit.
2. Books Entries: Details of newly arrived books regarding title, author, publisher, date of purchase are documented and an accession number is generated for the book.
3. Books Issue & Returns: Details of issue of books and return of the users are recorded. Details of the book renewal are entered based on the request of the faculty, students and staff.
4. OPAC: Online Public Access Catalogue helps the faculty, staff and students to view the availability of books and other library resources.
5. Stack Verification: This helps in annual stack verification; the manual process is replaced with ILMS. All the library recourses can be verified using bar coding.
6. View the Reports: Various reports like Books issued and returned, newly added and pending dues can be generated on

daily basis from ILMS.

File Description	Documents
Bill for augmentation of library signed by the Principal	<u>View File</u>
Web-link to library facilities, if available	<u>https://ksrcollegeofeducation.com/library-infrastructure/</u>
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

The library currently access with unique ID by using these student teachers and teacher educators are provided with online resources subscribed by the institution including DELNET Database. This was accessed from 12.12.2021. The library also provides e – mail service to the users.

It has some of rare collection books, which are prominent books in different subjects.

Mainly the library is automated to access journal, books reference etc. the trainee teachers are registered the DELNET Database and can be used at any place and given access to lean about teaching skills pedagogy, school management, micro teaching and research apart from that general books can be access.

File Description	Documents
Landing page of the remote access webpage	<u>View File</u>
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	**One of the above**

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

208

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

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

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

4.3 - ICT Infrastructure

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

ICT enabled Academic facilities the institution is furnished with high configured systems with ICT facilities in college Administrative Office, Digital Library, computer cum language lab, ET lab; Seminar Hall and Biometric system is used to monitor the movement of the staff. Technology Enabled Classrooms, few classrooms are well furnished with a computer, LCD projector, and interactive whiteboard in smart class with internet and Wi-Fi connection and

`audio-system. The staff and student teachers have an access to internet and Wi-Fi connection. ICT in Students Utilization the staff and student teachers use the available computers in the institution for curricular and cocurricular activities like power point presentation, seminar and assignments etc. seminar hall and a multipurpose hall is well equipped with ICT facilities with a capacity of 200 members used for academic related activities ensure for providing better learning environment to the students.`

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

4.3.2 - Student – Computer ratio during the academic year

`1:20`

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

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

`D. 50 MBPS - 250MBPS`

File Description	Documents
Receipt for connection indicating bandwidth	**No File Uploaded**
Bill for any one month during theacademic 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	View File
Link to videos of the e-content development facilities	https://ksrcollegeofeducation.com/
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://youtube.com/@drbjaiganesh4080
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

2.9

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

Maintenance System & Procedure

The KSR College of Education ensures that the maintenance of all facilities is streamlined and performed regularly, including housekeeping checks, cleanliness, calibrations, and updating. The college also conducts regular checks and inspections of all aspects of the facilities periodically and regularly.

Physical Maintenance

The maintenance manager is in charge of maintaining all electrical and electronic equipment. The classrooms/seminar halls are cleaned by support staff. Any furniture repairs needed are immediately attended by the carpenter available on campus. The proper and optimal use of electric lights/fans/projectors etc. is ensured.

Academic & Supporting Facility

Classrooms, staffrooms, Seminar halls and Laboratories etc., are meticulously cleaned and maintained on a daily basis by housekeeping staff assigned for each floor and Dustbins are placed. Teaching aids like computers, LCD projectors, smart boards and white boards are maintained regularly. Washrooms and rest rooms are well maintained. The green cover of the campus is well maintained by fulltime gardener. The College labs are efficiently managed and regularly monitored by the authorized Lab Assistants under the supervision of the Computer/ Language Lab in-charge.

File Description	Documents
Appropriate link(s) on the institutional website	https://ksrcollegeofeducation.com/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**B. Any 3 of the above**

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

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

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

5.2 - Student Progression

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

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

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

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

16

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

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

03

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

5.3 - Student Participation and Activities

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

Community based celebrations

Student Council was inaugurated the student teachers were elected democratically selected as council members. Student council conducted drawing, wealth from waste and Essay Writing .Observance of National Days Council celebrated Tamizhar Thirunal Pongal, Education Development day, Saraswathi Pooja , Christmas, New Year, World consumers Day, National National farmers day, International education day and International women's day.

Pedagogy based Club Activities

Biological science club, World Environment day, Physical science club, Tamil club, Eco-Friendly day, literary club, Technology day, Communication club and Mathematics club.

Great thinker's day celebration

Student Council salutation to the pioneers by celebrating the birth anniversary of Abdul Kalam, Teachers day, Mathematics day and Independence Day

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

01

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

5.4 - Alumni Engagement

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

In K.S.R. College of Education a number of alumni got education from this reputed college. Though this college is located in rural area, it has a great contribution in the educational development of the rural students. Many alumni of this college are wellknown in their respective in the field Education.Our Alumni Association works for the overall development of students as well as the college. Alumni are expected to perform many roles effectively such as promoting institutional brand; providing mentoring to on-going students; facilitating internships, career opportunities, job placement for outgoing students and so on.

Main objective of the 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 the 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.

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

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

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

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

01

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

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

1. The members of the association share their success stories in their respective fields during their interaction with the students. They also share how college has contributed to their all-round development by laying equal emphasis on academics as well as co-curricular activities and community services. Through such interactions, the association guides the students and shares valuable insights for developing professional competencies. The members of the Alumni Association visit the college maintain their links with the students, staff and colleagues and provide academic and moral encouragement.

2. The members encourage students to pursue higher studies: They provide academic or technical expertise and career advice with the aim to achieve transformative personal development of the students. They have a significantly positive impact on students' academic achievement and help them to be successful in professional careers. They encourage the students to pursue higher studies by joining P.G. programmes.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION:

   1. To fulfill the needs of the students by providing a conducive ambience for promoting quality education.

MISSION:

   1. To produce Teachers with potentials through dedication and commitment.

2. To Train the students with special coaching to cope up with present educational scenario.
3. To Motivate the faculty to pursue their research activity leading to higher degrees

NATURE OF GOVERNANCE:

- All the important decisions concerning the campus are taken in committees comprising various stake-holders such as teachers, students, and eminent persons of the institute.

- The institute takes all the necessary steps for the upliftment through perspective plans and governing bodies for the development of student- teachers & faculty members.

- The institute has an effective governing council. The council meeting conducted twice in a year and all aspects of academic and non- academic matters are discussed.

- The decision making governing cell meeting was circulated to all with proper document.

PARTICIPATION OF TEACHERS IN DECISION MAKING COMMITTEE:

- Minutes of meeting conducted every month in a twice.

- Decision making by the committees are consolidated by the principal and suggestions were taken to the management for the approval.

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

KSR College of Education practices decentralization and participative management toachieve excellence by involving faculty, staff and students in all its activities at various levels. It has a well-designed organizational structure with different bodies and committeesand well-defined processes to provide leadership and manage different functions and initiatetimely action, in tune with its vision and mission. The college provides the better opportunityto all the participating in the decision making process, the college committees is in a mannerto make the decision by participative arrangement. The college focuses keen on decentralization by intending equal opportunity equal role toparticipate is the functioning of the college management comprises of committees, college governing cell and each committee has been provided with specific functions cater to theneeds of the college for the ongoing progress and development of the college. It also extendsall the amenities for the teaching and nonteaching faculty and students. The Principal,teaching and non teaching faculty along with student and alumni representatives togetherconcentrate on fostering the progress of the college by sharing the responsibilities andparticipate growth of institution and to act according to the aims and objectives of the college.

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

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

KSR College of Education is a self-finance institution. Salaries and other expenditures are directly controlled by the Administrative Office. Funds collected from the students fee as per norms as a part of a self-generated resource that is spent for the salary. Fee and funds available with the college are directly controlled by the Trust. Audits are periodically conducted to ensure complete transparency. Payments are made through cheques. Scholarships and other benefits available to the students are directly credited into their bank accounts. Admission is done as per the guidelines issued by the government from time to time.

Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

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

Over the past 17 years the KSR College of Education has shown tremendous growth. If this is to be sustained, strategies must be formulated, communicated and implemented effectively. Only then is the institution built to Last. Both perspective and strategic plan documents are available in the institution. The following plans are projected after a discussion on the basis of analysis, assessment and estimates:

Strategic Goals

1. Efficient Teaching erudition procedure

2. **Effective Leadership and Participative management**
3. **Constant Internal Quality Assurance System**
4. **Ensuring effective governance**
5. **Student's Overall Development through Participation**
6. **Staff Advancement & Welfare**
7. **Proper Discipline**
8. **Women/Student/Faculty Grievance**
9. **Alumni Interaction and Outreach activities**
10. **Mounting Physical Infrastructure**

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://ksrcollegeofeducation.com/strategic-goals-plan/
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.

KSR College of Education practices decentralization and participative management to achieve excellence by involving faculty, staff and students in all its activities at various levels. It has a well-designed organizational structure with different bodies and committees and well-defined processes to provide leadership and manage different functions and initiate timely action, in tune with its vision and mission. The college provides the better opportunity to all the participating in the decision making process, the college committees is in a manner to make the decision by participative arrangement. Principal is the head of all the committee.

File Description	Documents
Link to organogram on the institutional website	https://ksrcollegeofeducation.com/administrative-setup/
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	

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

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

KSR College of Education has a strong examination cell evaluates factual understanding, conceptual understanding and global understanding of prescribed syllabus and designed curriculum. Examination cell assesses individual's capability to interpret learning in his own language. It is not merely test of knowledge. Examination cell evaluates persistent and consistent quality of an individual. It tests the attitude of an individual i.e. how does an individual perform better in extreme pressure. Examination examines individual's overall personality. Examination cell examine individual's desire to learn, desire to explore, desire to investigate and desire to apply learning in real life situation. Assessment ensures quality teaching- learning process.

The Examination Cell of KSR College of Education is headed by the Principal and support by a team of examination cell members. The prime responsibility of the Examination Cell is to conduct all the examinations (both internal and external examinations) in a fair and systematic manner. Examination cell will have appropriate infrastructure for generating question papers and other relevant confidential materials.

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 KSR College of Education has effective welfare measures for the faculty and non-teaching staff and avenues for career development. Besides intellectual and professional development, it also offers financial and health securities for its employees. Professional development is ensured through periodic training/workshops/seminars. The faculty is encouraged to make academic advancement and supporting staff are encouraged to update their administrative skill. The management ensures the wellness of its employees and enable them to optimize their potential.

Employee welfare means anything done for the comfort and (intellectual or social) improvement of the employees, over and above the wages paid. In simple words, it means "the efforts to make life worth living for workmen." It includes various services, facilities and amenities provided to employees for their betterment.

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

Nil

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	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

02

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	**No File Uploaded**

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

09

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

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

The success of Educational institution depends on the quality of its staff- both teaching and non-teaching. Quality teaching is imperative for improving student's achievements. The performance appraisal (PA) is one of the performance management tools that are widely used to measure the productivity of academic employees in different contexts. Performance is also assessed through Student feedback, at the end of every academic session. The appraisal system helps in improving teaching learning Process for improvement and identifies leadership qualities.

Performance appraisal for teaching staff:

• To assist teachers to reflect about their potential and to carry out their duties more effectively and for professional development and career planning.

• To recognise the achievements of teachers and help them to identify ways of improving their knowledge, skills, attitudes and ultimately performance .Faculty is motivated by management and director and appropriate measures are taken to upgrade and bring in positive changes in the institute.

Performance appraisal for non-teaching staff:

The procedure only difference is in the Format of form; apart from that here non-teaching also appointed through the Management.

• To assist employees to reflect about their potential and to carry out their duties more effectively and for career planning.

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

6.4 - Financial Management and Resource Mobilization

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

Financial audit of the accounts is an important process and is strictly followed by the management. The college undergoes an external audit conducted by Management. They verify and confirm all finance related document. Report of audit is submitted regularly. All the process in the college is strictly monitored by the principal. The copies of the audit are also preserved in the college for records.

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

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

00

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.

Nil

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

KSR College of Education has taken concrete steps for the development of students and faculty members and thus established IQAC. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of college.

The primary goals of IQAC are:

1. **To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.**
2. **To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance**

of the institution.

3. Sharing of research findings and networking with other institutions in India and abroad. Equitable access and affordability of academic programmes for various sections of society. Optimization and integration of modern methods of teaching and learning.

4. The credibility of evaluation procedures.

The following are the roles and responsibilities carried by IQAC:

1. To coordinate the distribution of information on various quality parameters of higher education.

2. To coordinate the documentation of the various programmes / activities leading to quality improvement.

3. To coordinate the quality-related activities of the institution.

4. To coordinate the timely and efficient execution of the decisions of IQAC committee.

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.

IQAC being the central body within the college monitors and review the teaching-learning process regularly. Based on feedback various innovative activities and reforms were introduced. Based on the University Academic Calendar the college schedules the academic calendar well in advance at the start of the year with ample time frame for not only the regular teaching-learning process but also to accommodate the various events like seminar/ guest lecture/

workshops/ FDP's/ Hands-on-series and many more.

The college has a feedback system to evaluate the teachers by students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, attitude, strengths and weaknesses, difficulties faced in the subject give a clear idea about the problems faced by the students. Director and management also monitor the feedback system and takes appropriate corrective actions.

College has the provision of analysis of students' performance after the announcement of their semester results. If the result of the students, in a subject, is not found up to the mark, necessary steps are taken to find out the reasons and the concerned faculty members are counselled and motivated to work towards improvement.

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

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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	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal	Two of the above

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://ksrcollegeofeducation.com/meeting-minutes/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://ksrcollegeofeducation.com/aqar/
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
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

Quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years are:

For second and subsequent cycles:

1. Alumni Association:

For the welfare of the students and the college, an alumni association has been Conducted year wise to enrich current students

knowledge with past out students. The alumni meet is to reconnect with the Alumni and celebrate their success and various achievements.

During the interaction session they planed and designed association services for the students,

· Conceptualized and planned a global scale Alumni Meet.

· Shared about various job opportunities and current trend.

· About online certifications of various courses.

· Shared the work experiences in various places. In addition to that students presented plants to plant tree to give awareness among students for Green India.

2. Implementing MOU - Related Activities

Both the institutes/organizations agree to the following cooperative activities, such as the exchange of faculty, students, and staff for academic, educational, research, and administrative purposes, in exchange for the reciprocal commitments outlined in this Memorandum of Understanding. The college has agreements with colleges like: Vellalar College of Education the college has Memorandums of Understanding.

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.

K.S.R. College of Education makes effort for energy conservation by reducing the consumption of energy and using less of an energy

service. Energy conservation is a practice of reducing the quantity of energy use. It may be attained through efficient energy use or by reducing the consumption of energy services. It is one of the easiest processes to help the globe by means of pollution in addition to make use of natural energy. Conservation of energy has been done by various methods. Solar energy is the most commonly used source of alternative energy by the institution. It is completely renewable and the cost expended on installation can be made back through energy bill savings. Biogas can occur naturally or as part of an industrial process to intentionally create it as a fuel.

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.

K.S.R. College of Education provides safe, effective, and efficient waste management services for managing nonhazardous solid waste, recyclable waste, and hazardous waste. The college community is responsible for identifying the type of waste produced and using the appropriate waste management system.

Once wastes have been identified and evaluated, the college community must manage it according to applicable KSR Educational Institution waste management instructions. These waste management instructions have been developed to keep the college in compliance with all applicable laws and regulations and to promote a safe and healthy workplace.

A waste management system isthe strategy an organization uses to dispose, reduce, reuse, and prevent waste. Possible waste disposal methods are recycling, composting, incineration, landfills, bioremediation, waste to energy, and waste minimization.

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

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

Three of the above

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

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

All of the above

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

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

A Green Campus is a place where environmental friendly practices and education combine to promote sustainable and eco-friendly practices

in the campus. The green campus concept offers an institution the opportunity to take the lead in redefining its environmental culture and developing new paradigms by creating sustainable solutions to environmental, social and economic needs of the mankind. Greening the campus is all about sweeping away wasteful inefficiencies and using conventional sources of energies for its daily power needs, correct disposal handling, purchase of environment friendly supplies and effective recycling program. Institute has to work out the time bound strategies to implement green campus initiatives. These strategies need to be incorporated into the institutional planning and budgeting processes with the aim of developing a clean and green campus.

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

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

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

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

common

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

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

KSR College of Education is always sensitive and emphatic towards social, environmental and community problem. Time to time the college has organized the outreach programs touching the issue of environment, society and community. The college is willing to nurture a healthy environment for which different programs like plantation are organized. India is a country of multi ethnic culture where people belonging to religious, racial, cultural and lingual identities live together harmoniously. So to maintain an inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students. Keeping this view in mind, KSR College of Education tries to maintain harmony and try to create good will among students. Most of the students taking admissions in the college are belonging to different places and other district of Namakkal major extension activities participation of faculties, students and non-teaching staff are commendable. Each and every student along with faculty members is fully involved in the national developmental activities, national festivals, awareness rallies and government and non-government campaigns.

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

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

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

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

7.2 - Best Practices

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

Outreach programme

KSR College of Education, the outreach/extension work has been integrated within the timetable and runs throughout the year. The key idea behind this practice was to provide opportunities to student-teachers to engage with our partner organizations for longer durations to make a real difference.

The college has put in place several outreach programmes to develop the skill of the students. The course content for these programs is detailed based on discussions with the concerned faculty and the individual delivery modules and their contents are finalized.

Extracurricular and Co-curricular

Every student of the KSR College of Education is to be a member of at least one club. Similarly every teacher will be attached to any one of the clubs and committee. College willgive provision for

conduct of club activities in the monthly calendar. Last two periods, preferably, on any one of the days, once in fort night will be exclusively reserved for club activities. All the in-charge staffs and associated staffs will sit together with all the club members for planning their activities on the first club activity day of the year. Accordingly activities will be organized on the subsequent club activity days.

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

K.S.R. College of Education has provided the vision "To fulfil the needs of the students by providing a conducive ambience for promoting quality education" to its program of diversity inclusion and integration - an area distinctive to the vision of the college. The vision of the college is to educate, enable and empower young students from different place. It is very much importance in the overall progress and development of the institution. With this view our college has its own mission statement accordingly we always try to function uniquely, innovatively and distinctively from the other institutions. As far as our Mission and Vision is concerned, college always try to implement the distinctiveness in the work. Our college has a large number of students from the surrounding villages. Most of the students from rural areas and poor background, but they are not poor in talent, knowledge and humility. It is very much importance in the overall progress and development of the institution. With this view our college has its own mission statement accordingly we always try to function uniquely, innovatively and distinctively.

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