YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1. Name of the Institution LADY WILLINGDON INSTITUTE OF ADVANCED STUDY IN EDUCATION

- Name of the Head of the institution Dr. M.S.THILLAINAYAKI

- Designation Principal

- Does the institution function from its own campus? Yes

- Alternate phone No. 04428445531

- Mobile No: 9841376180

- Registered e-mail ID (Principal) principallwiase@yahoo.co.in

- Alternate Email ID coelwiase@gmail.com

- Address Kamarajar Salai, Triplicane

- City/Town Chennai

- State/UT Tamil Nadu

- Pin Code 600005

2. Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution Women

- Location Urban

- Financial Status **UGC 2f and 12(B)**

- Name of the Affiliating University **Tamil Nadu Teachers Education University**

- Name of the IQAC Co-ordinator/Director **Dr. D. HEMALATHA KALAIMATHI**

- Phone No. **04428445531**

- Alternate phone No.(IQAC) **9841376180**

- Mobile (IQAC) **9445283115**

- IQAC e-mail address **principallwiase@yahoo.co.in**

- Alternate e-mail address (IQAC) **coelwiase@gmail.com**

3.Website address
https://www.lwiase.ac.in

- Web-link of the AQAR: (Previous Academic Year)
https://www.lwiase.ac.in/2020-2021_AQAR%20Report_(previous%20year).pdf

4.Whether Academic Calendar prepared during the year?
Yes

- if yes, whether it is uploaded in the Institutional website Web link:
https://www.lwiase.ac.in/2021-2022_Academic%20Calender.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**Five Star**	**75**	**2000**	**17/04/2000**	**16/04/2005**
Cycle 2	**B++**	**75**	**2007**	**31/03/2007**	**30/03/2012**
Cycle 3	**B**	**2.83**	**2016**	**25/05/2016**	**24/05/2021**

6.Date of Establishment of IQAC
02/02/2008

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
Lady Willingdon Institute of Advanced SE	Minor Research Project	Tamil Nadu State Council For Higher Education	10/03/2022	1,00000

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   **03**

- 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)

• Syllabus designed and formulated with Programme outcomes, course outcomes, skill mapped content for B.Ed and M.Ed., Changes done in theory, practical components and evaluation pattern. • Various committees are formed for support services on the recommendations of IQAC. • Orientation and Bride course classes are organized at the beginning of the academic year. Career counseling, mentor system, placement cell are all supported the students all round development. • Organized and conducted department-wise webinars in stress management, mental health, anger management, women empowerment, child rights and safety, technology in teaching, life coping skills, value integrated teaching, self care of budding teachers, self-

esteem, promoting study involvement, endowment lecture in psychology, orientation to students on competitive examination, IPR awareness seminar, science exhibition, various cultural activities and many other social awareness programmes, in the form of quiz, poster presentation, rally, special talk, demonstration etc. • Conducted intercollegiate chess competition among the Government colleges in Chennai District to promote sport sprit among our student teachers. • Book review online programme "Vasagar vattam" conducted every week Saturday, where our staff and students introduce at least 3 books in a week as a book review. In this all types of books are introduced including, education, self-help, health, motivation, science, spiritual, biography, anthology, psychology, auto-biography etc., Objective of doing this programme is cultivate reading habits among the student teachers, it helps them to use texts creatively and impart knowledge. • IQAC motivate the M.Ed. prospective educators for research article publication and attending conferences. • Infrastructure, green and clean campus, plastic free environment are continuously improved.

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 Revise B.Ed., and M.Ed., M.Phil., and Ph.D., programme syllabus with relevant programme outcomes (PO) and course outcomes(CO).	As per our plan of action we revised our syllabus for the academic years from 2021 to 2024, with expected programme outcome and course outcomes, all the units and contents were mapped with relevant instructional objectives. We made change theoretical, practical and evaluation components. Introduced new value added course.
To Plan to celebrate our institution centenary year in grand manner.	Planned to organize 100 programmes to celebrate centenary year of our institution, almost we crossed around 55 programmes.
To sensitize the B.Ed., and M.Ed., students towards environmental awareness by conducting E-Quiz on world environment day.	E-quiz on environmental awarenss conducted on 5th June 2021. More than 1500 responses received from all over the country. Apart from this mass clean campaign, tree plantation, plastic free environment programmes were conducted.
To encourage the students to participate in TNTEU world record event.	Our students participated in Assist World Record event organized by TNTEU on 04.07.2021.
To inaugurate various club and organize various activities to enhance the quality of transactional process.	Inaugurated science club on 02.07.2021, conducted workshop on hands on science experiments, Science Banquet,
To plan and organize various national festival and awareness days to sensitize the student teachers.	Organized and conducted E-Quiz on environmental awareness on, 05.07.2021,
To organize and conduct online book review (Vasagar vattam) programme throughout the year as	We are conducting vaasagar vattam programme every Saturday without any interruption, so far

best practice of the institution, which helps to improve the reading habit of student teachers and other stockholders.	we completed 58 weeks and introduced more than 150 books through our institution YouTube channel.
To plan and prepare for NAAC cycle 4	Work allotment for NAAC cycle 4 is allotted criterion-wise. Faculty encouraged to attend orientation programmes for effective preparation of matrices.
Plan of activities for other stakeholders	2 PTA and 1 alumini meeting was organized this academic year.
Compiling AQAR for 2020-2021	AQAR 2020-2021 was uploaded on 21st March 2022.
Conducting open interview through our placement cell.	Conducted campus interview through our placement cell and nearly 20% of our students were appointed in various schools of Chennai district.
To prepare and publish institution newsletter, magazine.	Publishing centenary magazines in both Tamil and English is in process.

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

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	LADY WILLINGDON INSTITUTE OF ADVANCED STUDY IN EDUCATION
• Name of the Head of the institution	Dr. M.S.THILLAINAYAKI
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• City/Town	Chennai
• State/UT	Tamil Nadu
• Pin Code	600005
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Urban
• Financial Status	UGC 2f and 12(B)
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	University
• Name of the IQAC Co-ordinator/Director	**Dr. D. HEMALATHA KALAIMATHI**
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- 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	09/02/2023

15.Multidisciplinary / interdisciplinary

NIL

16.Academic bank of credits (ABC):

NIL

17.Skill development:

NIL

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

NIL

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

NIL

20.Distance education/online education:

NIL

Extended Profile

2.Student

2.1 Number of students on roll during the year	200+15+2

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	200+50+20

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	138

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:		**194+12**
File Description	Documents	
Data Template	View File	
2.5 Number of graduating students during the year		**185+9**
File Description	Documents	
Data Template	View File	
2.6 Number of students enrolled during the year		**200+15+2**
File Description	Documents	
Data Template	View File	

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**4,40,000**
4.2 Total number of computers on campus for academic purposes	**46**

5.Teacher

5.1 Number of full-time teachers during the year:		**28**
File Description	Documents	
Data Template	View File	
Data Template	No File Uploaded	
5.2 Number of sanctioned posts for the year:		**31**

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

- Details of

1. the procedure adopted including periodicity, kinds of activities
2. Communication of decisions to all concerned
3. Kinds of issues discussed

- Plan developed for the academic year
- Plans for mid- course correction wherever needed for the academic year
- Any other relevant information.

The institute follows the guidelines for curriculum as advised by the NCTE. The curriculum planning committee also formed in the institute for regular follow-up, mentoring and reviewing the procedure of applying. The curriculum planning committee held some meetings on regular time intervals to do all the evaluation regarding the curriculum. The committee receives valuable feedback from subject experts; compare the curriculum with other renowned teacher education universities; held group discussions with head of the department, staff members; receive feedback from students and alumina to know the effectiveness of curriculum, its utility and feasibility etc., Based on the feedback received from experts, teachers, internship school teachers/headmasters, student, alumini and other stockholders, modifications in curriculum/syllabus/courses/ are made as per the need and significance. The relevance of the curriculum would be ensured for its standard and content sufficiency, by verifying the competitive exams and eligibility exams performance from time to time. Orientation programme was organized at the starting of this academic year to make students familiar to the programme and course, curriculum and syllabus. The committee plan and emphasize on execution of activities like group discussions, debate, innovative methods of teaching, integration of ICT in teaching-learning process.

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

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

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.lwiase.ac.in/ladywillingdon-course-syallbus.html
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

53+16

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.lwiase.ac.in/ladywillingdon-course-syallbus.html

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

2

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

2

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

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

194+185

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

194+185

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	[View File](#)
Course completion certificates	[View File](#)
Any other relevant information	**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	**All of the above**

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

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

8

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

8

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	No File Uploaded

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.

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

The institution provides ample opportunities to the students to acquire and demonstrate knowledge, skills, values and attitude related to various learning areas. Which provide positive effects to both in terms of education and all round development. As per the NCTE norms core courses, elective courses, pedagogical courses were provided to the student teachers with necessary practical components for their basic understanding and application in the field of education. Various types of teaching and learning activities are conducted by the institutions to our student teachers to acquire factual, procedural and conceptual and mega cognitive knowledge to become a skilled teachers in the form of Seminar, Webinar, Quiz competition, Book review, Observation, Demonstration class, Micro teaching practices, Question framing skills, Internship teaching, Preparation of TLMs, e-content preparation, Debate, Group Discussion, Brain storming, practicing learner centered methods, Elocution, Poetry competition, Cultural activities, Sports activities, participating in world record event, club activities, conducting science exhibitions, orientation and awareness programmes, citizenship camp, workshops like art and craft, SUPW, Yoga, Drama, Role play, preparing posters and pamphlets, statistical analysis workshop, undergoing some value added courses like life coping, women empowerment, etc., are provided. Skills and competencies fostered through psychology papers, practical experiments, special lectures, mentor-mentee system, personnel guidance and counselling etc.,

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	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

- **Action plan indicating the way students are familiarized with the diversities in Indian school systems**
- **Documentary evidence in support of the claim**
- **Any other relevant information**

Our institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective through the specific units addressing these aspects like development of school system, functioning of various boards of school education, assessment systems, norms and standards and international and comparative perspective in Core courses /Elective courses/Pedagogy courses of B.Ed and M.Ed., like, Education in Contemporary India, Education and society, Historical and Political Economy of Education in India, Higher Education, Assessment for Learning, Research Methodology and statistics, Teacher education in global perspectives, Education in international context, and also the practicum components like innovative school visit, special school visit, teacher education institution visit, observation and school internship etc.,

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	**No File Uploaded**

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

- **Documentary evidence in support of the claim**
- **Any other relevant information**

Our Institution frames the curriculum and syllabus in way to provide varied experiences to the students to achieve the vision, mission, programme outcomes of institution and to provide rich curricular experiences to the student teachers. Our college follows student centered approach, an approach to education focusing on the needs of the students. We promotes the teaching methods such as learning, cooperative learning, inductive method of teaching and learning, inquiry based learning, problem-based learning, project based learning, blended learning, flipped classroom. These learner centered approaches carried through various activities like practical work in the laboratory, seminar, writing assignment, core related activity work, preparation of teaching learning materials, practicing microteaching, school visits, internship, field trips, preparation to competitive exams, training in communication skill, training in expository and academic writing, involving in doing case study and action researches, teaching through art education such as drama, role play, story telling, providing training opportunities to effectively use ICT in education, preparing e-content videos, podcast etc., we are following mentor-mentee system, to enhance collaborative group learning. Research activities promote through our research committee members for both student and faculty. We conduct many programmes to address gender issues, women empowerment, culture, national integration, language and literacy, community services etc.,

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	Three of the above

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

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

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	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

200+15+2

2.1.1.1 - Number of students enrolled during the year

200+15+2

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

138

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

138

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	**No File Uploaded**

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

10

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

10

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	**No File Uploaded**

2.2 - Honoring Student Diversity

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

Every academic year we conduct a bridge course for the fresher's admitted in the B.Ed programme. During the bridge course we try to identify the different learning needs of the students and their level of readiness to undergo professional education programme like teacher education. Usually through the single window counseling system of Tamil Nadu Government we done admissions by following Government regulations. Meritorious, gifted, rank holders and special category UG/PG students of various institutions/universities join .through single window counseling. Hence there is no chance to assess the student's knowledge/needs/skills before the admission or starting teaching programme. Therefore through the bridge course only we usually assess the students needs and skills through discussion and diagnostic test etc., We provide academic assistance through mentor-mentee system in ratio of 1:20 to address the individual needs of each student.

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

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

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

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

421/28=15

2.2.4.1 - Number of mentors in the Institution

28

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.

- **Course wise details of modes of teaching learning adopted during the academic year in each programme**
- **Any other relevant information**

We are adapting student centered teaching learning methodology, which includes experiential learning, participative learning, problem solving methodologies, cooperative and collaborative learning methods. Microteaching, using ICT, e-content materials, LCD projectors, AV- lab psychology lab, language lab, physical science and biology lab in teaching- learning process to provide various approach in teaching skill development. Our curriculum and syllabus comprises the curricular and extra- curricular components like school visits, internships, field trips, research activities, community service, camp, yoga, art education workshop, workshop on SUPW, health education, sports and cultural events workshops on life coping skills, addressing gender issues, women empowerment, IPR, various seminars and lectures by eminent educationists, awareness programmes as outreach activities, online reviewing of various types of books by our students through our college YouTube channel, environmental protection activities, celebrating International and National days etc., helps in developing a critical, rational, problem solving aptitude among students, enhancing their learning abilities, improving their language skills. Apart from this, we are providing interactive learning strategies such as using mind map, concept map, also providing opportunities for attending debate and discussions, writing articles in journals, presenting papers in conferences, participating in various competitions, joining in certificate courses. We believe that these multiple mode of approaches ensure

the holistic development of individual personalities as effective teachers in futuristic India.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

26

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	[https://classroom.google.com/c/NTA4OTc2OTU3MjYx?cjc=a5mhdb7](#)
Any other relevant information	**No File Uploaded**

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

194+200+12+15

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	**Five/Six of the above**

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://www.lwiase.ac.in/#
Any other relevant information	No File Uploaded

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

To build up professional attribute among students, the institutes has a strong Mentor-Mentee System, through which continuous mentoring is done by the faulty members. Faculty members handling core courses/elective courses/pedagogy courses for B.Ed., and M.Ed., plan the learning activities and mentor the student teachers in developing their teaching skills, identifying their problem, solving their problems systematically, designing the remedial teaching strategies, catering to the diverse needs of pupils inclusively. Internship training provides opportunities to the student teachers to interact with school children, teachers and other stockholders of the school community. Our institution, continuously arrange guest lecturers, workshops and seminars to update the student's knowledge regarding recent developments in academic and general context. The faculty handling core courses/pedagogy courses, mentor the students in policies related to education, innovative teaching strategies, research developments, assessment procedures, inclusive education and environmental issues. We have mentor mentee system in the ration of 1:20, as a small group, so that it is convenient for the faulty members to serve the student teachers as advisors, to provide counseling services for personal, academic and placement services etc., Our Institute has formulated a system of categorizing teachers into several committees such as internship committee,

placement cell, anti-ragging committee, college union committee, academic council, library committee, research committee, counseling cell, committee against sexual harassment, that supervise and facilitate numerous activities to develop professional attitude among students. All these measures support the development of cooperation, coordination and the spirit of teamwork among the students.

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

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

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

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

The institution designed the curriculum/syllabus with various programmes, which develops innovativeness, creativity, innovativeness, intellectual and thinking skills among the students through various activities planned and conducted regularly. These activities allow the students to learn and explore their potential. Few activities such as workshop on hands

on science experiments, quiz on environmental day, training to prepare TLMs, special talk on education day, webinars on stress management; mental health; anger management; women empowerment; child rights and safety; rational thinking; life coping skills; value integrated teaching; self care for budding teachers; self esteem; promoting study involvement; science banquet, cultural activities, art and craft workshop, community service, women's day celebration, theatre/drama workshop, citizenship camp, awareness programme on sexual harassment, drawing and poster presentation, slogan writing, elocution and poetry competition, paper-art workshop, book reviews, statistical analysis workshop, field trip to birla planetarium, science exhibition, attending IPR awareness programme, SUPW workshop, participating in inter-collegiate chess competition, celebrating national and international days etc., Students were encouraged to participate in organizing and assisting these activities to develop confidence, cooperation, creativity and critical management skills among them. Student get opportunities to develop their intellectual skills while doing a variety of assignment and practicum activities related to the theory courses which promote higher order thinking skills.

We are offering a value added course in "Life Coping Skills" with objectives to provide skills and knowledge needed to cope with life oriented problems and challenges, to develop a positive attitude towards themselves.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

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

Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever 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	**Ten/All of the above**

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

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

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

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

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of	All of the above

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	**No File Uploaded**
Photographs with caption and date, wherever possible	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity	**All of the above**

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	No File Uploaded

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

Internship plays an important role in the teacher education programme. The internship programme for both courses B.Ed., and M.Ed., is planned and prepared carefully. Government and Government aided schools in Chennai district are identified for teaching practice and requested permission from the Chief Educational Office and other educational authorities of Chennai district. The practical component includes, observation, demonstration, teaching skills development, school based internship/teaching practice. Faculty members of Internship committee contact the head of the institution and discuss about the duration of the internship, the activities done by students during the internship, expectations of the school and as well as the college were discussed. Usually students are allotted the schools based on the subject, strength of the school, medium of instruction, student teachers ability etc., Before going to internship the students are given orientation about the school, its expectations, the class and the subject they are going to handle, preparation of lesson plan, preparation teaching-learning materials, assessment procedures etc., During the internship, regularly student teachers meet their mentor school teacher, and get the time table for their class and topics to be handled during internship. Student teachers were guided and assessed in writing lesson plans and in preparation of teaching and learning materials, achievement tests, diagnostic test, cases study, action research, morning assembly, maintaining attendance registers, mark registers etc., Like this, our institution prepares students for Internship systematically and provides direct experiences to trainees on various roles of a teacher.

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

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

2.4.9.1 - Number of final year students during the academic year

194

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme.

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

Faculty members of each pedagogy subjects check and approve all the lesson plans and TLM prepared by the students, during the Internship. The faculty members also observe some classes and give them the necessary feedback. A Teaching Assessment Scale prepared for this purpose is used by school teachers (mentors) and faculty members to give feedback to the students. The continuous monitoring helps students to improve their skills during internship. All practicum components related to Internship are monitored by faculty in charge of the activity. Students are continuously assessed based on their performance during internship. School Principals collaborate and coordinate with the college in administering practice teaching. They meet mentors, and student teachers with regard to the performance of the student teachers periodically. School Teachers share the portion to be taught by the students during internship. When the lesson is taught in the school, the mentors in the school observe, guide, assess and give feedback to the students. They share their professional skills, knowledge and expertise for the growth of the student teachers.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as ''TEIs'' for PG programmes)	**All of the above**

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

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

28

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

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

15

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

28

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

28

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

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

   1. Documentary evidence to support the claim

1. Any other relevant information

Our institution faculty members encouraged to update themselves professionally by involving themselves in doing higher studies like Ph.d.; attending state, national and international level seminars/ symposiums/workshops and conferences to update themselves to the current trends of education. Many of our faculty members presented their articles, research papers in reputed journals and in conferences.

Apart from this our faculty members attend the orientation and refresher courses, faculty development programmes (FDP) periodically. Faculty members were trained to use latest educational technologies; statistical packages for both quantitative and qualitative; LMS-Google classroom; to conduct online -assessment, quiz etc., workshops related to research; NAAC; new education policy; outcome based education; choice based credit system were conducted through our institution for the updation of all our faculty members. Apart from this changes in the curriculum and recent developments and issues in education were discussed in the IQAC meeting. Also they strive to update themselves through position papers published by NCERT, newspapers and reviewing school text books; keep pace with online learning trends etc.,

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

1. Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal

1. Any other relevant information

The Institution follows the CCE system of evaluation in which 30% of marks are for internal evaluation and 70% external evaluation for both B.Ed and M.Ed., programmes. For the 30% internal marks the students are expected to do tasks such as, assignment,

seminar, unit tests, objective type tests, model examination, attendance, through this faculty member track the student achievements throughout the semester. So the internal marks are the cumulative value of one assignment, one seminar, two unit tests, one objective type test, model exam marks are converted to total of 30 marks. This type of continuous internal evaluation system is applicable to all the core courses, elective courses, and pedagogic courses of B.Ed., and M.Ed., programmes. During the internal examination the question papers are prepared at the departmental level by individual faculty members teaching the specific subject. The internal exams are appropriately conducted, followed by an assessment procedure and enlisting of the marks within a stipulated time. The performances of the student teachers are continuously monitored by the teacher educators and the improvements shown by the students are assessed periodically. Feedback is given throughout programme to sharpen their teaching skills.

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

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

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

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

1. Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature ofthe Principal

Any other relevant information

The controller of examination (COE) of the institution conducts the examination in a clear and transparent manner. The faculty members in charge of various theory courses consolidate the internal marks which comprise of all the tests, assignments, seminar, model examination, course related activities etc., done by the students throughout the Semester. The students are permitted to check their consolidated internal marks and if they have any grievance related to it, they can solve it with the help of the faculty. The end Semester examination is conducted by the controller of examination office of the institution. If the students have any grievance related to their marks, they can approach the controller of examinations for suitable remedy. Students can apply for revaluation if they have grievance regarding evaluation. Students who have arrears at the end of the final semester can apply for reappear in the next semester. . The grievances are duly monitored by concerned authorities who further carry out appropriate action and the same were discussed in staff council meeting headed by principal.

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

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

1. Academic calendar of the Institution with seal and signature of the Principal

Any other relevant information

The academic calendar shows the start and end of each semester stating various activities to be conducted, the internal evaluation schedule and the tentative schedule of external evaluation. Activities such as demonstration classes, observation, micro-teaching, internship, model examinations and semester examinations are marked in the academic calendar. It is well communicated to the faculty and the student teacher for smooth functioning of the academic year. Copy of the calendar is provided to each student teacher and faculty, also uploaded in the college website. The institution always strives to adheres the academic calendar for the conduct of internal and external semester examination. Any change in the schedule that would be announced to the students through circular/whatsapp group. At the outset of every academic year, a meeting is held with the staff by the Principal,in which approximate schedule of programmes in the academic calendar.

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.

The institution updated the curriculum/syllabus for the academic years from 2021 to 2024. In that, the curriculum assigned to each programme addresses the expected programme outcomes and course outcomes. All the PO's and CO's are helpful in achieving the Mission and Vision of the college. The objectives, content, teaching-learning process and the evaluation focuses on the

expected programme outcomes and course outcomes. The PO's and CO's refers to what a student will be able to accomplish after the completion of the programme and course during the given period. The student teachers get engaged in several activities to achieve the expected learning outcomes. The institute has prescribed the syllabus for each programme and categorized it into multiple ways too so that student needs can be aligned to PO's and CO's. Apart from the core courses/elective courses/pedagogy courses there are some value added courses which aid to achieve the PO's of the programme. The practicum components of both B.Ed., and M.Ed., also designed such a way that they play an important role is achieving PO's, CO's . At the end of each semester faculty members monitor on the achievement of relevant PO's and CO's.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	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	No File Uploaded

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

The institute has developed a methodical system of conducting an internship programme for B.Ed., and M.Ed., student teachers. The expected PO's and CO's are achieved through internship training from various Government and Government-Aided Schools of Chennai district. All the units and the topics in Core courses/elective courses/Pedagpgy courses/Practicum components were designed to ensure the progressive performance of students and attainment of Programme Outcomes and Course Outcomes. Internal evaluation activities and course related practicum activities, school visits,

observation, demonstration, micro teaching, school internship, participating in cultural and sports activities, attending seminars, workshops, conducting science exhibitions helps the student teachers to attain intellectual development and the skills lined in PO's and CO's. Apart from this institution provides opportunity to develop communication skills, life coping skills, computer literacy, guidance to attend competitive exams, research based activities etc., ensure to meet the vision and mission of the institution.

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

191

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	**No File Uploaded**

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

Bridge courses are conducted at the beginning of the first semester in B.Ed., programmes. Through the bridge course the faculty members try to identify the learning needs of the student

teachers. The identified learning needs are lack of communication skills, fear of expression, lack of self-confidence, meager knowledge in technology etc., Based on the needs of the students curriculum transaction methods were adopted. Training in communication skill, computer literacy, other value added courses, practicing micro teaching skills are provided. Full-time counsellors in the college help students by equipping them with crucial life skills. Peer teaching and learning programmes adopted effectively. Internal assessment tasks are framed to include usage of ICT and library facilities. Specialized club activities are organized. Faculty members are assigned to guide students in writing and publishing research papers. Faculty members are assigned to guide students writing and publishing research papers, to attend data analysis workshop etc., Student are assessed based on their performance in different courses both in internal and external evaluation, practical exams, student feedback forms etc., .All these activities / data help to reflect the present performance of the student teachers against the learning needs identified initially.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.lwiase.ac.in/SSS%20REPORT%2021-22.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

50,000

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

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	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

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	All of the above

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

10

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

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

2

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

12

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	**No File Uploaded**

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

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

402

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

403

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

403

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.

To influence and sensitize the students to social issues and to contribute to community, we organized and conducted three days citizenship camp from 25.04.2022 to 27.04.2022. In the camp we have arranged a awareness talk on Women and Child safety, First Aid awareness programme, Self-awarenss and mental health programme, knowledge about 108 ambulance service, life skills and women empowerment programme, some social service activities etc., were conducted. All the student teachers were participated and benefited with attaining necessary skills. Apart from this we allotted weekly two hours for community service for both B.Ed.and M.Ed student teachers. Environmental awareness activities like tree plantation, mass campus cleaning campaign, ensuring plastic free environment in the college campus, discussions on energy conservation methods etc were conducted. Also we observed some important days like social justice day, awareness programme on sexual harassement, world day against child labour, world elder awarenss day etc., Arranged visit to special children schools, and provided opportunity to our student teachers to understand the inclusive environment. A Covid-19 vaccination camp was conducted in our institution along with Chennai corporation, many students, staff and nearby public peoples were benefited a lot. Physical fitness plays a vital role in maintaining sound health, hence yoga workshop were also conducted in our institution.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	No File Uploaded

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

1

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

3.4 - Collaboration and Linkages

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

7

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

7

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

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

0

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities	Three/Four of the above

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 institution has adequate facilities of classrooms, laboratories, library auditorium, gallery, sports room and sports ground, audio visual laboratory etc., Classrooms are well spacious with proper ventilation, equipped with necessary light, fan and furniture. Physical and Biological science laboratory is well equipped and furnished with provision for both classroom teaching and practical work. Stock of equipment, chemicals, specimens is ensured based on the needs of the students. Stock registers are regularly updated and audited to ensure all equipment and materials purchased from time to time are accounted for. Our institution has a well equipped psychology laboratory consisting of more than 200 tests apparatus. Language laboratory facilitates self-learning of student teachers and master the phonetics and pronunciation with the help of technology. Computer labs are efficient and system is monitored regularly, any fault is solved immediately with the help of technical assistants. The library holdings improved according to the need of the hour. Physical education is facilitated by the physical directress to educate the student teachers and all the kit required for the players are provided in proper condition. Our college Environmental club

members ensure the maintenance of the cleanliness in the campus. The campus safety is monitored through surveillance camera.

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

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

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

7

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.lwiase.ac.in/5.%20INFRASTRUCTURE.pdf
Any other relevant information	**No File Uploaded**

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

4,40,000

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	**No File Uploaded**

4.2 - Library as a Learning Resource

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

The library is equipped with adequate number of books and journals for B.Ed., M.Ed., and Ph.D, programme. Every year, books and journals were added to update the knowledge of teachers and students. The library books are digitalized, internet connection is also provided to the readers to make use of the e-resources such as e-books, e-journals etc. to encourage the teachers and students explore maximum benefits out of the facilities available in the library.

Our library has a unique – AUTOLIB which is partial nature of automation;version 1.0; is used for the maintenance of library with data entry (Books, Journals, membership) transaction (issue, return, renewal and fine collection for late submission of books) and generating various reports. The library has a digital library, the Autolib software used to upload and upgrade the e-resources like books, journals and databases.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://nlist.inflibnet.ac.in/collegeadmin/vdashboard.php
Any other relevant information	View File

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

LadyWillingdonIASE,libraryhasbeensubscribingthefollowinge-journals/resourcesandareavailableonlineforaccessthroughoutinourcampus&RemoteAccess.

N-LIST(http://nlist.inflibnet.ac.in)

N-LIST

N-LIST(NationalLibraryandInformationServicesInfrastructureforScholarlyContent),an Initiative of Ministry of Human Resource Development (MHRD) under the NationalMissiononEducation(NME)throughICTbeingjointlyexecutedbytheUGC-INFONETDigitalLibraryConsortium,I

NFLIBNETCentreandtheINDEST-AICTEConsortium,IITDelhi.TheN-LISTprojectprovidesaccesstoe-resources(e-journalsande-books)

N-LISTe-journalsande-bookscanbeviewed/downloadedfromthefollowing

link.(http://nlist.inflibnet.ac.in)

Shodhganga

Shodhganga@INFLIBNETCentreprovidesaplatformforresearchstudentstodeposittheir Ph.D. theses and make it available to the entire scholarly community in
openaccess.canbeviewed/downloadedfromthefollowing

link(https://shodhganga.inflibnet.ac.in)

ShodhGangotria

ShodhGangotri:RepositoryofIndianresearchinProgresscanbeviewed/downloaded

from the following link with MRPs/PDFs/
EmeritusFellowship(https://shodhgangotri.inflibnet.ac.in)

e-PGPathshala

e-PG Pathshala is an initiative of the MHRD under its National Mission on EducationthroughICT(NME-ICT)beingexecutedbytheUGCcanbeviewed/downloadedfromthe

followinglink(https://epgp.inflibnet.ac.in/)

NDLI

NationalDigitalLibraryofIndia(NDLI)isavirtualrepositoryoflearningresources,canbeviewed/downloadedfromthefollowinglink(https://ndl.iitkgp.ac.in)

DOAJ

DOAJisacommunity-curatedonlinedirectorythatindexesandprovidesaccesstohighquality,openaccess,peer-reviewedjournals.canbeviewed/downloadedfromthe

followinglink(https://doaj.org)

DOAB

DOAB is a community-driven discovery service that indexes and provides access toscholarly,peer-reviewedopenaccessbooksandhelpsuserstofindtrustedopen access, book publishers. All DOAB services are free of charge and all data is freelyavailable.canbeviewed/downloadedfromthefollowing

link(https://www.doabooks.org)

SWAYAM

SWAYAMisaprogrammeinitiatedbyGovernmentofIndiaanddesignedtoachieve thethree cardinal principles of Education Policy viz., access, equity and quality. Theobjectiveofthiseffortistotakethebestteachinglearningresourcestoall.canbe

viewed/downloadedfromthefollowinglink(https://swayam.gov.in)

MOOC

MassiveOpenOnlineCourses(MOOCs)arefreeonlinecoursesavailableforanyonetoenroll.canbeviewed/downloadedfromthefollowinglink (https://www.mooc.org)

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

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	**All of the above**

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

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

37,240

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

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

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

10+200

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	Three 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

Our Institution is facilitated with extensive technology infrastructure. The institution has wi-fi facility for office and controller of examination. The college strives to upgrades ICT enabled infrastructure periodically by procuring suitable software and hardware for the enhancement of teaching-learning and networking capabilities. The IT policy of the college ensures

authenticity of installation of software tools, responsibility of maintenance and timely of all software of the Institution.

Hardware Facilities

1. The institution has 46 computers, and they are periodically updated and replaced.
2. LCD projectors and interactive board are available.
3. Facilities for developing E-content is available in our Institution
4. There is a communication and skills development laboratory for developing language skills.
5. E-journals and e-books facilities are available in our institution

Software Facilities

1. Autolib – Library software
2. Microsoft office
3. Plagiarism Checker (Trinity)
4. SPSS
5. College You Tube Channel
6. Language Laboratory

Networking Facilities

1. Computer networking lab
2. 10 MBPS/ GBPS Bandwidth available of internet connection in the institution.
3. Wi-Fi and Internet service to the staff and students.
4. Bio-Metric attendance facility available for both staff and students.

Security Features

1. Antivirus and Malware prevention software are installed on all computers.
2. CCTV surveillance cameras are installed to ensure the security of the college campus and hostel premises.

Online services to students

1. Online application portal

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

4.3.2 - Student – Computer ratio during the academic year

15:1

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**A. ?1GBPS**
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	**Five or more of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/@ladywillingdonias e9371
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/@ladywillingdonias e9371
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)

4,40,000

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	**No File Uploaded**

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

Classrooms, departments, auditorium, laboratories, gallery are regularly cleaned by support staffs of the institution. Our college Environmental club members ensure the maintenance of the cleanliness in the campus. The infrastructure maintenance which includes civil, plumping, electrical, furniture repair is also regularly done and checked. The library holdings improved according to the need of the hour. Computer labs are efficient and system are monitored regularly, any fault are solved immediately with the help of technical assistants.

Our institution has well-equipped psychology laboratory consisting of more than 200 tests apparatus.Faculty members, Research scholars and students utilize this laboratory and access the tools available with the permission of the faculty in charge. Language laboratory facilitates self-learning of student teachers and master the phonetics and pronunciation with the help of technology. Physical and Biological science laboratory is well equipped and furnished with provision for both classroom teaching and practical work. Stock registers are regularly updated and audited to ensure all equipment and materials purchased from time to time are accounted for. Physical education is facilitated by the physical directress to educate the student teachers, the sports ground is well maintained, and all the kit required for the players are provided in proper condition.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.lwiase.ac.in/5.%20INFRASTRUCTURE.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	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
45	185

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).

42

File Description	Documents
Data as per Data Template	No File Uploaded
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	No File Uploaded

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

1

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

5.3 - Student Participation and Activities

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

The institution has an active College Union (Student council) of 10 office bearers and 12 class representative of different batches of B.Ed and M.Ed programme. The College union president, Vice president, Secretary, Treasure, Fine arts secretary, Sports secretary, Tamil mandram secretary, Gandhian mandram secretary, Tamil magazine secretary and English magazine secretary. All these 10 union members and 12 class representative's plan and execute college programmes related to extra-curricular activities, celebrating national festivals and cultural programmes, organizing inter departmental and inter collegiate competitions, awareness programmes, community service and citizenship camp activities etc., These union members always act as a bridge between faculty and student teachers.

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	**No File Uploaded**
Any other relevant information	[View File](#)

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

40

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

5.4 - Alumni Engagement

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

The institution has strong formal registered Alumni Association, with the main objectives to create strong network between Alumni and Institute, create strong network for Aluminic progression as well as student's progression, to exchange of ideas on academic, cultural and social issues by organizing and coordinating reunion activities of the Alumni. This year there are two alumini meetings were conducted as one in online and one in offline. During this academic year the activities of alumni association were, organized annual alumni meet, Organized and participated in Induction sessions for first years, Organized alumni talks regularly, organised mentorship programme by alumini for their juniors etc.,

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	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various	All of the above

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.	**No File Uploaded**

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

1

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

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

The institution has strong formal registered Alumni Association, with the main objectives to create strong network between Alumni and Institute, create strong network for Aluminic progression as well as student's progression, to exchange of ideas on academic, cultural and social issues by organizing and coordinating reunion activities of the Alumni. This year there are two alumini meetings were conducted as one in online and one in offline. Also, this year our two alumina of our institution acted as resource persons in two online webinar progammes arranged by department of education in topics such as Anger management and value integrated

teaching. Specifically, during women's day celebration joint director of school education as well as our institution alumini, programme chief guest motivated our student teachers with her valuable speech.

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 be constructive.
2. To be conscientious.
3. To be committed teaching personnel with due accountability.

MIsSION

1. To disseminate world of knowledge vividly and interestingly to cause intrinsic motivation.
2. To identify talents and channelise appropriately for individual growth and national development using technology.
3. To inculcate resourcefulness in depth through teaching following psychological principles.
4. To instil the quality of nobility associated with the teaching profession.
5. To authentify that learning leads to heights of excellence.

Goals and Objectives.

1. To develop the total personality of the teacher trainees, to meet the challenges in the field of education.
2. To enable the teacher trainees to become creative and innovative in pedagogy.

3. To equip the trainees in communication skills to become interested in life long learning
4. To implement the knowledge of psychological principles and theories in the teaching learning process.
5. To inculcate commitment to national development.
6. To function efficiently as a role model, to impart values.

The Institutions enhance the quality at various levels - Principal, Academic council, Finance committee, Board of studies, IQAC Committee, NAAC Committee, Controller of examination, Placement cell, Research committee, Library, Grievances Redressal Committee, Anti-Sexual harassmentcommittee, YRC, Non-teaching Staffandall the stakeholders are working together to attain out vision and mission.

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	No File Uploaded

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

The Institutions always believe in the practices of decentralisation and participative management. Practice of Decentralisation is having own significance in the administration. The Institutions enhance the quality at various levels - Principal, Vice-Principal, Academic council, Finance committee, Board of studies, IQAC Committee, NAAC Committee, Controller of examination, Placement cell, Research committee, Library committee, Academic Staff Welfare, Grievances Redressal Committee, Anti-Sexual harassement committee, Non-teaching Staff, RCC, YRC, all the stakeholders involve in the decentralisation and

participative management all are working together for efficient functioning of the Institutions.

1. Administration: The Institute administration plays an integral role, leading and supporting the development and implementation of programs and activities, and initiative that are associated with the vision and mission of the institution.

2. Faculty Members: Faculties maintains the cordial relationship with students, faculties, and community. The faculties are executing the programs and activities accurately and constructively. 3. Departments: The Primary role of the department is to provide the academic excellence in all activitiesto achievevision and mission of the institution.

4. Non-Teaching Staff: In the administration non-teaching staff plays crucial role in managing the records and files in day-to-day workand accomplish operational and strategic objectives.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

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

The state government funding in other Heads like Stores and equipments, Machinery and equipment maintenance and books are distributed to all the departments for purchase of Lab articles, maintenance of equipments and purchase of books based on the requirement. The decision is made during the college governing body meeting by passing resolutions. Base on the resolution the Principal issues the allotment to the department through a proceeding. The HOD's seek quotations from 3 to 4 concerns within the limit of sanctioned amount for the purchase of

required equipment or servicing equipment. The quotation, comparative statement order and bills accession register are signed by the Principal. The bill is passed for payment after verification of the equipments, books etc., counter signed by the

Principal. The RUSA funds Mostly utilised for construction of buildings ie class rooms by the State Government Public Works department 20 %

of the funds was utilized for the purchase of computer system, books and furniture following the same procedure.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

The strategic plan aims at quality enhancement of the institution in curriculum development, teaching-learning, evaluation process, research and development, collaboration with other academic institution and universities. As this (2021-2022) academic year is centenary year of our institution we planned to celebrate in a grand manner, with the focused aim of organizing more than 100 programmes including, national and international seminars, workshops, webinars, various cultural and sports activities, eminent persons lectures, inter college competitions, publishing journal, magazines in Tamil and English, explore the students in outreach activities, organizing citizenship camp, celebrating muthamizh vizha (literature, music and drama), organizing vaccination and awarenss camp etc., As per the plan we reached almost 60 percent so far.

Apart from this, revamping the existing syllabus with learning outcome based, skill mapped, with credit and grading system for both B.Ed., and M.Ed programmes. The academic council members approved the modified syllabus from the academic year 2021-2022. The modified syllabus is lined with our programme outcomes, vision and mission.The instructional objectives of each papers were clearly stated with number of credits and hours required to complete the syllabus. sufficient reference books and web resources were indicated in each course papers of both B.Ed and M.Ed.,

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.lwiase.ac.in/2021-2022_7.2.1.A_Best%20Practices.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The institution operates under the jurisdiction of Directorate of Collegiate Education, Chennai. Regional Director of Chennai region directs the major decisions related to implementation of policies and collection of data. The institution became 'autonomous' in 2006. The College takes every opportunity to make the best use of 'autonomy' to pursue innovation in curriculum design. In each department the syllabus is revised in keeping with current needs and presented in the Board of Studies, Academic Council Meeting and the Governing Body which comprises of professionals from other fields, academicians of the relevant disciplines, advocates, and experts from industries and the corporate sectors. During these meetings each and every aspect of the curriculum is discussed in the open forum and the suggestions of the Expert members are taken into consideration while restructuring the syllabus. The Finance committee headed by Regional Joint Director of Collegiate Education ,Chennai region directs the implementation of policies ,utilisation of funds and audit reports. IQAC maintains quality and ensures its consistency through constant surveillance, review and discussion, through feedback assessment from Practice Teaching School Headmasters and Mentors, from students and commission members who visit us, apart from the alumni.

File Description	Documents
Link to organogram on the institutional website	https://www.lwiase.ac.in/ladywillingdon-team.html
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	**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.

The entire academic programme of the institution such as modification in syllabus, internal and external evaluation procedure, declaration of student results etc., are presented in academic council meeting/ board of studies / passing board meetings every year. All these councils/bodies have internal as well as external members including representatives of authorities from different educational institutions, industrial and professional experts, university nominees, head of the departments, librarian and physical director etc., IQAC also conduct meetings with its committee members whenever necessary to plan the activities, to organize and conduct programmes, to review the quality measures of the institution, prepare necessary reports to submit etc., Meeting minutes of the council and bodies meeting

are recorded and circulated.

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	No File Uploaded

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 Institution effectively implements the welfare schemes for the teaching and Non-teaching staffs. The College makes arrangements for availing all the government schemes such as Gratuity, Pension, CPS, Earned Leave encashment, Maternity Leave, Medical Facility, Leave on Overseas Project or Conference, Permission to attend FDP for the career development and progression of the teaching staff.

Government takes measures to ensure the welfare of the teaching and Non-teaching Staff by establishing free health insurance, Family Benefit fund, Special provident Fund I and II is also for the welfare of the Staff. As part of the welfare measures, Health Awareness programmes, Medical Checkup camps are periodically arranged by medical officer of our college in collaboration with the Public Health Department of Tamil Nadu.

The following benefits are given to the teaching and non-teaching staff.

1. For celebrating festivals, festival advance can be availed by teaching and non-teaching Wi-Fi facility to the staff inside the college campus
2. Staff Grievance Redressel Cell to address the issues and grievances of the staff
3. Various other training programmes such as Public Finance Management System, Ms-Office non-teaching staff, and waste management, operating fire extinguisher training for

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        domestic staff .
    4.  Opportunities to promote physical,mental health through
        yoga,meditation workshops.
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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	No File Uploaded

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

28

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	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

4+2

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

5

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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 institution has a performance appraisal system for teaching and non-teaching staff on which is based their promotion. The performance appraisal format is furnished by the Directorate of Collegiate Education. Their performance is also evaluated via the feed back received from the students in the proforma given to them. In order to maintain the confidentiality of the remarks of reviewing officer the original filled formats are not attached here.

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

The accounts are audited regularly by the Education Department of Directorate of Collegiate Education and Accountant General of Chennai zone. The outcome of these audits is available in the records maintained by the office. The institution has computerized its finance management systems. All governmental transactions, scholarship funds, salary accounts, expenditure accounts are computerized and accessed through IFHRMS, which has been activated by the government.

Through portal all financial transactions are executed. The internal and external audits are done in a systematic way. The audit objections are carefully analysed and addressed by the Principal.

All audit queries are dealt with by the head of the institution and solved with the help of a Committee formulated for the same.

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

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	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.

Sources of funds of our institution are fee, Salary grant, UCG grant etc. Fees charged as per the government norms from students. The college receives salary grant from the State Government. For this, we prepare and send an annual budget of the estimated salary grant required to the State Government. This grant includes salaries of the Full Time Permanent teachers and non teaching staff as well as part-time teachers working on granted posts. Our college is under 2F and 12B as per UGC Act and Permanent Affiliation of the University.

Optimum utilization of funds is ensured through,

   1. Adequate funds are allocated for effective teaching-learning
      practices that include Orientation Programmes, Workshops,

Department activities, training programmes, Refresher courses that ensure quality education.

2. Budget is utilized to meet day to day operational and administrative expenses and maintenance of fixed assets.

3. Enhancement of library facilities needs to augment learning practices and accordingly requisite funds are utilized every year. The advisory committee of the library is comprised of the Principal, librarian and three members of the teaching faculty.

4. Adequate funds are utilized for development and maintenance of infrastructure of the institution.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
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

IQAC of the institution highly contributes in developing quality benchmarks/parameters for various academic and administrative activities and institution; facilitating the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process; arrangements for feedback response from students, teachers, alumini and other stakeholders on quality related institutional processes; disseminating information on various quality parameters of higher education; organizing of inter and intra institutional workshops, seminars on quality related topics; documentation of the various programmes/activities leading to quality improvement; developing of quality culture in the institution; Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC etc., IQAC ensures the highest level of focus in institutional functioning towards quality enhancement. IQAC of our institution always strives to enhance the quality of teaching, learning, evaluation and infrastructure of the institution.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	No File Uploaded

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

The IQAC collects feedback from the students on the aspects of curriculum, teaching methods and institutional performance and takes constructive action. If the College identifies any problem by the appraisal of the students, serious steps are taken in this regard to improve the performance of the students and the teaching learning transactions. The Teacher Educators are well experienced with rich academic knowledge in organizing different activities to ensure the success of the programmes and beneficiaries. The institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs by the following ways such as through students feedback; through periodical observation by the Principal; through feedback from academic peer group; through self-evaluation report of the teacher educators; by allowing teachers to participate in seminars/conferences, workshops, training programmes etc. The Head of the Institution and the teacher Educators consciously engage in research activities and act as resource persons in various national seminars and workshops thereby enhancng their talents and updating their knowledge.

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	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

83

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 Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.lwiase.ac.in/2021-2022_IQAC%20Meeting%20Minutes.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.lwiase.ac.in/2020-2021_AQAR%20Report_(previous%20year).pdf
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

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives. For example Online Examination Processes, Online Classes, Blended Learning, Organization of Seminars/ Conferences/ Workshops/Webinars, Faculty members keep on upgrading their qualifications and

Skills, Organization of outreach programmes etc.,

During this academic year we organized a science exhibition in our college. Our Physical science, Biological science and Mathematics students were take part and exhibited their scientific skills and talents through models, working models, experiments, new innovative devices, puzzles, games, displays etc., The main objective of organizing science exhibition is promoting interest in science and technology; encouraging scientific and technological creativity among students and inculcating a sense of pride in their talent.; encouraging problem solving approach; creating awareness about sustainable development of the country. We invited other educational colleges students teachers and nearby school students to visit the science exhibition. Other college student teachers and school students early visited, observed the displays, and clarified their doubts with our student teachers. Another incremental improvement achieved in this academic year is given an awareness seminar on Intellectual Property Rights to our student teachers, to promote research activities, innovative practices among them.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution buildings and campus are eco-friendly in manner. It was constructed in 1940, in the shape of "W", overlooking the world famous sprawling Marina Beach beside the Bay of Bengal. The institution is surrounded by large number of trees and plants, which helps to create a peaceful environment and maintain calmness around us. Our classrooms, auditorium, gallery, laboratories, library are with adequate light and ventilation, as the building constructed with lot of windows and doors which helps to reduce the usage of electrical energy by minimizing the utilization of fan and lights. We always instruct our student teachers turn off the electronic and electric appliances, computers, lights and fans after usage. We are shifting in a phased manner to LED bulbs and CFL bulbs to optimize the energy saving. The electrical bills are often monitored to curtail over use of power. Awareness programmes for teaching staff, non-teaching staff and students are conducted to increase their responsibility and accountability to conserve energy. We always organize energy conservation awareness and quiz programmes to sensitize the student teachers and staff. Waste water from RO is recycled to water plants. We instruct students to prevent pollution, by using cycles and public transports.

File Description	Documents
Institution's energy policy document	No File Uploaded
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.

Plastic free zone is insisted in our campus. The waste material is segregated into biodegradable and non biodegradable wastes. Dry leaves from campus are decomposed to form fertilizer for the shrubs and plants in our campus. Competitions were conducted for best out of waste materials, which helps the students to use their innovative and creative ideas to produce useful materials from waste. SUPW workshop provides insights to our students how to recycle the waste materials and reuse. The wastewater from RO water and wash basin is used for watering our plants and trees inside our campus. All the buildings have a rainwater harvesting

system which helps to use the water for washing and watering plants. The institute practices separation of waste water into fresh water from wash rooms and water from hostel kitchen. Solid waste management is accomplished for in house utilization. Bins have been provided in the campus for collection of the solid waste. The institute practices separation of waste water into fresh water from wash rooms and water from hostel kitchen. Effective reuse of waste water from RO plant is being used for irrigating the green areas, and also recycled water is used for watering the gardens.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

File Description	Documents
Documentary evidence in support of each selected response	[View File](#)
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	[View File](#)
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

We always ensure the following efforts to maintain cleanliness, sanitation, green cover and providing pollution free healthy environment through the activities such as,

1. Class rooms, laboratories, library, auditorium, gallery are always kept clean and the students are instructed to use the dust bin.

2. Ensuring the campus as a Plastic free zone.

3. Planting more number of trees in the campus.

4. Students are insisted to use cycles which makes pollution free environment.

5. Herbal garden where important medicinally useful plants are grown.

6. Wastes are graded as biodegradable and non biodegradable.

7. Biodegradable recycled in the production of bio fertilizers.

8. Non- biodegradable wastes are collected and sent to recycling centre.

Thus our campus has green cover and provides pollution free clean and healthy environment.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	**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	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and

challenges in not more than 100 - 200 words

Institution took the following efforts to leverage the local environment, locational knowledge and resources, community practices and challenges. During this academic year, we planned and organized the following programmes under this category, such as

1. E-quiz on world environment day

2. online webinars on mental health, anger management, women empowerment, child rights and safety, life coping skills.

3. Awareness programme on sexual harassment and prevention

4. Mass clean campaign

5. Field trip to Birla planetarium

6. Special school visit

7. Organised a Covid Vaccination camp collaboratively with Chennai corporation.

8. YRC and RRC programmes on health awareness.

9. Yoga and meditation workshop / participating in International Yoga Day celebration in Raj Bhavan, Chennai.

10. Community services in the institution and in the local areas.

11. Tree plantation in the campus

12. Citizenship training camp organized with many activities such as first aid programme, women health, 108 ambulance service, self-awareness and mental health etc.,

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers,	A. All of the above

administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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	**No File Uploaded**
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**No File Uploaded**
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

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

Best Practice – I

Title of the Practice – Vaasagar Vattam – A online book review programme.

Best Practice – II

Title of the Practice : Yoga for Health and Wellness

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

All the stakeholders of our institutions are well aware of the fact that the education is a basic human right and good indicator of development. Education is training that systematically enlarges the sphere of knowledge. Our attempt is to provide excellent educational opportunities that are responsive to the needs of community and help students meet economic, social and environmental challenges to become active participants in shaping the world of future. The institution provides opportunities to students to enhance their skills, potential, social responsibilities, sportsman spirit through Youth Red Cross, Sports, Cultural activities and career-oriented courses.

In this connection, as one of the distinct thrust area of our institution is, to identify talents and channelize appropriately for individual growth and national development. Accordingly, our sports committee planned and organized a Inter College Chess competitions, only for the Government colleges in Chennai district. Our Institution took third place in Women category. It is a great honour for our institution to organize a inter college chess competition, when India hosting the Chess Olympiad for the first time in Chennai, Tamil Nadu. All the students were participated enthusiastically and exhibited their intellectual talents.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded