



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	CK COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. S.Singaravelu
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9894426785
• Mobile No:	9344934798
• Registered e-mail ID (Principal)	principal@ckcoe.org
• Alternate Email ID	ckcedcud@gmail.com
• Address	Jayaram Nagar, Chellankuppam
• City/Town	Cuddalore
• State/UT	Tamil Nadu
• Pin Code	607003
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Self-financing				
• Name of the Affiliating University	Tamil Nadu Teachers Education University				
• Name of the IQAC Co-ordinator/Director	S.Perundevi				
• Phone No.	9626684928				
• Alternate phone No.(IQAC)	8124440795				
• Mobile (IQAC)	8925847468				
• IQAC e-mail address	perundevi061981@gmail.com				
• Alternate e-mail address (IQAC)	perundevi@ckcoe.org				
3.Website address	https://www.ckcoe.org/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.ckcoe.org/NAAC/naac2021-22report.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://ckcoe.org/upload/ACADEMIC%20CALENDAR%202021-2022.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.59	2017	28/03/2017	27/03/2022
6.Date of Establishment of IQAC			12/10/2015		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	0	Nil	0	
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	3	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. Mock interviews and campus interview was organized to create job placements for the students. 2. Skill Development has been a top priority for the College. In this regard the IQAC has taken up several initiatives to provide the students with the required Knowledge, Skills and Abilities, beyond the Class room to make them better equipped to face the challenges posed by the real world. MoU has been signed with Government High school, Sankaran street, Cuddalore O.T., an institution dedicated to the cause of skilling youth for jobs, community engagement as well as entrepreneurship. 3. The academic year 2021-22 also saw the reopening of the institutions after almost two years of closure and Online Education. A dedicated Covid Task Force was set up to ensure the safety and well-being of all the people on the premises. Maintenance of Covid protocols, Social distancing in the classrooms and labs was ensured. A well-equipped Health Centre was also set up in collaboration with CK College of engineering and technology, to deal with any kind of health emergency and providing first aid and assistance to any student. 3. Outcome Based Education 4.Preparation of NAAC second Cycle 5.Webinars and workshops in emerging areas</p>		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		
Plan of Action	Achievements/Outcomes	

<p>To adopt the new environment of digital teaching learning method, we have decided to introduce different measures.</p>	<p>Whereas most of the students are from rural background, we have arranged many webinars to aware them about the new condition. In the long pandemic period, they are habituated with online classes, ppt, google classrooms, online examination etc. But now, in normal situation, we have continued the digital teaching-learning process. ICT class is compulsory in the daily routine. The college provide nine ICT enabled classrooms to upgrade the digital skill of the rural students.</p>
<p>To organise induction Orientation programme for the newly admitted students.</p>	<p>The programme helped in creating understanding between mentors and the students . The interaction made easy to understand the B.Ed. curriculum and the value of this particular course. This insight teaching has helped in developing dedication among the students for noble profession.</p>
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<p>Online peer teaching and internship programme and innovative teaching</p>	<p>Proper monitoring was there on online teaching learning and innovative techniques like Google Classroom, Concept Mapping, Think pair share etc were used.</p>

13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Governing Council	05/03/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021	20/03/2023
15. Multidisciplinary / interdisciplinary	
<p>CK College shall focus on a holistic and overall personality development of students by inculcating 21st century skills of learners. The college aims at imparting an education that shall develop the intellectual, aesthetic, social, physical, emotional and moral values in students. Important days like International Yoga Day, International Women's Day, Environment Day are to be celebrated and observed bringing together all the disciplines of the college. The University has made it compulsory to study "Environmental studies" in their regular curriculum as flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service and environmental education towards the attainment of a holistic and multidisciplinary education.</p>	
16. Academic bank of credits (ABC):	
<p>With the implementation of the NEP 2020 in the college, it will be mandatory for all students of the Tamil Nadu Teachers Education University, Chennai it follows the choice based credit system (CBCS) which foster interdisciplinary learning as students can choose courses from multiple disciplines and customize their academic journey based on their interests and career goals. The institute adopts learner centered pedagogical approach the students has the privilege to choose their elective papers for each programme. This meets the preliminary step of the bigger goal of implementing the academic bank of credits.</p>	
17. Skill development:	

The College is start Skill Development programmes like Painting, Toymaking, mask making, villupattu, pupperty etc. The College has made all efforts to build healthier and harmonious working environment with respect to issues related to Gender, Environment and Sustainability, Human values and Professional Ethics into the curriculum.

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

Even before the NEP 2020, the College promoted the use of Indian language, culture and value system. The College follows bilingual mode for classroom teaching and other activities. Various initiatives like Indian Culture Society (Pupperty show, folk song alias villupattu, mask making), Art and craft (Teaching Learnin Material, and interior decoration) Indian Music Society aim at inculcating a sense of pride and respect towards one's motherland. There are multiple events being organised like Navarathir (Kolu), Diwali Mela, Onam and pongal celebration etc for promoting respect for Indian culture amongst the students. bilingual teaching..perspectives from indian know system. Students are also encouraged to participate and represent the college in events of such nature that enhance integration of Indian Knowledge systems orgained by other colleges and institutions.

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

From the year 2020 onwards the Tamil Nadu Teachers Education University, Chennai introduced the Learning Outcome based Curriculum Framework (LOCF) which focuses on defining the goals and objectives of every course being offered to the students. Prior to the Course being offered, the students are given an orientation on the course details, the tentative lesson plan and course content/layout . With numerous choices being available to students in the CBCS it becomes vital to lay out the objectives of the course and what the student is going to learn by the end of this course, this enables the student to make informed career choices by selecting the courses which are aligned to the students' career objectives.

20.Distance education/online education:

The pandemic has increased awareness and reach of Online education. The Faculty of the College are also involved in creating E-Content, which can be accessed by our own students. SWAMYAM plot form provide the requisite infrastructure for the same. Faculty lectures are available through Youtube for the benefit of students worldwide.

Extended Profile

1.Student	
2.1	91
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	74
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	100
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	95
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	91
Number of students enrolled during the year	
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	321.33
4.2 Total number of computers on campus for academic purposes	25
3.Teacher	
5.1 Number of full-time teachers during the year:	16
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	16
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	
<p>CK College is affiliated under the Tamil Nadu Teachers Education University, and follows the syllabus. The college innovates within these established academic structures, committed to providing the best possible holistic development for its students. Each department prepares its own teaching plan allotting term-wise topics to be taught within the stipulated time. Through a series of interactive activities like classroom teaching, group discussions, power point presentations, quiz, debates, academic tests, etc. the students are being given practical insight into the curriculum that helps them to develop their higher order cognitive skills, such as critical analysis, problem solving, evaluation and synthesis. The student's performance is assessed through Continuous Internal Evaluation (CIE) by conducting Internal Assessment (IA) test and assignments. The</p>	

examination results are reviewed and the weaker students are taught again in remedial classes. The institution strives to incorporate the suggestions and opinions of all its stakeholders into all aspects of its functioning. The robust feedback system gives accountability for this. Feedback forms are minutely analyzed and steps taken as and where necessary for quality enhancement. The college champions an empathetic approach, endeavoring to raise the consciousness of our students about how gender-based inequalities, neglect of environmental concerns and lack of ethics hamper an individual's growth. This allows them to participate in society as mindful individuals. Subject tours and field visits are organized to provide practical exposure to the students. Seminars, Webinars, debates, quiz competitions and workshops are being organized regularly.

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	No File Uploaded
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	View File

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

D. Any 1 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
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	No File Uploaded
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****1**

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	No File Uploaded
Any other relevant information	Nil

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	No File Uploaded
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**191****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****191**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

Two of the above

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

100

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

67

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
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.

The curriculum integrates learning opportunities to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas throughout the programme. From the induction phase in the first semester to the placement drive in the fourth semester, the curriculum elicits value based learning through core papers, practical papers, electives, certificate courses, seminars and classroom discourses. These skills are further consolidated through student driven co-curricular activities. The curriculum is a catalyst that synergizes to develop professional attitude among student teachers. Pedagogical skills are disseminated using the internship programmes. In semester 1 & 2 students observe the primary and elementary level teachers at various schools. The third semester students go for school internship. Lesson plans are approved by lecturers and continuous monitoring is undertaken by the assigned mentors at college and the master teachers at school. A remarkable improvement in affective domain was observed through EPC papers. (Enhancing Professional Competencies) Through multi-level pathways students keep abreast with the evolving innovations through webinars, seminars, guest lectures, field trips, internships, conferences, exchange programmes etc. Enhancing teaching competencies, life skills, critical thinking, communication skills, collaboration, and negotiation are an inherent aspect of the teacher education curriculum.

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

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

Students are oriented on the types of board national (State), international-CBSE (Central Board of School Education). Text books of the different boards are available in the library for referencing. Students are exposed to in-depth understanding of the differences and similarities of the various boards, weightage for theory; practical; assessments vs. tests; norms vs. standards. As part of their course work students are required to undertake activities that require them to critically review and analyze the content in the textbooks of each of the boards. Students also acquire a comparative perspective through online research on international school education systems, encyclopedias and textbooks of international repute. Students demonstrate their understanding of the different national and international boards through class discussion, debates, presentations and reflections. Lesson plans for different boards and school study projects are prepared by students prior to internship. The internship schedule is developed to ensure that each student is exposed to different boards. Students develop activities pursuant to the mandate of the different boards.

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

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

CKCollege of education follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures. The college follows student centred approach, an approach to education focusing on the needs of the students. The staff provide healthy environment for teaching learning process through various activities like group discussion, lesson plan presentation and many group activities. The teaching skills are taught through Micro teaching and Megalessons, lessons per teaching subject. Experts are also invited to deliver lectures on micro teaching before commencement of practice teaching. The pupil teachers interact with the teaching staff of the practice teaching schools. In the course of practice teaching , the pupil teachers participate in all the curricular and extra curricular activities of the School and assist the school teachers in decorations, conducting morning assembly and arranging sports events and other co-curricular activities.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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

All of the above

Teachers Employers Alumni Practice Teaching Schools/TEI	
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	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	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
91	
2.1.1.1 - Number of students enrolled during the year	
91	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

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

91

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

43

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	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs

of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Teachers assess the learning levels of the students in the classrooms during lectures and their observation of the student's performance in the class tests, assignments, tutorials, etc. This helps in identification of the slow and advanced learners in the classroom. Specific teaching-learning methodologies oriented to the needs of such students are then discussed and implemented. An integrated approach is followed in the classes by our faculty. Traditional teaching methods are aided by new age technological methods to make learning more engaging and relatable. To enhance the classroom learning for the slow learners, tutorials and bridge course classes are organized, the purpose of which is to give special coaching in areas where they need support. This was designed particularly for the first year students with a focus on bridging the gap and providing a smooth transition for the students from the online mode to the offline mode, as well as orienting students to college education. In the case of the advanced learners, departments through a combination of academic and co-curricular activities encourage the advanced learners to optimize their potential.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

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

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

2.2.4 - Student-Mentor ratio for the academic year

12:1

2.2.4.1 - Number of mentors in the Institution

16

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

Academic autonomy of the college helps in designing student centric, need-based curriculum Experiential Learning: Classroom transaction involves discussions, collaborative learning, problem solving, peer assisted learning, concept mapping, assignment, seminar presentation, projects, creating portfolios etc

Field Visits: The theoretical knowledge is internalized through field visits, projects, case studies .Internships, allow students to understand how to develop education processes for classroom transaction Participated Learning:Script writing, ,Drama and Art occupy a significant part of the college's teaching & learning process. The college's in-department events like the green challenge - plantation drive, Swachh Bharat Mission etc allow students to develop spirit of harmony with nature and community. Problem solving Methodology Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment. Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities. Elective courses both generic, open and discipline centric enhance students' knowledge, competencies and research skills. It permits developing self-learning skills, civic responsibility through extension services. Certificate courses, E-learning mode of teaching using blended and flipped learning approaches are in practice.

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

8

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

89

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://ckcoe-my.sharepoint.com/:p:/g/personal/perundevi_ckcoe_org/EVHvJyOTyhX0k8gro2wZZnwBEPEYgqXM0dS1cnZivfmy_g
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.

The working environment of college support and enhance the effectiveness of the faculty in teaching and mentoring the students. The college provided conducive working environment for the development of the faculty as well as the pupil teachers. Teaching faculty mentor their students to develop quality teaching practices and create classroom environments that support personal, social and academic success for all students. Teachers feel free to suggest any remedial and positive steps which the college tries its level best to translate into material success. Faculty members provide Audio-Visual aids, LCD projector, OHP, self-prepared study material, specimen books through which learning made effective & efficient. The college strives to enhance the facilities and equipment, so that the faculty does not face any difficulty in the performance of their assigned tasks. Team teaching experience provides opportunities for the pupil-teacher to observe and experience the teaching processes.

Dealing with Student Diversity: Equity and equality are the core values with special attention to students from below socio-economic strata in developing their capacity towards life skills, providing financial help, psycho emotional support.

Balancing Home and Work Stress: During PTA meet, parents/ spouse of student-teachers admitted are oriented about the institution's

supportive role towards the intensity of the programmes.

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

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

Four of the above

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

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

Student teachers practice different innovative models and approaches with emphasis on primary, elementary and secondary levels of teaching processes. Students prepare lesson plans based on Concept Attainment Model (CAM), Value based, Team teaching, Appreciation of poetry, ICT Based lessons, lesson plans based on Constructivism, Multiple intelligence, STREAM, Script writing etc. which nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills. Simulated demonstration sessions of the faculty permeates the foundation for the organisation of the teaching learning process, inculcating values etc. Empathy is developed through value based lessons focusing on the concept to protect nature, architecture, sculpture etc. Implementing a blend of flipped learning, blended learning and experiential learning students are

taught to develop pictorial understanding of concepts.

They contribute to the community through various programmes which nurture creativity, empathy and life skills among students.

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

2.4 - Competency and Skill Development

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
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

Four/Five of the above

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

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

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

Two 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

Three of the above

**interpret responses Teacher made written tests essentially based on subject content
Observation modes for individual and group activities Performance tests Oral assessment
Rating Scales**

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

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

Three of the above

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

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

Four of the above

preparatory arrangements	
Executing/conducting the event	
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	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 Preparation of term paper Identifying and using the different sources for study	Three of the above
File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded
2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups	
<p>Internship programme is scheduled in Sem-II (pre-internship) and in Sem-III (four months Internship) as per direction of concerned affiliating university. Internship of students is arranged in various government and government aided schools of cuddalore.</p> <p>The pupil teachers teaching comprises lesson plans as:-</p> <p>1- Five Micro lessons plans in each pedagogy in semester -I</p>	

2- One Criticism lessons comprising in each teaching subject in semester-II

Eighty days(80) lessons are delivered in Sem-III during internship programme. Different activities as - activity report and action research prepared by the pupil teachers during the internship programme. Pupil teachers maintain charts, models and files respectively.

Orientation to students going for internship: Students are oriented to use innovative strategies of teaching, design instructional activities, prepare TLMs, evaluation tools etc. Before internship each teacher trainee gets five lesson plans approved by their methodology. Before internship, orientation to SAT, Case, School Study, Action research project are given.

Defining role of teacher of the institution: Guide teacher, supervise their performances, interact to provide continuous feedback to the students.

Streamlining mode/s of assessment of student performance: Rubric and observation sheet is provided. Different classroom assessment strategies, tools, designing scholastic achievement test, diagnostic tests are taught at source to be implemented.

Sem III: The final lessons in each subject are delivered in the presence of external examiner appointed by the affiliating university.89

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

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

2.4.9.1 - Number of final year students during the academic year

89

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

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

Nine/All of the above

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

Preparatory Phase and Teaching Phase: During admissions, principal meets the students personally to observe their attitudes and dedication towards the teaching profession.

Teacher Educators Role: They assist student teachers in planning period plans and assessment tools and the content developed. Demonstration lessons by the teacher educators is modeled.

School Phase and Teaching Phase

Role of School Principals/Head master:They monitor discipline, conduct, completion of class schedule, substitution classes allotted, cohabitation skills, participation in all school programmes

Role of School/ Master or Guide Teachers:. The master teachers assign the lessons to be taught for the month earmarked by the government. At times, students' absence is also brought to the notice of the college principal. After the students return,,a feedback is obtained regarding the students' teaching and interaction.

Pupil teachers are encouraged for improvement . Thus the spot feedback provided to the pupil teachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson finished. Remarks on the notebook , subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. For the comprehensive and continuous ,observation and feedback provided to the teachers. In Sem-III internship of 16 weeks conducted. Pupil teachers are observed by school mentors regularly. Whatsapp update and supervision took place during the intership period.

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)

Three of the above

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

Four of the above

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

2.5 - Teacher Profile and Quality

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

16

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

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

3

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

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

16

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

16

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

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

It is mandatory for teacher community to keep themselves to implement new or modified methods of teaching. Teachers proficiency for the development can be classified into three areas Self-centered , Student-centered and Social.

Self centered development possibility with attending conferences, workshops, webinars, seminars which are involved to enlightening themselves on latest developments in the field of education. Research paper publication also help in this form of development.. Teachers guided action research which draws out conclusions investigation can also be helpful in the development.

Student Centered : Learners always live in a different setup as compared to teachers. This gap can be filled by teachers ,when they reach out to the mental level of the learners. Teachers attended webinars, seminars and Faculty development programme.

Social : It is also known as reflective . Teachers has to constantly reflect upon his action as a teacher and make necessary changes to suit the need of the present situation.

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

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

The B.Ed. course is running on the basis of semester system. Academic calendar for the session prepared including the dates of commencement and completion of the course, activities organised during the session and scheduled internal and external examination etc. It set out the dates of term end examination. The teachers followed teaching plans for theory and practical , as indicated in the academiccalendar and guidelines of the affiliating university. The external examinations commenced as per university schedule and display on notice board as well as circulated to the Whatsapp group of the students. Any changes are conversed to the students well in advance

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

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

Three 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	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
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

CK college followed the internal evaluation as per guidelines of the university. There is complete transparency in internal assessment. In the commencement of the session, students are oriented to various components in the evaluation process during the semester. Internal assessment schedule organized as university. Examination committee formed in the college, in order to ensure the conduct of formative assessment. Internal assessment is on the basis of Internal exam and given assignments. The marks obtained by the students in Internal assessment are assessed by the concerned Pedagogy teachers. There is continuous evaluation of students regarding theory lectures, assignments, discussions and presentations.

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

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

Academic calendar prepared and followed by the college according to the guidelines of the affiliating university and state government. Practical examinations conducted as per the information provided by the University. Attendance record is maintained by faculty and every subject teacher. Students with small attendance are notified according to their names. Assignment work is assign to students and

marks are awarded before the commencement of the final examination. Co-curricular are conducted simultaneously throughout the session. The faculty members monitors the quality of teaching -learning through daily monitoring of teaching -learning. Counseling of students done by faculty .

Faculty: Autonomy is accorded to the faculty members in the conduct of internal evaluation. During the Pandemic the faculty adopted diversified patterns of internal assessment. The ISB is planned to engage students for field work. Internship programmes are scheduled at different levels from semester III to continuously assess the student teacher's progress and improvement in teaching skills. All the co-scholastic areas are earmarked in the academic calendar, for which student's participation is assessed by their respective mentors. At the end of the programme, a formative assessment grade sheet is given to the students along with the memorandum of marks.

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

2.7 - 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.

College's curriculum is based on the learning outcomes in line with the vision and mission of the college. The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving etc.. Expected behavioural changes defined in the course outcomes are mapped to programme outcome to identify the differential improvement and final attainments that are sustainable. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome. Teaching process in the cognitive dimension include pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative etc. The practical activities in alignment with PLO include assignment, seminar presentation, observations, journal study, lesson research etc. .

Peer teaching, innovative teaching and internship programme prepare to master pedagogical skills to attain course outcome Guest lectures

expand the scope of disciplinary knowledge and understand their applications, to create a bridge between special schools and others National, State, Inseminars, workshops, webinars are organized/ attended. Certificate course in Computers and ICT enhances skills in applications of different Google apps and other applications for effective online teaching. Lifelong learning through courses on SWAYAM and DIKSHA was planned and implemented, incorporated into the evaluation process.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
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

Learning tasks for BEd students are designed to construct conscious thinking which would develop the skills of ability. Specific rubrics are prepared to pin-point the observation towards professional standards expected from them. The choice based credit system was implemented. Learning tasks involve concept writing, mind mapping, chain notes etc which are applied to engage with content, designing learning tasks which help in documenting students' progress towards attaining PLOs with 50% weightage for practicals in the programme outcome. The peer teaching sessions are in concurrence with PLOs which are monitored through understanding the self, reflective journal, portfolio & EPC. The activities under co-scholastic domain and certificate courses are graded in the add-on certificate, which reflects student's professional choice like start up schools and administrators. A formative assessment grade certificate is given to

substantiate personality traits, academic participation to enhance pedagogical competencies and professional responsibilities. OBE was implemented from batch 2020-2022 which is formulated based on the vision and mission of the institution. PLOs and PSOs were formulated in align with UGC document and Course Outcome (CO) in alignment with PLO and PSO by matching the taxonomy levels. The CO-PO-PSO matrix attainments in each of the courses have been computed with a threshold value (60%) on completion of the attainment measures after the first semester 2020. It was found that proficiency in articulating thoughts and ideas were communicated in a well-structured and logical manner better from actual development to potential level

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

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

95

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

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

I. Initial:An initial effort is taken to assess the developmental stages of pre- service teachers and plan the sessions Functioning of

an our institution is explained to assess the student teachers commitment towards self and society while they interact during ice breaking sessions. Their inclination towards the type of schools for employment, attitude towards CWSN, transgenders, are elicited through debate There is a deliberate effort to identify a list of skills that the enrolled candidates have achieved laurels at State and National level.

II. During: From academics to practicals, specific assessment strategies are applied through continuous project based learning. They are not only deconstructed and reconstructed, but the inservice teachers are placed as observers to articulate and absorb the styles of teaching..SMCmembers are elected by their peers. Their strengths and areas of improvement are communicated. Data collected from the pre-assessment tools are analysed to check the difference in their performances from the entry level till date

III. Post: After the internal and semester end assessments, they reach a stage to prove their worthiness by preparing instructional design, demonstration of knowledge beyond current trends in pedagogical practices etc and show a genuine accountability towards self, society and nation. The objective of this assessment task is to improve self-efficacy and a positive attitude towards sustainable development as an edupreneurs as well as responsible teachers.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

yes

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the 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

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

Three of the above

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

3.2 - Research Publications

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

2

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

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

30

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	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

4

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

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

1

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

89

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

89

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

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.

Programmes are organised under the guidance of Principal. Programme based on Swachh Bharat Abhiyan, world environment day, and different National days are celebrated in the college. Pupil teachers also participated in outside activities organised by State Government such as Voting Awareness, International Women's day, Blood donation camp, Science day, Environment awareness, Yoga and Science & Technology Teachers Conclave. Through these various organised programmes, they help to spread awareness about health care, cleanliness environment protection social equality etc. College is trying to convert into the responsible citizens of the country and involve the local community in various activities.

Moreover, by organizing various programmes, the college tries to sensitize students and society at large on critical contemporary issues like discriminations, climate change and health. Women's Cell brings about awareness and sensitivity in the students and instill the desire to work for a safe and just society for women through various activities such as poster making, photography competitions, debates, and panel discussions with eminent personalities and observing the International Women's Day by bringing in eminent speakers.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

0

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

0

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

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

1

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

Three/Four of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Institution has adequate facilities for teaching-learning viz, classrooms, sports field, library, Laptop equipment etc. The College has adequate facilities for teaching learning in terms of classrooms, laboratories and computing equipment etc. College has adequate number of classrooms, laboratories, library, seminar halls, projectors and computer equipments like desktops, laptops, printers, photocopy machines

- College has ventilated & spacious classrooms, seminar hall, and library.
- Playground for games activities.
- Separate common room for girls.
- Invertor for power backup.
- Running canteen for staff and students.
- Ro water filter and water coolers are also available for the students as well as staff of the college.
- Sanitary napkin machine facility in the washroom.
- Library as a learning resource.
- The college has a seminar hall for academic activities .
- Different committies has been constituted. The committee conducts various activites related to academic, sport,

recreation and skill enhancement.

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

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

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

1

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

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

92316

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

4.2 - Library as a Learning Resource

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

The Integrated Library Management System (ILMS) is an partially

automated package of library services that have several functions. The Library of the institute has a collection of subject text books, reference books, national and international journals related to different areas of education and pedagogic subjects. It also comprises several types of educational magazines, various previous year question papers etc. It offers following services:

- Library provides up to date as well as the old Syllabus of all subjects.
- Question paper service
- Internet browsing facilities to its user
- News paper service
- Career information service
- Annual stock verification: It generates the report for the number of books available, issued, returned, & purchased per year. All books are bar coded. This helps to reduce the transaction time for 'Book issue' and 'Book Return'.

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

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

The institution does not have remote access to library resources which students & teachers used frequently but Institution library has many books of education & pedagogy subjects. Teachers and students are using the library as a resource for gathering information & knowledge.

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system. Frequency of use: the library is used almost on each working day. a. By Teaching staff

: on as and when required basis. b. By students : on as and when required basis. Computer and internet services are used by staff and the students alike

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

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

One of the above

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

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

92316

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	No File Uploaded
Any other relevant information	No File Uploaded

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

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

100

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

One of the above

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

4.3 - ICT Infrastructure

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

ICT facilities: The institution is equipped with high speed internet and Wi-Fi enabled campus. The office is furnished with high configured systems, connected with internet and Wi-Fi, and has

Biometric system, and close circuit cameras placed strategically.

Library: There are computers available in the library for the student-teachers to access to e-resources with internet and Wi-Fi connection. Computer cum Language Lab has a server and twenty seven systems with LAN and internet connection. Language lab has headphones, interactive board. Classrooms have computers with interactive boards, LCD projector with screen and audio system for teaching/learning purpose. During class instruction, teachers ask students to make use of their mobile phones to googlemeanings, concepts etc. for conceptual clarity.

Accessibility: The staff and students have an access to internet with a separate user name and password for students. In the college, LAN and Broadband internet connections are connected to the Principals office, Staffrooms, maths lab, computer class, physical science laboffice, library, and computer lab. Usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities. Software: The institution uses predominantly Windows 7 and 10, MSoffice 2007.

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

4.3.2 - Student – Computer ratio during the academic year

4:1

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:

C. 250 MBPS - 500MBPS

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

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

One of the above

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

4.4 - Maintenance of Campus and Infrastructure

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

92316

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Furniture, equipment and other necessary goods are purchased as per the requirements with Purchase Committee consisting of the Principal as Chairman, Bursar and committee members. Regular meetings are held to approve of the necessary purchases for maintenance of college infrastructure. The classrooms are well-ventilated, well-functioning and well maintained adequate benches, black and green boards, lights and fans. Two fulltime support staff along with casual workers look after the cleanliness of classrooms, college campus, cleanliness of toilets. The Library Committee meet regularly to discuss improvement/update of facilities provided by the library. College garden is maintained by NSS unit of our college and by casual worker.

Maintenance of electric work, plumbing, Furniture repairing are done by casual workers. For maintenance of computer, internet facilities and LCD monitors technical staff from local areas are contacted as and when necessary. The members of the Computer and Network Maintenance Committee looks after the maintenance procedures of these issues.

The department of Physical Education looks after the maintenance of the sports infrastructure. The Canteen runs by outsourcing. It is open for both students and teachers

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

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support**

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

One/Two 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	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

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

Nine or more of the above

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student

C. Any 2 of the above

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

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

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
15	97

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

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).****13**

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**5**

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

CK College has a representative body of the students in which students are elected every year at the start of the academic year. The student representatives coordinate various activities and responsibilities entrusted by the college to them. They act as a link between students and the faculty members and the college. The Student council as a whole has responsibility for:-

- Working with the staff management and fellow students.
- Communicating and consulting with all of the students in the college
- Involving maximum students as possible in the activities of the council.
- The purpose of a student council at any level is to develop leadership quality & believe in democracy.
- The celebrations of important days such as National festivals, Yoga, Women's day, Christmas were planned and executed effectively.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
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

2

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

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

- Contribution of Alumni to the growth and development of the college.
- The Alumni Association is registered
- Alumni promote interaction among members
- Alumni helps in establishing net-working to all the students
- Alumni has its own Whatsapp group .
- The College keeps in touch with the alumni and former faculty regularly through various email groups and social networking sites such as Facebook. Talks and seminars are held with the Alumni for promoting, mentoring and guiding the current students of the College.
- The association review the agenda in every meeting which helps to full fill the agenda and give further suggestions to improve the working of Alumni association.

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

5.4.2 - Alumni has an active role in the regular

Three/Four of the above

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

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

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

3

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

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

An effort is being made to make the Alumni Association more functional by planning and executing capacity building programmes in the area of academics and extending cooperation for the community as need based services. Alumni share their experiences during the meet and during induction programmes. All prestigious schools, government sector, private aided and international schools have our students as teachers as well as in administrative cadre. We place our internship

in all co-operating schools and these alumni render a 1-1 personal attention and supervision for our students to pursue quality teaching techniques.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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.

Institution focuses keenly on decentralization by initializing opportunities with specific functions assigned to their members of office/faculty. Transfer power with responsibilities as members for financial, administrative, quality management, curricular processes, and teaching-learning strategies and in other areas. A participative management to develop sustenance and train the future leaders. Committees are constituted with a 4 tier system consisting 1) the principal - chairperson for all committees 2) staff in-charge 3) Elected / representatives (inside/outside) and 4) student representatives. These prospective committees would meet at stipulated intervals to discuss the modalities and a blueprint is planned. It is segregated at each level to accomplish the task and report.

File Description	Documents
Vision and Mission statements of the institution	No File Uploaded
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

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

The college promotes participative management believing in decentralization, the college takes policy decisions. The college provides a better opportunity to all participating in the decision making process. the college follows all such norms laid down by the government of tamil nadu.

The college enhance the quality at various level- Management, Principal, IQAC, NAAC committee and Non teaching staff involved in the decentralization and participative committee all are working together for efficient functioning of the college. 1. Planning of academic activities and calendar after consultation with members of college . 2. The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the teacher in the college. The ways in which all teachers participate in the management process- (1) The principal oversees the teaching plans of her college members. (2) Teachers have the right to make adjustments in the routine. (3) They often take the lead in planning, seminars, workshops, and career counseling sessions. (4) They have liberty to introduce creative and innovative measures for the benefit of their students. (5) Principal and faculty members can decide on the nature, pattern and duration of special and remedial classes for students.

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
Any other relevant information	View File

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

The institution maintains transparency in its financial, academic, administrative and other functions.

Financial Affair: Scholarships available to the students are

directly credited into their bank account.

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

Academic: One of the activities focused on the capacity development among the teachers are identification of the challenges in the pedagogical practices and evolve new models of teaching. The previous models of teaching are implemented and experimented during internship before institutionalizing them as innovative models. The new models introduced are a combination of kinesthesia lessons and lesson design. Kinesthesia lesson planning includes theatre, drama & art components into the teaching-learning process. In the previous years, the methodology instructors introduced e-lesson designing and video capturing. This is one of the unique practices, a pro active activity internalized and disseminated.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

The college envisioned an improved teaching learning environment for the science subjects both in terms of quality of teaching and technical support; more experiments, field base studies, seminars and workshops were aimed at, to make the process of learning more interesting and attractive to the students.

The principal continues to provide mentorship to students giving them respite during challenging times. Students facing difficulty with technological connectivity issues are provided an alternative wherein the staff post the material on WhatsApp or email it to the students' common email. The PTA committee members were elected under the leadership of the principal in an arranged virtual Parent

teacher meeting, to discuss the issues faced by their wards and their suggestions were also facilitated.

Emphasis is laid on using ICT tools for effective teaching and learning.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

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

The college has well-defined organizational structure to ensure efficient governance and management. The institutional bodies are constituted as per the guidelines framed by the UGC/NCTE, State policies, university norms and Apex body and accredited agencies. The governing body is the Apex which has members of the management and the college academia before decision making regarding administration, curriculum or any other activities being approved and decentralized to all levels. The Governing Body is the highest decision-making body of the college, comprising of the Principal, teaching, non-teaching and student's representatives and university's nominees. Principal is the administrative, financial and academic head of the institution. Under his stewardship following bodies or cell work.

Internal Quality Assurance Cell monitors a large number of issues associated with teachers and students, specially focusing on the academic affairs. Teachers' Council comprising of all the teachers of the college is engaged in different administrative, academic and co-curricular activities through various committees. Other than the regular college committees, the college also has the Grievance Redressal Committee, and Cell Against Sexual Harassment. The objective of these committees is to ensure that no violation of rules takes place within the College and work towards addressing and settling grievances of both students and staff, in any.

File Description	Documents
Link to organogram on the institutional website	Nil
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

Five/Six of the above

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

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

Transparency and accountability in higher educational institutions derived from the functional effectiveness of various statutory bodies, cells, and committees infuses the letter and spirit of quality assurance in teacher education. These bodies are called into action through the model of checks and balances that is imbedded in the process that the College implements to arrive at decisions that directly impacts vision, mission, and all the associated stakeholders. This process is key to the College's legitimacy, funding and competitiveness. In 21-22 our efforts concentrated on implementing the State, National and UGC mandate on COVID Protocol for Assessment and Evaluation. Where under normal circumstances the College adhered to the 70%:30% bifurcation with 70% of the marks allocated to the semester-end examinations and 30% to the internal

assessment, to conduct online examinations following university guidelines and COVID protocols for semester end examinations for B.Ed. This decision, process, procedure, and arrangements were planned by the controller of examination and presented at the faculty-staff meeting as documented in the staff minutes of the meeting. The provisions were approved by the Internal Quality Assurance Coordinator and then presented to the statutory boards for approval, prior to implementation.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place
Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Welfare of the faculty and students and concern about their wellbeing is considered as a prime agenda of this institution. The process of extending welfare is demarcated to academic inputs, financial assistance, leave facilities, psychological wellbeing and conducive environment, medical leave, medical assistance, earned leave, proper amenities, library, prompt facilitation of loan facilities, Wi-Fi facilities, computer assistance and computer lab facilities and so on.

Teaching staff-Provision of leave, Summer and winter vacations, CCL, ESI, Group Insurance GPF, and Different Allowances.

Non teaching Staff -Provision of leaves, ESI, Group Insurance, PF, and Festival bonus.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

8

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.

3

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
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

1

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
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.

Performance appraisal is monitored to contribute staff expertise towards productive results held periodically with the Controller of examinations and the examination assistant for deciding on matters related to examinations and results. A register is maintained to minute the issues regarding paper setting, panel of examiners, moderation, grievances, and are handled confidentially. A rubric is in practice prepared and administered for performance appraisal report of the faculty. This self-appraisal report standardized appraisal criteria stressing on the multiple domains of teacher behavior. This rubric focuses on teacher behavior, professional competence, research contributions, publications, curriculum designing abilities, modeling certificate courses, innovative methods, seminars/webinars/conferences (attended/conducted), at state, national and international levels etc.

The non-teaching staff are guided by the management and principal regarding their duties and expected outcomes, assesses the quantum of work accomplished and their skill in managing website, uploading

AQAR reports, PAR report, NAAC report online audit work, communicating with MHRD are assessed as per the requirements.

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

6.4 - Financial Management and Resource Mobilization

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

The college practices a transparent financial management policy through internal and external audits. The internal auditors examine issues related to the college's practices and risks involved with regard to unauthorized payments if any, while the external auditors examine the financial records and raise queries regarding the financial health of the college. The institution conducts both internal and external audits regularly. External audits are done bi-annually. The budget for the forthcoming academic year is placed before the governing body and adhered to. The financial committee members designates the budget for the year. This includes the maintenance of infrastructure, OICT upgradation, salaries for teaching and non-teaching staff. Individual faculty members give proposals for purchase requirements and submit it to the principal which is presented to the members of the finance committee, who vet the requirements and earmarks items that can be purchased within the annual budget limitations. The final list is presented during the Governing meeting for approval which is also sent to the management for information and necessary action. The statutory audit covering all financial and accounting activities of the college are scrutinized, including: -receipts from fee, grants, contributions, interest earned and returns on investment; -All payments to staff, contractors, students and other services provided.

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

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

0

File Description	Documents
Data as per Data Template	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.

- Fees received from students are used for non-grant faculty and staff salaries, and are properly audited. Physical and Academic facilities are augmented for students.
- Fund is allocated for the quality enhancement of the Library, Sports facilities, upgrading the Laboratories and ICT infrastructure of the college.
- Seminars, conferences and workshops are organized. Guest lectures, Alumni lectures field trips, excursions, are organized for students.
- The Purchase Committee looks after the purchases made. Every purchase is done through calling tenders as per government norms keeping utmost transparency. All purchases are supporting by vouchers and supporting documents.
- The accounts are done by the College management software.

- For each and every financial transaction proper permission is taken from the Principal.
- All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through Cheques/Electronic mode. Only authorized persons by management can operate the transaction through the bank.

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

6.5 - Internal Quality Assurance System

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

The process of quality assurance through IQAC is initiated through a selection of experts from the spectrum of society to ensure rich input for quality enhancement. Meetings are held and discussions on pre-determined agenda enable the institution to identify the potential areas for improvement. A group of faculty members evolved the modalities such as areas of research in alignment with NEP 2020, MOU with National and International institutions with specific area of work, Seminars /webinars to be conducted, structuring the integrated teacher education programme, identifying the MOOCs course, curriculum revision etc. The identified areas were put forth to the statutory boards for suggestions. The recommendations and strategies for implementation were incorporated.

Department of English participated National Level Poetry reading and got the prize in second place.

Mental wellbeing and strength management during covid 19 pandemic Organized by IQAC 29.09.21.

National Science Day was celebrated on 29.03.22. This programme was organized by the Department of physical science, biological science, Computer Science and Mathematics.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
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 institution implemented the modalities for outcome based education (OBE) at the curricular designing as well as assessment levels. The transaction of the curriculum was predominantly through a participatory approach with seminar presentations, case studies, focus group discussions with emphasis on experiential learning in school/ college based teaching. Peer teaching and innovative teaching sessions with structured feedback mechanism complimented the teacher preparation. Rubrics for all the activities were improved for quality assessment based, on the formulated course outcome. The attainment levels were compiled based on the direct and indirect attainment. The semester wise feedback was redesigned based on the course outcome for each paper to compile the indirect attainment. Thus, a comprehensive strategy was developed to calculate the attainment levels. The gaps were identified. The practical aspects were redesigned and the criteria of assessment were evolved based on the course outcome to validate the process of internal assessments. This process was applied to all the value added courses to assess the attainment of course outcome. This process gave direction to developing better pedagogical and assessment strategies that could enhance quality of the programme with a systematic and directional approach.

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

3

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
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	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

Incremental improvements achieved within the institution in Academics and Administrative domains are as follows:

1. Academics : Semester-wise Academic Performance records of each student is maintained and analysed to measure cumulative improvements, so that faculty can reflect and bring changes in the curriculum, teaching approach, individual remedial modules, and mentoring program. Rubrics were developed, a triangulation approach of evaluation was implemented with self-reflection, peer evaluation and faculty input. Students designed inclusive lesson plans and were made aware of STEAM model of teaching, team, reciprocal and differentiated learning. The students effectively integrated technology to the teaching learning process. Online examinations using MCQs reflecting on videos, were introduced. Students registered for SWAYAM courses

2. Administration: Governing Body members, administrative officers, conduct regular meetings and identify the areas for upgradation pertaining to infrastructure, technological equipments, laboratory , classroom support services, faculty improvement , admin support materials, after analyzing the feedback received from the stakeholders, co-operating school principals and statutory body members. Strategic plan is revived and infrastructural facilities are augmented, facelift for the computer room

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
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 college is committed to constant improvement in its awareness as

part of a wider commitment to sustainability and social responsibility. Recognizing that in pursuing the vision and mission of the college, there is a need to protect the college's immediate environment, therefore, utmost care and attention is given to all our activities to ensure sustainable use of resources, discouraging wasteful practices, minimising pollution and re-using material for benefit of individual and society at large. Through various club activities students are also involved in the decision making process so that sustainable practices can evolve reflecting emerging needs for environmental protection. Science club members remind one another regarding 'Plastic Free Campus'. The students are motivated to follow the idea of dark days by reducing energy consumption as initiated by the State Government. As the college infrastructure is naturally ventilated with adequate natural light, the campus is conducive for energy efficient practices. All the washrooms are placed with captions which indicates the use of water and other resources carefully. Students are acclimatized to the process of Reduce, Reuse Recycle (RRR) in adhering to the same within the campus. . Installation of solar panels is in the campus.

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.

The institute has taken conscious efforts to enhance and nurture the eco-friendly environment and always strives for a sustainable environment on the campus. The Institute has taken all initiatives in line with the Swachha Bharat Abhiyan to sensitize its students and staff through different activities initiated and performed by the Maintenance and Beautification Committee and the NSS volunteers. The college takes measures to make the campus a plastic-free zone. Enough garbage bins are placed inside the campus area to ensure that nothing is littered around. Students are made aware of the importance of a plastic free world so that they keep the practice not only within the college campus but in their homes and everywhere. Students are encouraged to make artefacts and handicrafts using recycled products when they display their handmade products in college exhibitions. There is a rainwater harvesting System in the college which is a sustainable process that helps in preserving water for future needs. Water scarcity is a major concern

in today's scenario. The process of rainwater harvesting is a good way to conserve water. Departmental and student level seminars and sensitization programmes have been organized on the importance of water and how to minimize, reuse and recycle liquid waste.

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

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

One of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
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

Hygiene policy is maintained to minimize clutter, trash dumping, assess risks, make daily clean up a habit. Providing sanitizers, clean bathrooms is taken care of, boards are placed with the concepts of cleanliness, sanitization and healthy habits either through collage posters or flow charts and reminder in the classrooms for conservation of electricity. A pollution free green cover is referred with respect to pure drinking water, growing plants for oxygenation and pleasantness, using reusable bags, compost pit and conservation of rain water and volunteering to make our voices audible through voting on WhatsApp and Face book for green slogans, signing petitions and contact leaders to propagate Swachh Bharat programme. All the plants in the campus have been named according to its botanical nomenclature. Automatic Change Over with high and low voltage cut off protection strips are installed to save power and to prevent any hazards. Campus have fire extinguishers. Issues related to cleaning and sanitization are done internally.

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

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

Three of the above

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

This institution has an advantage of being centrally located. Banking sectors, health care centers, hospitals, schools, temples of worship, railway and bus stations around the college. Bakery, stationery shops, pharmacies are at our disposal. On the call doctors are available across the road. College is at an advantageous location in every aspect and provides lush green locality to students.

LOCATIONAL ADVANTAGES:

1. Railway station (within 1km)

2. College is located near bus stand;

3.Sufficient Green Area

4..Easy Accessibility to College with Connectivity via Public Transport

5.Police station is located in a range of 2km for safety and security purposes.

6.24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity in the nearby area.

7.Utmost care is taken to maintain cleanliness and greenery in and around the college.

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

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

D. Any 1 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

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

Value Education through Win@Life Program:*

The "Value Education through Win@Life Program" is a best practice implemented in the institution to instill core values, ethics, and life skills among students. The program is designed to empower students with essential values such as honesty, integrity, respect, empathy, and responsibility, fostering a strong sense of character and social responsibility. Through a structured curriculum and interactive sessions, students are introduced to real-life scenarios and ethical dilemmas, encouraging critical thinking and decision-making based on values.

The Win@Life Program focuses on holistic development by addressing various aspects of a student's life, including academics, relationships, and personal growth. It employs innovative teaching methods, group discussions, role-playing, and experiential learning to make value education engaging and relatable for students. The program also includes community engagement activities, encouraging students to apply their values in real-world situations, thus promoting active citizenship and community service.

The impact of the Win@Life Program goes beyond the classroom, as

students demonstrate positive changes in their behavior, attitudes, and interpersonal skills. Graduates of the institution carry these values into their professional lives, becoming responsible and compassionate citizens who contribute meaningfully to society.

Stress and Emotions Management through Drama (Puppetry & Bow Song, etc.) and Painting and Craft Techniques:

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
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

At CK College of Education, our purpose is rooted in "Making Lives Happier" by providing a transformative education that goes beyond academic excellence. This report focuses on one area of distinctiveness central to our vision, priority, and trust: inculcating requisite values and attitudes in the young minds we nurture. Our vision of staying relevant through a unique and world-class education system in India is realized by prioritizing the holistic development of students, focusing on their emotional well-being and ethical growth.

Aligned with our mission to contribute to India's pride, our institution has implemented a values-based education framework that integrates our core values of respect, think big, excellence, innovation, ethical behavior, and continual learning into every aspect of our curriculum and campus culture apart from Win@life programme. We emphasize not just academic achievements, but also the development of character, empathy, and social responsibility.

We believe in fostering an inclusive and supportive learning environment that recognizes and celebrates individuality. Our dedicated faculty and staff provide mentorship and guidance, helping students develop self-confidence, resilience, and emotional intelligence.

The performance of our institution in this area of distinctiveness has yielded commendable outcomes. Our students demonstrate not only academic excellence but also exhibit empathy, compassion, and ethical decision-making in their interactions with others. Graduates of CK College of Education are recognized for their strong value foundation and are sought after by employers and higher education institutions alike.

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