YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE DISABILITIES(DIVYANGJAN)(NIEPMD)
• Name of the Head of the institution	Dr.Nachiketa Rout
• Designation	Director
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04427472113
• Mobile No:	9445990176
• Registered e-mail ID (Principal)	niepmdhrd@gmail.com
• Alternate Email ID	niepmd@gmail.com
• Address	East Coast Road, Muttukadu, Kovalam, Chennai
• City/Town	Chennai
• State/UT	Tamil Nadu
• Pin Code	603112
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Special Education
• Type of Institution	Co-education

• Location	**Semi-Urban**
• Financial Status	**Grants-in aid**
• Name of the Affiliating University	**1. Tamil Nadu Teacher Education University2.Tamil Nadu DR MGR Medical University 3. University of Madras**
• Name of the IQAC Co-ordinator/Director	**Dr.K.Balabaskar**
• Phone No.	**9382934157**
• Alternate phone No.(IQAC)	**04427472046**
• Mobile (IQAC)	**9445990176**
• IQAC e-mail address	**niepmdhrd@gmail.com**
• Alternate e-mail address (IQAC)	**niepmd@gmail.com**
3.Website address	https://niepmd.tn.nic.in/naac.php
• Web-link of the AQAR: (Previous Academic Year)	https://niepmd.tn.nic.in/naac.php
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://niepmd.tn.nic.in/naac.php

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.41**	**2018**	**02/11/2018**	**01/11/2023**

6.Date of Establishment of IQAC	**19/08/2016**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Department of Empowerment of Persons with Disabil itiesPwD(DEP wD)	Grants in -aid	MoSJ&E	21/05/2021	6,89,50,000. 00
Department of Empowerment of Persons with Disabil itiesPwD(DEP wD)	Grants in -aid	MoSJ&E	27/08/2021	10,70,22,000 .00
Department of Empowerment of Persons with Disabil itiesPwD(DEP wD)	Grants in -aid	MoSJ&E	15/12/2021	8,82,12,000. 00
Department of Empowerment of Persons with Disabil itiesPwD(DEP wD)	Grants in -aid	MoSJ&E	23/03/2022	4,34,17,000. 00
Department of Empowerment of Persons with Disabil itiesPwD(DEP wD)	Grants in -aid	MoSJ&E	30/03/2022	2,50,00,000. 00

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	`3`
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	`Yes`
• (Please upload, minutes of meetings and action taken report)	[View File](#)
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	`No`
• If yes, mention the amount	

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

`Scholarship for HRD trainees (PwDs), siblings or Children) through CSR initiatives`

`Workshop & Conferences online and hybrid mode at the national and international level`

`Skill development training to adults with disabilities`

`Financial assistance and support to alumni (PwDs) to pursue higher education`

`Many awareness programmes for HRD students and staffs`

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
Affiliation, Registration & Renewal of courses for the Academic year	Various Universities permit to running the academic courses(TNTEU, TN DR MGR University, University of Madras)
As is the practice of the college, all teachers were encouraged to take part in Orientation programmes and Refreshers' courses	Teacher's of almost all departments joined Orientation programme and Refresher courses.
Attend the Webinar & Seminars effective online teaching profile digital presence of students and customize technology based learning tools and techniques	Insights digital teaching for e learning
Set up online classes, create digital content and increase the use of technology to provide classroom experience	Conduct classes online
Track attendance, assignments and assessments online, Use continuous feedback to fine tune the sessions and methodology	Researching out to more students and providing access to remote education.
Faculty development programme	Webinars, CREs, colloquium, workshop, short term training programme & faculty long term Higher studies
Research	Creative Analysis of research articles in journals published by the faculty members Seminars/Workshop on enhancing the quality of research. Creating SOP for enhancing the quality of research in various departments.
Attempts were made to provide a cleaner, healthier and more college premises beautiful	Lawns are provided with lamp at frequent intervals. Deweeding and grass trimming has been

environment in the	done. Planting of new trees has made the campus ecofriendly. Ponds have been cleaned and the campus declared plastic free. Many encroachers occupying college premises have been evicted.
Better facilities to be provided to residents of Boys' and Girls' Hostels located in college premises.	Hostels are extensively repaired. Mode of cooking from coal chullah to modern gas ovens was introduced. This ensured a healthy and pollution free atmosphere in kitchens. Better quality meals are provided to the students. There is improvement in the hostel management procedure. A number of water purifying machines are installed in the hostels.
Feedback analysis from various stakeholders IQAC has been periodically involved in obtaining & analyzing the feedback from various stakeholders. Immediate implementations of the suggestions were carried out in various areas.	IQAC has been periodically involved in obtaining & analyzing the feedback from various stakeholders. Immediate implementations of the suggestions were carried out in various areas.
Periodic monitorization & Coordination of IQAC meetings for effective implementation	The IQAC conducted a faculty enrichment programme Faculties have participated in the programme.

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

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	13/02/2023

15. Multidisciplinary / interdisciplinary

National Institute for Empowerment of Persons with Multiple Disabilities (Divyangjan), is a national level apex body under the Department of Empowerment of Persons with Disabilities (Divyangjan) (DEPwD), Ministry of Social Justice and Empowerment, Government of India; to serve as a National resource centre for empowerment of persons with Multiple Disabilities such as those with two or more disabilities in a person as per RPWD Act (2016).

NIEPMD develops Multi, Trans and Inter Disciplinary models of services to provide quality care through a professional approach in the areas of Prevention, Early Detection, Early Intervention, Inclusive Education, Skill Training, Employment, Assistance, Support for Livelihood, and Rehabilitation of Persons with Multiple Disabilities. We also develop a protocol of Services, which includes Screening, Assessment, Intervention, Management, Research & Development and developing Human Resources in the field of Multiple Disabilities to improve the quality of life for Persons with Multiple Disabilities.

16. Academic bank of credits (ABC):

NA

17. Skill development:

Skill development is a process that aims to improve students skills and productivity. Skill development and related training programs help students to improve their teaching and other emotional & social skills.

Skill training included:

- Interpersonally skill development
- Work environment skills
- Sports & Games Skills
- Soft skill training
- Life skills training
- In order to develop professional skills for respected students

Skill enhancement programs are a quality initiative taken by the institution to impart beyond curriculum knowledge, skills and values to students.

Programmes are:

CRE Programme, Webinar/Workshop/Conferences, Short term training Programme & Awareness programme

PwDs:

The Department of Adult Independent Living (DAIL) of NIEPMD ambitiously introduced an exclusive Skill Training Programme titled 'Domestic Data Entry Operator' for the Persons with Disabilities towards Promotion of Vocational Skills focusing on economic independence.

The course was covered under the Scheme for Implementation of Persons with Disabilities Act (SIPDA) and approved by the Skill Council for Persons with Disabilities (SCPwD)

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

NA

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

Some important aspects of Outcome Based Education:

- Course is defined as a theory, practical, or theory cum practical subject studied in a semester/Non Semester.
- Course outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Generally, three or more course outcomes may be specified for each course based on its weightage.
- Programme is defined as the specialization or discipline of a Degree. It is the interconnected arrangement of courses, co-curricular and extracurricular activities to accomplish predetermined objectives leading to the awarding of a degree.
- Program outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes.

- **The Programme Educational Objectives of a program are the statements that describe the expected achievements of graduates in their career, and also in particular, what the graduates are expected to perform and achieve during the first few years after graduation.**
- **Programme Specific Outcomes are what the students should be able to do at the time of graduation with reference to a specific discipline. Usually, there are two to four PSOs for a programme.**

20.Distance education/online education:
NA

Extended Profile

2.Student

2.1	**495**
Number of students on roll during the year	

File Description	Documents
Data Template	[View File](#)

2.2	**251**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	[View File](#)

2.3	**237**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	[View File](#)

2.4	**151**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**120**

File Description	Documents
Data Template	[View File](#)

2.6 Number of students enrolled during the year	**156**

File Description	Documents
Data Template	[View File](#)

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**10796470**
4.2 Total number of computers on campus for academic purposes	**150**

5.Teacher

5.1 Number of full-time teachers during the year:	**69**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2 Number of sanctioned posts for the year:	**01**

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

B.Ed and M.Ed Special Education, M.phil., Clinical psychology, PG Diploma in Early Intervention, BPT, BOT, BASLP,& BPO programs are offered at National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD) which is approved by Rehabilitation Council of India (RCI) New Delhi and affiliated to Tamilnadu Teachers Education University (TNTEU), TN Dr MGR Medical University & University of Madras, Chennai. RCI holds the prime responsibility of framing the curriculum for B.Ed and M.Ed Special Education programs M.phil,, Clinical psychology, PGDEI, BASLP & BPO. The Candidates admitted for the academic year 2021-22 & 2022-23 onwards are instructed to follow semester pattern. M.Ed Special Education candidates admitted for the academic year 2020-21& 2021-22 onwards are instructed to follow semester pattern. PGDEI & BASLP follows semester pattern & other courses follows non semester pattern - TNDRMGRMU.. NIEPMD follows the Academic Calendar as per the directions received from Concerned Universities.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	C. Any 3 of the above

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

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.niepmd.tn.nic.in/documents/M.ed_pro_160821.pdf%20https://www.niepmd.tn.nic.in/documents/B.ed_pro_160821.pdf%20https://www.niepmd.tn.nic.in/documents/BASLP_pro_160821.pdf%20https://www.niepmd.tn.nic.in/documents/Mphil_pro_160821.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

08

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	As per the direction from the respective universities

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

`05`

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

`05`

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

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

`300`

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

`300`

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

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

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

22

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

22

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The Teacher Education and allied health science programs such as

BPT, BOT, M.Phil (Cli.Psy), BPO, and BASLP & PGDEI offered by the institution focus on providing practical exposure. The teacher education programs are offered in the area of special education for persons with disabilities.Thecurriculum effort to make a balance between core theory and pedagogy skills as well as disability specific knowledge and skills.Teachers who undergo the curriculum would help to develop broad knowledge and skills to address the diverse learners including students with disabilities in the inclusion era. The thrust areas of the curriculum in teacher education and allied programs are to:

1. Develop knowledge, skills, valuesand attitudes in general and disability specialization

2. A set of skills needed for a teacher or special educator to get specialization in one of the disabilities (MD, ASD, DB) for serving the needs of PwDs in inclusive school as well as a special school. The skill training for allied health science programs to become therapydone in the services of the department.

3. Everyday field and practical exposure to planning Individual education program and teaching (group teaching) for students with specific disabilities at special schools and services, NIEPMD in case of teacher education program.

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

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

Students in NIEPMD are familiar with diversities in Indian schools since the objective of our institute itself is to address the diversity. Considering the school system, students from different

background are getting education in the schools which includes students with disabilities. the institute is addressing students of Multiple disabilities i.e varying combination of two or more disabilities such as visual Impairment + hearing impairment, Autism Spectrum disorder + Intellectual disability, Cerebral palsy + Hearing impairment + Intellectual disability etc.

The institute has awarded for barrier free environment which ensures the acceptance of diversity irrespective of race, gender, socio economic status, age etc.

Institute also has the facility for diverse learners to use library and ICT Lab. In addition to that, institute has made website which is accessible for the diverse users. 50% of students studying from different states such as Jammu & Kashmir, Delhi, UP, Andhrapradesh, Kerala, etc, and education is fully free for North east students under central government scholarship.

It is welcoming different people to celebrate festivals like Holi are celebrated by all students of different culture. Students are exposure directly and indirectly to be very much aware of the diversities and address towards it. The Institute has collaborated with national level organisations for various programmes and visiting faculty from foreign university like University of Northampton, Northampton.

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

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

National Institute of Empowerment of Persons with Multiple Disabilities is one among nine national institute serving for empowerment of persons with disabilities providing varied experiences and exposure to students to achieve provisionally. The

curricular experiences provided during the teacher education programme would help to become skilful and expertise with knowledge in their future.

The Institute has taken lot of measures in order to provide opportunities:

- Practical exposure with clients attending services in department and in model special school.
- Given opportunity to coordinate and conduct events like school assembly, sports and cultural events, festival celebration etc.
- Invited as volunteers for programmes Participation in various seminar and other programmes Resource persons and subject experts invited to interact with students on the various topics with respect to the curriculum.

The Institute focus on needs of students of all disciplines (teacher education programme and allied health science courses) and facilitate for learning. Students were allowed to observe the students to be familiar on nature and characteristics of student with disability. This would help them to gain knowledge and deeper understanding. The Institute provides opportunities for students to do field activities such client assessment, follow up, setting IEP and Group teaching, Preparation of TLM etc.

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

1.4 - Feedback System

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

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

495

2.1.1.1 - Number of students enrolled during the year

495

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

237

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

237

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

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

05

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

05

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

2.2 - Honoring Student Diversity

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

The process of enrolling students to the program is through a transparent, well-administered mechanism. Apart from this institution put forth its efforts in ensuring equity and wider access having representation of student community from different geographical areas, socio-economic, cultural and educational backgrounds. These will be reflected in the student profile.

Admission based on the cut-off list provided by TNTEU ,TNDRMGR, university of Madras. At the time of admissions, members of admission committee interact with perspective students and their parents to council them regarding various courses through interactive counselling methods. However, once they are admitted to the college, before the beginning of the new session, a General Orientation Programme is organized for the new students to acquaint them with the college culture, syllabus, examination pattern, Model school for children with various disabilities, various departments providing services for children with multiple disabilities and other facilities. The Principal also addresses the gathering. Subsequently, each department organizes its departmental Orientation Program to apprise them of the course content and scope of the program. Through group interaction, teachers assess the students' ability and plan the teaching methodology accordingly. Extra-curricular activities are organized throughout the year also we identify talented students and nurture them for competitive events.

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

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

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

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

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

1:10

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

2.3 - Teaching- Learning Process

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

The teacher educators extensively employ interactive, experiential and participative approach in transaction of theory. Field experiences allow students to apply and reflect on their content, professional and pedagogical knowledge, skills and attitudes in diverse school situations. The students are involved in a variety of school based activities directed at the improvement of teaching and learning and the students learning is integrated into the inclusive school programme and the teaching practice.

Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies such as participative learning, experiential learning and collaborative learning modes facilitate effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. Interactive and participatory approaches, if employed, create a feeling of responsibility in learners and makes learning a process of construction of knowledge. Of late, digital resources for learning have become available and this makes learning more individualized, creative and dynamic.

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

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

20

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	[you tube Google map VLC media flyer Google chrome Adobe reader Google via Recognizer Whats app(For make calls, send & Receive messages,Documents, Photos& Videos Ms office pacakage Google Translator Accessible Reader](#)
Any other relevant information	[View File](#)

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

417

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	ttps://niepmd.tn.nic.in/digital.php hhttp://oiirj.org/oiirj/ http://oiirj.org/oiirj/ejournal/
Any other relevant information	View File

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

various provisions in the Institute support and enhance the effectiveness of the faculty in teaching and mentoring of students.

The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.

Mentor teachers are chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students.

They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring.

The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the Institute tries its level best to translate into material success.

Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient.

There is provision for attending various faculty development
programs. The college strives to enhance the facilities and
equipments so that the faculty does not face any difficulty in the
performance of its assigned tasks.

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

Innovation education encourages teachers and students to explore,
research and use all the tools to uncover something new. It involves
a different way of looking at problems and solving them. The
thinking process that goes into it will help students develop their
creativity and their problem solving skills.

Creativity, innovation and learning Creativity and innovation are
fundamental to all disciplines and an essential part of the process,
forming an important dimension of learning how to learn. our
approaches to thinking need to be creative, imaginative and lateral,

as well as linear. One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. For creative thinking to deepen and extend learning, rather than be an enjoyable but superficial activity, it must be understanding of the material with which they are being asked to be creative. Creative practice needs to complement diligent and deliberate practice that develops foundational skills.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	[View File](#)
Reports of activities with video graphic support wherever possibl	[View File](#)
Any other relevant information	[View File](#)

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content	Two/Three of the above

mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

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

2.4.4 - Students are enabled to evolve the	`All of the above`

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

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

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

Three of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports

Four of the above

events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

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

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

Selection/identification of schools for internship: participative/on request Internship of students is arranged in various private and government aided schools every year. The student teachers Practise Teaching comprises about 50-54 lessons, which include a. Micro teaching comprising five lessons in each teaching subject. b. Discussion lessons comprising two lessons in each teaching subject

c. School-based teaching (20 lessons) followed by Final lessons (two lessons) in each teaching subject. The Final lessons are delivered in the presence of External Examiner appointed by the University. The Practice teaching is thus carried out for more than mandated working days to deliver more than the number of lessons (i.e. 20 in each subject) required by the University guidance

• The student teachers involve themselves in all school activities like conducting the assembly, arranging sports events, school day, Festivals, evaluation, etc.

• They develop files, prepare models and charts.

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

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

2.4.9.1 - Number of final year students during the academic year

151

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

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

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

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

- **Two lessons per day are delivered during their practice teaching sessions.**
- **Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.**
- **60 to 70 per cent of the lessons in schools are observed by the faculty. Teachers of concerned schools also observe the lessons.**
- **The school teachers are encouraged to give suggestions for improvement. Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished; detailed feedback is also provided in the college collectively on subsequent days.**
- **Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.**

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

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

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

01

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

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

07

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

67

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

67

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

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

As per rules, teachers are sanctioned study and academic leave to acquire higher degree or to attend seminar, workshop, conferences, refresher course respectively which can help them in enhancing their

teaching skill. Faculty takes initiative to learn and keep abreast of the latest developments, to innovate continuously, seek improvement in their work and strive for individual and institutional excellence. The strong feed-back mechanism for faculty involving self-appraisal, feedback from students, stakeholders and Head of the institution help faculty members to enhance their professional competency.

Institute organizes national seminars/ workshop/FDP/CRE Programmes(District, Zonal, State, National and International level) on crucial issues. Along with this, College organizes Guest lecturers in various upcoming areas in different disciplines for faculty as well as for students.

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

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Institute academic schedule which is being given by Respective universities (TNTEU, THE Tamil Nadu DR MGR Medical University) for Conduction of the nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus timetables of internal exams and so forth it set out the dates of term end examination. The timetables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the TNTEU, TN DR MGR Medical University. The time table of external examination is fixed by the Universities and the same is display on notice board for the students. Any changes are conversed to the students well in advance.

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

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

Principal & Teachers clear doubts of students with advice about writing correct & appropriate answers. The regular monitoring is done by the college Governing Council. The Principal heads

curricular and extracurricular review meetings on regular basis to check the execution and progress all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities.

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

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

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

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

There is complete transparency in internal assessment. Norms directed by the TNTEU, The TN DR MGR Medical University & University of Madras.

1. At the beginning of the semester/Non semester, faculty members expose the students to various components of the evaluation process

during the semester.

2. Internal assessment test programs are organized according to the university and students are informed in advance.

3. To ensure proper conduct of formative tests, two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date.

4. Correct answer scripts are confirmed by HOD at random to ensure standard evaluation process.

5. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the department.

Departmental level: Students are constantly evaluated by faculty regarding theory lectures, labs, assignments, unit tests. Midterm marks are assigned based on defined strategies and displayed on the notice board.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

The academic calendar is prepared by the Institute according to the guidelines of the TNTEU, TN DR MGR Medical University , University of Madras and according to the temporary date sheet of the university examinations. In the semester system, practicals are prescribed in terms of planning of departments, time table, attendance review, midterm tests and science subjects. Students with small attendance are notified according to their names and fined.

work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations.

Co-curricular activities are conducted simultaneously from time to
time and information in respect of the same is displayed on the
notice board. Similarly, annual celebrations are also held during
the end of the academic year.

The head of each department monitors the quality of teachinglearning
through daily monitoring of teaching-learning activities. Continuous
counseling is also done through departmental meetings and staff
meetings.

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.

NIEPMD follows the curriculum and evaluation prescribed by the
affiliating TNTEU & TN DR MGR Medical University; it is expected to
evolve suitable assessment modes internally for ensuring and guiding
student learning throughout the programme as "continuous internal
assessment". As a professional preparation programme, the Teacher
Education Programme can be relevant only when the internal
assessment modes are varied according to the kinds of learning
engagements provided to students. Doing this ascertains that
internal assessment is "for learning? instead of being merely an
"assessment of learning?.

The quality of the assessment process depends on how well the
internal assessment system actually tests the PLOs and CLOs, quality
of assessment tasks and questions, the extent of transparency in the
system, the extent of development inducing prompt feedback system,
as well as the regulatory mechanisms for prompt action on possible
errors. More significantly, the institution's dynamism is seen in
the extent to which the institution evolves varied assessment
mechanisms for the variety of learning modes encouraged and the way
these are used to assessment for learning

File Description	Documents
Documentary evidence in support of the claim	<u>View File</u>
Any other relevant information	<u>View File</u>

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

The effectiveness of a professional education programme can be seen in the extent to which its graduates are able to internalize the knowledge, competencies as well as attitudes required for the profession they are prepared for. The end of the programme tests/examinations and viva-voce are the indicators of a specific set of expectations or expected learning outcomes. The actual performance of students is revealed in the formative evaluation or continuous internal assessment adopted during the programme. The extent of student awareness about the PLOs and their actual performance reflecting these would be the real indicators of success or outcome of the programm

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

154

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

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

The initially identified learning needs of students are fulfilled by means of various assessment tasks like unit tests, seminars, projects, formative assessments, assignments, model exams, viva-voce on theory, and practical papers. CIE improves students' quality of learning, understanding, and application. Students progress qualitatively and quantitatively

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Teaching – Learning and Evaluation, which will help to upgrade the quality in higher education(Student Satisfaction Survey over all on institutional performance)

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

26

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

1

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

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

21

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

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

04

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

3.3 - Outreach Activities

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

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

24

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

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

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

300

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

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

300

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

300

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The institute promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and sustained community development through various activities.

Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the National Swachh Bharat Abhiyan ·

Awareness of

Legal Rights

Awarness of Oral Health. Health Checkup Camp

ADIP scheme ·

Training of Rural Women Impact & Sensitization:

Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, female child, victims of violence, old and infirm, refugees and displaced persons etc.

The activities conducted lead imbibing the values of social responsibility such as:

1.To help people in need and distress

2.To understand and share the need of under privileged children

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

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

03

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

3.4 - Collaboration and Linkages

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

20

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

20

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

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

11

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

NIEPMD comes Under the Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Govt. of India, to serve as a national resource center for Empowerment of Persons with Multiple Disabilities such as those with two or more disabilities in a person. It has manageable infrastructure facilities. The institution has built up excellent infrastructure and learning resources as per NCTE norms. It is equipped with well-ventilated classrooms, labs, a multipurpose auditorium, A/c seminar hall, restrooms, library, Computer lab, storeroom and an administrative office, ramps and a barrier-free environment for person with Disabilities. A positive environment is experienced by the staff and the students in the presence of wonderful natural settings and creates an ambience for integrated development of the students with various life-oriented skills.

Adapted toilet facility, barrier-free environment for CWSN& sanitary

napkins for girls in the washrooms. IT Infrastructure: Wi-Fi enabled campus with:

1. Language Lab for developing communication

2. Interpersonal skill development for students.

3. ICT enabled Class room & Staff Room with Audio system

4. ICT enabled lab persons with Disability

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

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

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

42

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://niepmd.tn.nic.in/documents/dail_brochure100518.pdf
Any other relevant information	View File

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

Rs.10796470

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

4.2 - Library as a Learning Resource

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

The library administration is authorized with SOUL 2.0 Integrated library management barcode printers & bar code screening for circulating control. OPAC facilities used for the effective retrieval of books in the library by author, title and publishers. The library has different sections like acquisition section, Technical section, Circulation section, reference section.

The NIEPMD central library is well equipped with computers enabled with e-Data & e-Journals with wi-fi facilities Detail of library services'

Awareness material related to Multiple Disabilities

YouTube videos (Learning references in the domain Multiple Disabilities)

Provides question paper for the HRD students

NIEPMD publication

Current awareness services through newspaper clippings

Software used:

Video Editing Software (Making video content) Photoshop (Pamphlet & Brochure design, body design)

Soft ware: SOUL 2.0

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://niepmd.tn.nic.in/library.php 2. https://niepmd.tn.nic.in/publication.php 3. https://niepmd.tn.nic.in/digital.php 4. https://niepmd.tn.nic.in/annual_report.php
Any other relevant information	View File

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

Soft ware:

ILMS SOUL 2.0 Students and faculty members can avail of the Publication materials in Pdf format, learning resource content(YouTube video), and current awareness service (Newspaper clipping services), Previous year's question papers through the website https://niepmd.tn.nic.in/library.php.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

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

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

Rs.325242/-

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

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

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

391

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://niepmd.tn.nic.in/library.php
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

The institution has a computer lab which includes with internet and intranet facilities. Many lessons are taught through power point presentation. The students have to prepare power point presentation and digital lesson plan to teach, their subjects in schools. "ICT" is offered as one of the paper. The students are encouraged to present their seminars through power point in the college as well as outside. Training on the MS Office software and utilities are

provided to the students during the work experience period. Students are allowed to browse the internet in the computer lab and library. All the staff and students are freely allowed to make use of the computer lab and internet facility.

The college has an excellent Educational Technology lab with all the electronic facilities. Students and staff are trained to make use of Interactive White Board (IWB), DVDs. Students are encouraged to use PPTin their subjects and other classes.. Computer laboratories are well utilized even after the class hours.

All these practices ensure the optimal use of ICT facility. ICT Lab Users:

1. Person with Disabilities

2. Parents

3. Teachers

4. Special Educators

5. Vocational instructors

6. HRD trainees

7. Internship students

8. Rehabilitation professionals

9. Teacher training institutes

10. Children in Special and Inclusive Schools

11. Visitors from various fields

12. Government Authorities

13. Employers (Private & Public sectors)

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

4.3.2 - Student – Computer ratio during the academic year

`1:10`

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	`D. 50 MBPS - 250MBPS`
4.3.4 - Facilities for e-content development are 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	`Four of the above`

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	https://niepmd.tn.nic.in/digital.php
List the equipment purchased for claimed facilities along with the relevant bills	[View File](#)
Link to the e-content developed by the faculty of the institution	https://niepmd.tn.nic.in/digital.php
Any other relevant information	[View File](#)

4.4 - Maintenance of Campus and Infrastructure

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

`Rs.20938940/-`

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

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

PROCEDURE FOR MAINTENANCE OF FACILITIES: Every year Governing Council meeting was conducted to discuss the important matters for the development of the college. The college ensure regular maintenance and upkeep of all infrastructural facilities. The maintenance work is carried out by trained in-house experts as well as outsourced to appropriate outside agencies. Furniture and equipments are purchased on regular basis as per requirements. The cleanliness, hygiene, sanitation, water supply, electricity, security and stationery conditions are taken care of and updated to the Head of the Institution. The Management has appointed two Computer Operators to provide regular support services relating to computer work. PROCEDURE FOR UTILISATION OF FACILITIES: The decisions with respect to the proposals for initiating new programmes in the college are taken in the staff meetings. The Time Table Committee evaluates the possibilities of rational and optimal use of the available time and space. Rooms of different sizes are allotted in accordance with the strength of the classes. They make recommendations periodically about the utilisation of the existing space. In addition to the above, suggestions are made for the most efficient use of the time frame, keeping in mind the need to balance academics, co-curricular and extracurricular activities.

File Description	Documents
Appropriate link(s) on the institutional website	https://niepmd.tn.nic.in/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide	B. Any 3 of the above

awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
87	117

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

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

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

03

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

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

07

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

5.3 - Student Participation and Activities

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

Response:

NIEPMD creates a platform for the active participation of the students in the various academic administrative bodies including other activities. This empowers the students in gaining leadership qualities, rules, regulations, and execution skills. Its selection, constitution, activities, and funding:

• Each council has a representative council, which is called Class Committee and includes student members too.

• The student members bring forward the views and suggestions of the entire class with respect to the faculty, subjects, syllabus, and other things related to the class.

• The Student Council helps students share ideas, interests, and concerns with lecturers and principal. They often also help raise funds for -wide activities (CSR activities), including social events, community projects, helping people in need, and college reform.

• Various programs like paper presentations, workshops, and seminars are organized by these bodies every year.

Students represent for conducting various programs

Digital Literacy Cultural Committee, Exam Committee (Alumni for paper Evaluation), Academic committee, Anti-Ragging Committee, Sports Games Committee, Awareness Committee. The funding for various activities is provided by the Institute.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

25

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

5.4 - Alumni Engagement

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

Contribution of Alumni to the Growth and Development of the Institute.

- **The alumni's contributions in the growth and development process are given below.**
- **The Alumni helps in establishing Networking with all students.**
- **It helps the college in updating about the placements of pass out students.**
- **It furnishes information about job opportunities in schools its feedback has helped in improving the existing curriculum, organizing new activities.**

- **It has given many healthy suggestions for the augmentation of the Institute.**
- **Helps in publicity.**

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

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

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

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

01

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

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

The College has an Alumni Association. The Association has been helping the college in its growth and development process efficiently, by providing positive feedback.

1. The principal of the College is the President of the Alumni Association. Other members include faculty and students.

2. The activities of the Alumni Association of the last two years are given below.

Informal get together of the students of every preceding session's passed out batch in college campus. Felicitation of the students who get placements during the preceding academic year Election of the office bearers from the students of the preceding session.

3. The top ten alumni occupying prominent position.

4. Contribution of Alumni to the Growth and Development of the College.

The alumni's contributions in the growth and development process are given below.

The Alumni helps in establishing Networking with all students. It helps the college in updating about the placements of pass out students. It furnishes information about job opportunities in schools Its feedback has helped in improving the existing curriculum, organizing new activities, etc. It has given many healthy suggestions for the augmentation of the college. Helps in publicity

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION

The Persons with Multiple Disabilities have equal rights to lead a better quality of life. This may be enabled with committed professionalism, accessible environment, equal opportunities, positive attitudes and appropriate, affordable, acceptable and available technological interventions.

MISSION

To provide need based comprehensive rehabilitation through team approach facilitating inclusion, ensuring empowerment of persons with Multiple Disabilities and their families and by substantiating field based research and development of human resources.

NATURE OF GOVERNANCE:

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Governing Body delegates authority to the deputy Registrar and Director who, in turn share it with the different levels of functionaries in the college. The Heads of Departments, the Conveners/ members of various committees and unit in charges along with the staff representatives on higher decision-making bodies play an important an role in determining the institutional policies and implementing the same.

PERSPECTIVE/STRATEGIC PLAN:

1. Application for grants from government and non-government sources.

2. Extension of available area through vertical expansion to accommodate more classrooms, service units, resource room, seminar hall, staffrooms etc.

3. Academic performance appraisal submitted by staffs and it will have reviewed by the authorities.

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

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

The Institutions follows the Professional Management approach in managing the Institutions. The Professional Management aims implementing the concept of innovativeness in managing the academic and administrative matters. The Institutions always believe in the practices of decentralisation and participative management.

Management:

The Institution promotes a culture of decentralisation and participative management involving all types of stakeholders in the process of decision making.. The management endeavours best substantial independence to the Institutions in all area of decision making process.

Administration:

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

Faculty Members

Faculties maintains the healthy relationship with students, faculties, and community. The faculties are execute the policies and programs accurately and constructively.

Departments

The Primary role of the department is to provide the academic excellence in all activities.

Non-Teaching Staff

The assigned to non-teaching staff is to meet and accomplish operational and strategic objectives.

The Ways which all teachers participate in Management Process:

- **They often takes the lead in planning seminars, workshops, career counselling etc.**
- **They have liberty to introduce creative and innovative measures for the benefit of their students.**

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

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

Finance and Accounts:

The finance and accounts department make a budget plan and submit it to the office for approval with a competent authority and exercise the fund as per the approvals -Students are advised to pay fees only through online payment or as demand draft and not through cash.

Implemented SIPDA Skill training programme funded by the Ministry of

Social Justice and Empowerment during the financial Years 2015-16 2017-18.

Student Admission and Support:

Counselling is given to the students when they enquire or if they submitted applications. -Students' admission application forms and brochure is published well in advance in the

Institute website with all details regarding the selection process and quota for each category in CET and State level counselling.

Examination:

The academic section support the department to conduct the examination and affiliated university conduct the examination the department facilitate with the help of academic session.

https://www.niepmd.tn.nic.in/activity.php

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

6.2 - Strategy Development and Deployment

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

Perspective/Strategic Plan

1. Application for grants from government and non-government sources.

2. Extension of available area through vertical expansion to accommodate more classrooms, service units, resource room, seminar hall, staff rooms etc.

3. Academic performance appraisal submitted by staffs and it will have reviewed by the authorities

4. Admission is on merit basis. The category wise quota given to OBC, SC/ST students from North east region was given full

scholarship through the ministry.

5. The experiences of teaching and learning happen among the student inside and at outside the classroom like station teaching, cooperative and collaborative learning, visit, field trip. The classroom teaching using various modes. Questions and feedback taken during the end of internal examination

6. Examination is conducted as per the directions of RCI & University.

7. Development of manuals, modules& research projects.

8. The students can access the books in library. library is also extensively providing e books, e journals etc. the students are given chance to look on to the allied subject books.

9. NIEPMD is collaborated with many institutes, agencies and Ngo's, short term programmes in special education for update professionals in the jurisdiction

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.niepmd.tn.nic.in/activity.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Organizational structure of the Institute is framed, in which, The Director is the academic and administrative head of the institution. He is assisted by senior most teachers like, Professor in charge and other professors. They all follow rules and regulations as prescribed by universities. Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as Criteria in charge, Chairperson or members of various committees. Students are involved as active members of the committee. For the complete functioning of college activities, more than 15 committees are identified. Every committee consists of committee chairperson, staff and student members. They together plan for the activities. The function of every committee in the

Institution is well defined. All Chairperson report to Principal and Principal monitors the effective functioning of these bodies.

Apart various committees are formed for smooth functioning of various activities of the college like:

1. Advisory committee

2. Admission committee

3. IQAC committee

4. Infrastructure committee

5. Student placement cell

6. Student counselling cell

7. Sports committee

8. Research committee

9. Ethics committee

10. Exam committee

11. Anti ragging committee

12. Alumni committee etc

File Description	Documents
Link to organogram on the institutional website	https://niepmd.tn.nic.in/admin_chart.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Governing Body decided to form the following Committees for smooth conducting of Academic and Administrative works, which will be strengthen the students' activities and develop the knowledge of the students. Anti Ragging Committee, Grievance Redressal Committee, Committee for SC/ST Library Committee, Examination Committee, Sports committee, R & D Committee, Ethics committee, Advisory committee, Transport Committee College Academic committee Women's Grievance Committee, Canteen Committee, Hostel committee, out sourcing hostel infrastructure facilities, etc..

Suggestions by the governing body members.

Outcome should be good Results of the overall institute irrespective of the branch should be improved.

No. of students joined and no. students discontinued list should be maintained No. of students with distinction/ 1st classes should be maintained .

Student's assessment and feedback should be taken into consideration.

In person feedback from students has to be maintained.

To maintain records of all necessary committees.

Frequent industrial visits to be conducted with prior permission from concerned authorities Maintaining good track record of placements especially for core jobs.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

Yes, the institution has welfare measures for both teaching and non-teaching staff. Welfare measures for Teaching Staff:

• Option to join Group Insurance. • Festival advance. • Festival bonus. • Prompt facilitation of Provident Fund loans.

Welfare measures for Non-Teaching Staff:

• Membership of Group Insurance

• Financial contribution by college to the Non-Teaching Staff Association Fund.

• Festival advance.

• Festival bonus.

• Prompt facilitation of Provident Fund loans.

• Help with facilitation of bank loans.

• Renovation of living quarters of hostel support staff.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

20

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

73

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

02

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

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

The institution has an effective Performance Appraisal System for teaching and non-teaching staff. Every year the outgoing students carry out and submit Teacher Evaluation and Campus Evaluation surveys. The Teacher Evaluation forms have 7 criteria related to aspects of teaching on which the opinion of the students is sought. The duly filled in forms are analyzed by the Principal and the Feedback thus obtained is judiciously addressed for the betterment of the Teaching-Learning process.

In cases where laxity or lacunae is observed the teacher in question is to improve performance. The performance of the non-teaching staff is appraised by the Final Year students in the Campus Evaluation Survey. They are assessed on the parameters of efficiency, cordiality and overall helpfulness. The performance of those teaching and non-teaching staff members who have not fared well in the students' feedback is closely monitored. An improvement in the subsequent performance of the said staff members has usually been noticed. The findings of the Teacher Evaluation and Campus

Evaluation surveys are then summarized and graphically presented through pie charts and bar graphs and published on the institutional website in keeping with transparency norms.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

Yes, NIEPMD is centrally funded institute where the institute receives annual grant in aid from Department of Empowerment of Persons with Disabilities, Ministry of Social Justice Empowerment, and Government of India. Apart from that, NIEPMD also receives grants for implementation of various schemes of the department for the welfare of individuals with disabilities. NIEPMD is subject to audit CAG of India every year. Further, CAG empaneled auditors conduct internal audit of NIEPMD at periodical intervals. The audited statement of NIEPMD accounts are included in the Annual Report of NIEPMD and the same has-been uploaded in the website of NIEPMD

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

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists

averaged over the year (not covered in Criterion III)(INR in Lakhs)

`Rs.10,45.000/-`

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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

`Sources of funds are as follows:`

`1. Fees: Fees charged as per the university and government norms from students of various granted and self-financed courses.`

`2.Salary Grant: The Institutes grant received from the DEPwD , For this, we prepare and send an annual budget of the estimated salary grant required to the state government. This grant includes salaries of the Full Time Permanent teachers and nonteaching staff as well as part-time teachers working on granted posts.`

`Our resource mobilization policy and procedures are as follows:`

`1. The institution set up a UGC Committees per the directions of the UGC given in the XII Plan.`

`2.The Purchase Committee takes care that purchases are done properly and in accordance with the rules.`

`3.The College Development Committee takes a review of the mobilization of funds and the utilization of these sources periodically in their meetings.`

`4.Regular internal audits from the Charted Accountant and external audits from the government make sure that the mobilization of the`

resources is being done properly .

5.The time-table committee looks after the proper utilization of classrooms and laboratieses.

6.Campus cleanness and its utilization is monitored by the Campus Cleanliness and Beautification Committee.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

The IQAC has consistently striven to institutionalize quality assurance strategies and processes at every level of the institution's functioning. From devising strategies to improve the teaching-learning process through increased use of ICT, expanding the scope of the library, transforming it into a multivalent knowledge portal and signing MoUs with research institutes to redefining the boundaries of a vitalizing, meaningful and holistic education the IQAC has been a proactive player in the overall benchmarking process. The IQAC has regularly convened meetings; it has submitted the AQARs to NAAC in a timely manner; it has collected feedback in appropriate forms from different stakeholder categories, analysed the same and used it for qualitative improvement; it has organized Academic and Administrative Audit and has initiated followup action as per the suggestions and recommendations of the eminent evaluators

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

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

- **The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.**
- **The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed.**
- **Admission to various programmes, summer, winter and mid-term vacations, examination schedule and declaration of results are notified in the Academic Calendar.**
- **All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the Institute.**
- **All students are also given a guided tour of the campus and the various facilities. All students are provided with the Student Diary that provides all details relevant for students.**
- **Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences.**

The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations the initiatives were:

- **Introduction of Daily Home Assignments**

- **Automation of Admission Processes**

- **Automation of Examination Processes**

- **Curriculum Development Workshops in many subjects**

- **Green initiatives in Campus**

- **MoUs with prestigious Institutes, Universities, Govt. agencies**

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

01

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://niepmd.tn.nic.in/naac.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://niepmd.tn.nic.in/naac.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

- **Contribution of faculty at subject,paper setter, subject expert etc. Integrating cross cutting issues into existing curriculum by offering elective courses,Yoga meditation and stress relief programs etc.**
- **Creating internship opportunities. online feedback system.**
- **Bridging the syllabus gaps through seminars,workshops,industrial visits and expert lectures. Strengthening Teaching-Learning process through GFM,student counsellors.**
- **Publishing papers in referred journals and authoring books.**
- **Linkages with industry for sponsored projects and MoUs.**
- **Linkages of faculty as a Research guide and Resource person. Participation in Extension activities and outreach programmes. Effective implementation of best practices.**
- **Establishing benchmark as an institute in the field of technical education for women. Quality Enhancement Initiatives in Administrative domain Admission process carried out as per Goverment norms and CET exam. Framed vision, mission,code of conduct and quality policies. Institutional strategic plan, e-**

governance and deployment of ICT facility.

- Decentralization of authority, providing opportunities to demonstrate leadership skills. . Library management software and remote access facility. Hostels al facility. Frequent updation of IT facilities and use of open source software.
- Annual maintenance of physical,academic and support facilities. Registered alumni association with separate portal for alumni interaction. Effective welfare measures,financial support for attending and organising professional development programmes.
- Eco-friendly campus and infrastructure. Support facilities for divyangjan.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

- Institution has 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 Institute currently uses generator as an alternative source to meet its power requirements. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it. This is our long term goal as per the policy includes educating students and placing on environmental concerns and sustainability to turn our institute into a carbon-negative institute. To include environment care concerns in planning and decision making towards reach. Solar is one of the easy ways to cut down electricity costs at institutions also renewable energy. In our area, we receive around 330 days of sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilise a

large portion of the sun's energy.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

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.

Bio-degradable waste will be separated and treated according to their physical nature.

Solid waste management: There is no human hazardous available at this campus. Even though the general environmental waste were handled and collected, dumped and decomposed for the natural manure for the trees.

Liquid waste:

STP Plant: Sewage treatment plan was installed at NIEPMD, backside corner of the campus. The waste water and drainage waste were treated and cycled water is used for watering the trees and lawns. It was protected area managed by the estate and maintenance department.

Rain water harvesting is taken care at NIEPMD. All rain water channels are connected to the open wells which situated at the back side of the building.

Setting up of general treatment, storage and disposal facilities: General treatment plant for departmental and house hold will be set up rotatable and non-biodegradable waste will be separated and treated according to their physical nature.

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

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

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

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

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

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

NIEPMD Institute is always committed to maintaining a clean college environment sets a good example to students, teachers & other staff.

It encourages learners to take pride in their college, which makes them less likely to drop litter and as such, they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness in Campus:

1. Provide door mats in each class.

2. Keep trash bins in each working station and class.

3. Start recycling practices in the college.

4. Encourage students and teachers to keep things away immediately after use.

5. Organise cleaning day events like Swachh Bharat.

6. Clean the campus facilities frequently.

7. Hire a professional cleaning team.

Sanitation: Around 30 housekeeping staff engaged in contact to maintain cleanliness.

1. Personal hygiene.

2. purified drinking water with Hot & Cold provision.

3. Toilet/human excreta disposal, separate accessible toilet for PwD's.

4. Disposal of wastewater through interconnected pipelines.

5. Solid waste management.

6. Environmental sanitation.

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

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

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

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

Rs.21416/-

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

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

NIEPMD is always sensitive and emphatic towards social, environmental, and community problems. Each department has organized seminars, webinars and programs touching on the issue of environment, society, and community and workshops. The college is willing to nurture a healthy environment for which different programs like plantation are organized. India is a country of a multi-ethnic culture where people belonging to religious, racial, cultural and lingual identities live together harmoniously. There is some community-based rehabilitation program through which the students and the teaching staff are exposed to the local culture, local environment and resources present in the state. So, to maintain an inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students. Keeping this view in mind. In major extension activities participation of faculties, students and non-teaching staff are commendable. Each and every student along with faculty members are fully involved in the national developmental activities, national festivals, awareness rallies, and government and non-government campaigns. The flex board of environmental awareness, use of different resources, social harmony, unity, and moral values are displayed on the Institute campus. Institute plays an effective role as a catalyst in the area to maintain peace and national integration.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	C. Any 2 of the above

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

7.2 - Best Practices

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

- **Free coaching for competitive examinations. Hands-on training and exposure with clients in the area specialization for D.Ed./B.Ed. and M.Ed. Spl. Edu.(MD/ASD/Db).**
- **Open door policy for all beneficiaries and parents.**
- **Transdisciplinary approach.**
- **Multispecialty HRD Courses.**
- **Mother-Child and Family-Centered rehabilitation approach.**
- **Capacity Building Programme for Persons with Disabilities and their family members.**
- **Mental Health Awareness Programme.**
- **Involving in extracurricular Activities**
- **Implementing Government of India Scheme at NIEPMD Campus.**
- **Formed road map for future development of the Adult with Multiple Disabilities.**
- **Base on the need of Individuals with Multiple Disabilities different models of employment awareness for persons with intellectual disabilities Multiple Disabilities were developed.**
- **Open Employment Initiatives, (ii) Parents Child Supported Employment Initiatives, (iii) Self-Employment Initiatives.**
- **NIEPMD conducted State level and National level CRE programmes.**

- **Skilling to Entrepreneurship.**
- **Self Help Groups (SHGs) with focus on diabledempowerment**
- **Job Fairs for persons with disability.**
- **Medical Camps.**

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The institute is very distinct in the area taken up for developing Human Resources and services for persons with Multiple disabilities. More than 75 percent of Students pursuing their higher education from other states including North-eastern states. The mission (as mentioned in the website) is unique to provide need-based comprehensive rehabilitation through a team approach facilitating the inclusion of persons with multiple disabilities. Best practice regarding grievance redressal, anti-ragging committee, complaints redressal/ investigation officer, student welfare committee, hostel committee, student canteen monitoring committee, Internal Complaint Committee, and complaint management process. Goal creating an interface for stakeholders to communicate with the administrative body and reduce the communication barriers between the different stakeholders and administration. NIEPMD inspected Empanelled Training Partner (ETP) getting a grant under SIPDA Scheme through DEPwD, MSJE with the aim of Skilling Persons with Disabilities.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	[View File](#)