



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

Meston College of Education

- Name of the Head of the institution **Dr. (Mrs.) C.SHERINE VINOCA SNEHALATHA**
- Designation **Principal i/c**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **04428419284**
- Mobile No: **9445184235**
- Registered e-mail ID (Principal) **mestoncollegeofeducation@gmail.com**
- Alternate Email ID **sherinesneha@yahoo.in**
- Address **10/33, WESTCOTT ROAD, ROYAPETTAAH**
- City/Town **CHENNAI**
- State/UT **TAMIL NADU**
- Pin Code **600014**

2.Institutional status

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

- Location **Urban**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **Tamil Nadu Teachers Education University, Karapakkam, Chennai - 97.**
- Name of the IQAC Co-ordinator/Director **Mr. D. ARNOLD ROBINSON**
- Phone No. **04428419284**
- Alternate phone No.(IQAC) **04428419284**
- Mobile (IQAC) **9442090449**
- IQAC e-mail address **mestoncollegeofeducation@gmail.com**
- Alternate e-mail address (IQAC) **mestoncollegeofeducation@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) **<https://mestoncollege.edu.in/wp-content/uploads/2022/10/AQAR-2020-2021.pdf>**

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: **<https://mestoncollege.edu.in/wp-content/uploads/2022/12/MESTON-HAND-BOOK-2021-2022-2.pdf>**

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	Four Star	-	2001	21/05/2001	20/05/2006
Cycle 2	B	2.87	2009	29/01/2009	28/01/2014
Cycle 3	A	3.02	2015	03/03/2015	02/03/2020

6.Date of Establishment of IQAC**20/02/2004**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
MESTON COLLEGE OF EDUCATION	POST GRADUATE INSTITUTION	-	21/02/1980	-

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 **4**

- 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)

Completed the digitalization of library books, printed before 1950's with the support of Anna Centenary Library.

Meston Staff Quality Circle (MSQC) had been established.

An MOU of our college with M.G.R. University, Chennai was established. A Virtual Short-Term Course on the topic 'Curriculum Design and Development' was organized by Dr. M.G.R. Educational and Research Institute, Faculty of Education(B.Ed.), Maduravoyal, Chennai - 95 in collaboration with Curriculum Development Cell (CDC), Meston College of Education from 14th to 18th February, 2022

Performance Appraisal Report (PAR) for the academic year 2020-2021 had been submitted to NCTE on 28.02.2022.

Report related to All India Survey on Higher Education for the academic year 2020- 2021 (AISHE 2020-21) had been submitted to its portal on 26.02.2022

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
Establishment of Quality Circle among staff members	Meston Staff Quality Circle (MSQC) had been established
MOU with other Universities	Based on suggestions MOU with M.G.R. University is made and a Virtual Short term Course on
As required by NCTE, Performance Appraisal Report (PAR) for the academic year 2020-2021 is to be submitted through online - NCTE portal	Performance Appraisal Report (PAR) for the academic year 2020-2021 is submitted through online on 28.02.2022
Submission of report to All India Survey on Higher Education portal for the academic year 2020-2021 is to be carried on or before 28th February, 2022	All India Survey on Higher Education for the academic year 2020-2021 is submitted on 26th February, 2022

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

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

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13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> 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
19.02.2020	19/02/2020

15.Multidisciplinary / interdisciplinary

The institution paves way for all-round capacities of the students - intellectual, aesthetic, social, physical, emotional and moral in a unified manner. To give a broad outlook of the problems faced by the students, the college plans to provide short term courses. The institution tries to identify the programme learning outcomes along with courses and unit learning outcomes that defines the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal. A well- equipped computer center is available to enhance the computer skills among students.

16.Academic bank of credits (ABC):

The methodological style of the institution is student's centric and it is constructive, inquiry-based, reflective and collaborative. The formal procedures like assignments, seminars, summative and formative assessments are used to evaluate the student's learning outcome. The semester system is adopted in this institute. If a student wish to discontinue after some semesters and continue in some other institute, a way will be made to do so. The execution of Academic Bank of Credits will be in line with the support of the university to fulfill the norms of NEP 2020.

17.Skill development:

To develop the teaching skills, the institution conducts and carries regular practical classes through co-curricular and extra-curricular activities. Apart from these, separate life skill classes like spoken language, computer software etc. are conducted every week. Our students are trained to conduct action research, case study, preparation of different types of questions in pedagogy, assess and analyze psychology tests to get an insight of the problem and solve it. Leadership skills are developed through college fellowship, association programmes and club activities.

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

Our college plays a major role in transmitting culture of our country in the form of celebrating national events and festivals and by celebrating the birth and death anniversaries of our great leaders. Taking them to field trips and All India educational tour to historical places helps the students to integrate the

culture, style of living, the importance of other regional language and realize to overcome the barrier. To add to its flavor, we also observe the International Mother Day in which a guest lecture will be organized. The students are encouraged to learn through Indian Knowledge System like MOOC.

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

The teaching learning process of the college is focused towards programme outcome (POs), programme specific outcome (PSOs) and course outcome (COs). The required changes in the syllabus are also made in line with the present requirement of the society. The Pos and COs are published in the college website and made known to all students. The programme outcomes and programme specific outcomes are communicated to the students during orientation programmes. The course outcomes are made known to the students by respective teachers at the beginning of the course. These outcomes are evaluated through internal and external examinations.To ensure that the curricular and extracurricular activities of the Theory and Practicum components are coordinated with one another. All programme Outcomes have been linked with Course Learning Outcomes.

20.Distance education/online education:

The institution stands for education for everyone. The distance education and online education have a big role to play in attaining this broad objective. Our college conducted various webinars, online Quiz competitions and online special talks. A Virtual Short-Term Course on the topic 'Curriculum Design and Development' was organized by Dr. M.G.R. Educational and Research Institute, Faculty of Education (B.Ed.), Maduravoyal, Chennai - 600 095 in collaboration with Curriculum Development Cell (CDC), Meston College of Education from 14th to 18th February, 2022. Our college teachers are well versed in taking online classes. The college adopted full time online teaching during the pandemic lockdown period. In that period, the classes were conducted through google classroom, zoom and video teaching. The teaching, demonstration, group collaboration, assignments, revision and examinations were conducted through online. Apart from this, the teacher educators prepare the study materials and the soft copy of the study material is sent to the students through emails.

Extended Profile

2.Student

2.1

141

Number of students on roll during the year						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
2.2	Number of seats sanctioned during the year	332				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
2.3	Number of seats earmarked for reserved categories as per GOI/State Government during the year:	50				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File
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2.4	Number of outgoing / final year students during the year:	66				
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File Description	Documents					
Data Template	View File					
2.5	Number of graduating students during the year	66				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File
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2.6	Number of students enrolled during the year	77				
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File Description	Documents					
Data Template	View File					
4.Institution						
4.1	Total expenditure, excluding salary, during the year (INR in	4650803				

Lakhs):	
4.2	30
Total number of computers on campus for academic purposes	
5. Teacher	
5.1	14
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	11
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Being an autonomous college, the process of planning and preparing the curriculum involves the members of the board of studies and academic council. The curriculum prepared by our staff. The Board of Studies approved and then the Academic Council later with modification. Finally this is presented for the perusal of Governing Body of the college. IQAC suggests new initiatives which strengthen the quality of the curriculum.</p> <p>Every year the content of the courses are reviewed through the curriculum feedback received from the students, alumni and school headmasters along with faculty members. The changes are placed before the experts of the Board of Studies. The suggestions given by them are incorporated and the relevant changes are made to the curriculum. After recommendation by the Board of Studies, it is placed in the Academic Council and passed, following which the changes are implemented in the curriculum.</p>	

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	A. All of the above
File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File
1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which	A. All of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://mestoncollege.edu.in/plo-clo/
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

5

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

1.2.2 - Number of value-added courses offered during the year	
4	
1.2.2.1 - Number of value-added courses offered during the year	
4	
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	
77	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
77	
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

1

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

1

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 curriculum is transacted to develop knowledge, qualities, competencies, skills and values to transform student teachers into academically excellent and professionally competent teachers. Our Institution provides learning experiences to address the challenging career of a teacher through group discussion, debates, practicum, assignments, seminars, role play, camps etc. Student teachers are given training in incorporating lab experiences in teaching. Student teachers are oriented to conduct action research, case study, dissertation (M.Ed) and remedial instruction programmes which help to develop enquiry skills and problem solving abilities. The core paper provides a technological basis for education.

We provide activities and programme to develop Emotional intelligence, communication skills and to inculcate values and attitudes. Activities through clubs provide student teachers to engage in teamwork and an environment for Negotiation to settle their differences. We provide opportunities for Institution visits. The Women's cell of our college organises various programmes with special emphasis on women's issues. We use to do campus cleaning, planting and protection of trees etc.

Observation of National and International days such as environment day, earth day, women's day, literacy day, human rights day, AIDS day, etc. to inculcate Independence day, Republic day, Gandhi Jayanthi, Teachers day, National Science Day etc. are celebrated.

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

By offering both theoretical and practical information through the

curriculum and school internships, our institution is able to become familiar with the variations in the Indian educational system. Through a variety of events held in the individual schools, students are made aware of how schools operate. As part of their internship at that school, they observe and create a profile of the school that shows how the Board to which the school is associated operates. According to their curricula, B.Ed. and M.Ed. students create a school profile with stage-specific specialism. Through dissertations, PG students can also become familiar with the diversity of the educational system. Prior to the start of the internship programme, an orientation session introduces the students to the educational system. During internship programme, students are also made familiar with the assessment system prevailing in the school.

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

Our organisation makes sure that knowledge is transmitted, but it also provides student teachers and teacher educators with the pedagogical understanding and expertise they need. Through skill-practicing at the micro and macro levels, the theoretical and practical understanding of teaching as a vocation is taught. Students initially become familiar with the theoretical and practical facets of micro teaching and its techniques. Students are then given a platform to practise microteaching techniques, which they use to practise and perfect the techniques according to their pedagogy curriculum. The students are then dispatched to schools for their internship programme, in accordance with the established syllabus, with the goal of maximising professional understanding. Numerous audio-visual tools are used to complement

each lecture in order to accommodate the diversity of the classroom. They do not just perform their duties but develop enviable respect for the teaching profession.

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

All 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 and analysed

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

77

2.1.1.1 - Number of students enrolled during the year	
77	
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	
53	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
77	
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	
40	
2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year	

40

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 students' talents and potentials are identified at the time of admission. All students, including the physically challenged students are given an opportunity to present a brief introduction about them on the day of commencement which indicates their areas of strengths and weaknesses. We provide suitable remedial measures during their courses of study.

Variety of programmes have been organised based on a well-planned schedule of events. All the faculties adopt different modes of interaction and provide immediate feedback to the teacher trainees to modify their entry behavior in the desirable direction so as to develop the necessary competencies to project themselves as a competent teacher in future.

The College plans various activities on the incremental academic growth of students by categorizing them into three, based on the induction test evaluation, to cater their needs based on the results of the assessments conducted. The individualised assignments and the constructive feedback provided by the concerned teachers in each subject greatly help them for further academic improvement. The advanced learner's academic needs are met by adopting innovative techniques of teaching and learning such as Video Reflective learning, brainstorming sessions, Think-pair-share, mind mapping etc., The college provides admission to differently-abled students as per the government norms.

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	One 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

12:1

2.2.4.1 - Number of mentors in the Institution

13

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 various papers formulated during the Curriculum Revision of both B.Ed. (I Year & II Year) M.Ed. (I Year & II Year) and M.Phil. courses have been supported by deeply contemplative which proposed a bunch of modern instructional strategies which are mainly co-operative, group investigatory and digitally rich. The core courses in our college are the main experiences for the student teachers. Therefore the modes of participative, brainstorming and focused group sharing approaches are very much capitalized for a constructive teaching-learning process. Fine arts, performing arts, communicating English, and physical education are offered

through experiential, experimental, physical and participatory approaches.

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

13

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://mestoncollege.edu.in/google-classrooms/
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

141

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

Four of the above

activities Biomechanical and Kinesiological
activities Field sports

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

The College offers continuous mentoring to students through all the activities such as Micro teaching sessions, group discussions, Practical classes, community work. We divide them into groups to accomplish the task. One hour is allotted for practical classes and for community work. Video recording and analysis of micro teaching sessions are done in which the students are being evaluated. Our college implements many activities such as visit to other schools to know the different methods of teaching, new techniques and strategies. Also mentor system is practiced in which each teacher will be given 4 or 5 students to mentor them in academic, professional and in personal need. At the end of the week group of students in turn visit MERRC, a special school in Muttukadu. Leadership quality is developed through the training programme, college fellowship, and through various clubs. In order to develop organizing ability various important days are celebrated. We have add on courses such as life skills, parental counselling to make our students to know the ways of handling various issues in life. To acquaint the students with the recent developments, Guest lectures are arranged. Training for competitive exams like TET was given special focus. Special days were celebrated and taken oath and the significance of the day will be shared to the students. Induction programme is given at

the beginning of the course.

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

Five/Six of the above

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

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

Our college has designed the curriculum of various programmes in such a way that students are nurtured in creativity, innovativeness, intellectual and thinking skills, empathy and life skills during teaching learning process. Students are encouraged to use their creativity and innovativeness in preparing teaching, learning materials, socially useful productive work and Art and Craft work. Students get opportunities to develop their intellectual skills while doing the theory courses which promote higher order thinking skills.

SciEx

Our college B.Ed. Students (I & II Year) of exhibited their scientific devices in the SciEx - 2022. They show their creativity, innovativeness, intellectual and thinking skills through their projects.

Meston Visual Treat

In Observance of "World Heritage Day 2022", an art exhibition "Meston Visual Treat"

was organised by our Fine Arts and Crafts Club & Ek Bharat Shresta Bharat Club.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	View File
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Ten/All of the above
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	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	All of the above

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

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

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

All of the above

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

All of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All 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

A single spell of 16 weeks Intensive teaching practice is framed out with the consultation of the Principal and the staff in charge. Approval of Chief Educational Officer for Government and Government Aided School were obtained for the smooth completion of our students' training. Special care is taken with regard to physically / visually challenged teacher trainees.

The staff-in-charge for the teaching practice meets the heads of the institutions during the beginning of internship. Intensive teaching practice form and completion certificate were handed over to them.

Student teachers were educated by the in charge of teaching practice well in advance. Student representatives for each school were appointed. Before the start of teaching practice, student teachers are expected to meet their respective heads of the institutions and mentors to collect the portion to be taught, the time-table to be followed during their teaching practice apart from the nature of school, school time, etc.

The smooth conduct of teaching practice is the total effort of the heads of the institution, mentor teachers, optional subject teacher educators and student trainees.

Teacher trainees are asked to prepare lesson plans, relevant teaching aids, observing the attendance of the students during intensive teaching, filling the assessment forms and get sign in the relevant practical records.

Visits to schools of International, CBSE, State Board are arranged

to provide a global view on the working pattern of different schools.

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

63

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

Nine/All of the above

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

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

Our teacher educators and guide teachers monitor the relevant supportive procedures to be followed every day. Assessment sheets are given for the proper evaluation of the classes taken by the teacher trainees. Pedagogy teacher provides feedback regarding their teaching competency based on his / her observation and suggests various measures for improvement.

Getting signatures from the head of the institution and the guide teachers in the relevant practical records are worthy evidence of effective monitoring. Evidence of conducting non scholastic Activities achievement tests, action research, Psychological experiments, case study etc. are the effective assessment mechanism of students during the internship.

The college engages two staff-in-charge to observe the process of internship effectively. During the visit by teacher educators, lesson plans are corrected along with critical feedback regarding their content knowledge, preparation of lesson plans and teaching aids, delivery of instruction etc. Teaching competency assessment forms developed by our college are distributed to teacher educators and mentors. In case any students decide to take leave they are asked to inform the Principal, staff in charge of attendance, concerned pedagogy teachers, head of the school, mentor teachers of both levels and the student leader of the school, which is used meticulously.

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

All of the above

programmes)	
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Four 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	
8	

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

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

7

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

11

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

125

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

The efforts put-forth by our teacher educators to keep themselves updated professionally. Teachers attend Orientation, Refresher and

Short-term courses in various topics related to education through online and offline mode. Eight teachers in our college completed Ph.D. Two faculty members are research guides in our Meston College of Education. Our teachers organized International / National Seminar, conference, colloquium. Teachers participate and present papers Teachers act as resource persons, speaker, and chief guests in various fields. Both the B.Ed. and M.Ed. teachers are guiding student teachers for the project and dissertation work as a part of curriculum. Our teachers prepared COVID Awareness Video. Our teachers organized National level Quiz Competition.

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

Evaluation is done in all academic activities of our college. Our teacher educators are testing the learning of our teacher trainees at each phase of their teaching learning process. Our college conducts three class tests including the model test for our students. Immediate feedback will be the given by the respective staff on the conducted class test. Remedial teaching will be done on the students who are lacking in their understanding. To make it continuous, another test will be conducted. Our trainees are expected to complete many records. Our teacher educators who are responsible for the particular record will handle the complete procedure of accomplishing the activity successfully by our teacher trainees.

All the records won't be clustered, they will be evenly distributed and it will be also a continuous activity throughout their course of study. To ensure learning outcomes of each subject, continuous evaluation and internal assessment is carried out through presentations, assignments/projects, class tests and group discussions. Continuous evaluation, student appraisal and uploading students' attendance every month has helped in improving regularity and performance.

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

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	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

Transparency in the evaluation system is implemented by displaying of answer scripts of previous year toppers in all the core papers of B.Ed., M.Ed., and M.Phil., courses in the library, photographs attached mark sheets, publication of examination results through website, etc. are some of the recent measures taken to improve the quality of evaluation. Physically / Visually challenged students are provided with the necessary facilities such as scribes for preparing records / writing examinations. The college provides the facility of addressing the grievance of students through mentors, counsellors and experts as and when any issues arises and solutions are reached amicably. The Student Grievance Redressal

Committee of the college headed by the Principal consists of representatives from teaching staff, administrative staff, and students. The main strategy is to focus on prevention of errors. But whenever there are grievances the grievance redressal committee investigates the issues and solves the problems immediately. There is good rapport between the students and teachers. The students also enjoy the freedom to present their views, anxieties and complaints.

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 following information gives the complete picture of the academic functioning of our college.

- Our college academic calendar gives the complete picture of the entire academic year for all the academic programme of study.
- It will be finalized with the consultations of our principal. In the beginning of any academic year, our college academic calendar will be handed over to our students on the reopening date of our college.
- Apart from the usual information available in any calendar, our college gives a tentative schedule of submission of all records / activities for a particular course.
- All the class tests and model tests are also planned well in advance and the tentative dates are also given in our college academic calendar.

2.7 - Student Performance and Learning Outcomes

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

The college aims at building committed future teachers aspiring for Enlightenment, Excellence and Empowerment with a strong commitment to our society and value system. In our college all the programmes have well defined through "Programme Learning Outcomes". B.Ed., M.Ed., and M.Phil. programme consists of various theory courses and practicum component. Course Learning Outcomes have been framed for all the courses. To be achieved on completion. The faculty members handling various courses inform the students about the CLOs to be achieved on completion of the course. For Value-added courses separate course learning outcomes have been framed which will help in achieving the PLOs of the programme. The practicum components are also designed in such a way that they play a vital role in achieving the CLOs and PLOs. All the CLOs and PLOs are helpful in achieving the Mission and Vision of the college. The theoretical part of the internal examination consists of two internal tests for each semester along with the model examination. The internal test based on the blue print aims at verifying the attainment of outcomes of programme and courses.

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

2.7.2 - Pass percentage of Students during the year

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

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

Internal tests are conducted regularly to monitor student performance in meeting the objectives of the B.Ed and M.Ed programs. Homework, internship proposals, seminars, and tests (classes and models) were used as instruments to assess internal performance. Below are the outcomes used to assess the cognitive and professional characteristics of student-teacher. To maintain sound character, school and out-of-school activities were organized and students' opportunities to participate, organize and manage such activities were regularly assessed. Regular sports and games courses were held to achieve physical fitness and health. A physical fitness and health record was created. Students were divided into four houses, and individual group competitions were also organized. The organization of sports days is a grand event of university activities in which the individual talents and fitness of students are evaluated. School disciplines and subjects, 3 semester exams, internships, TET coaching classes, libraries, ICT in education, paper web To improve our understanding of site evaluations and electronic technical records. To develop their confidence and self-image, students participate in various programs and organizations and are given administrative and supervisory roles. Our college scholarships have done a great job organizing various events for our students. In our educational administration and supervision syllabus and complementary courses such as life skills education, parental counseling, school administration, and confidence building. English enriches students' daring to enhance their communication skills.

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

63

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.

Before the commencement of teaching programmes, students' previous content knowledge is assessed based on their basic degree by the concerned staff member. The students' talents and potential are also identified at the time of admission by the admission committee. Through this students' problems are identified for providing suitable remedial measures during their courses of study. Our college students are assigned practical work in their regular activities based on the principle of Learning by doing. Mathematics/ Biological science/ Physical science students are involved in practical classes through which important concepts in their respective disciplines are learnt.

To improve the teaching efficiency of teacher trainees, teaching is practised in terms of definable, observable, measurable and controllable teaching skills through properly organised micro-teaching sessions. The performance of the trainees during practising sessions is video graphed to provide appropriate feedback by the supervisors and concerned teacher educators. Based on their feedback, re-teaching may be done with a proper re-plan, under the supervision of the respective optional teacher educator. Repeated practice in the micro skill is attempted with the peer group under the guidance of the concerned teacher until perfection is attained. Teacher trainee is allowed to integrate a few skills and practice link lessons in a simulated teaching condition. At

the end of the micro-teaching session, each trainee has to prepare micro-teaching records consisting of six micro lessons (three in each optional), details about their practice, feedback and overall performance.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://mestoncollege.edu.in/feedback/>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

<p>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</p>	<p>One of the above</p>														
<table border="1"> <thead> <tr> <th data-bbox="86 613 539 674">File Description</th> <th data-bbox="539 613 1436 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 539 741">Data as per Data Template</td> <td data-bbox="539 674 1436 741">View File</td> </tr> <tr> <td data-bbox="86 741 539 846">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="539 741 1436 846">View File</td> </tr> <tr> <td data-bbox="86 846 539 952">Sanction letters of award of incentives</td> <td data-bbox="539 846 1436 952">No File Uploaded</td> </tr> <tr> <td data-bbox="86 952 539 1126">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="539 952 1436 1126">View File</td> </tr> <tr> <td data-bbox="86 1126 539 1227">Documentary evidence for each of the claims</td> <td data-bbox="539 1126 1436 1227">View File</td> </tr> <tr> <td data-bbox="86 1227 539 1294">Any other relevant information</td> <td data-bbox="539 1227 1436 1294">View File</td> </tr> </tbody> </table>	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	No File Uploaded	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	<p>One of the above</p>
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Data as per Data Template	View File														
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Sanction letters of award of incentives	No File Uploaded														
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														
<p>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</p>	<p>One of the above</p>														
<p></p>	<p></p>														

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	No File Uploaded
Copyrights or patents filed	No File Uploaded
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

2

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

1

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

13

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

76

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

134

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

134

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.

Our college students visit the Meston Educational Rehabilitation and Research centre every weekend. This is a special school in which the students visit regularly. They go in the morning and spend the whole day with the students by helping them. They observe the classes. Red ribbon club organized an awareness programme on the role of youth in the prevention of HIV and AIDS. They were sensitized to the challenges faced by HIV patients. Consumer club of our college conducted a competition on consumer protection on 27/02/2021 and 20/04/2021 which was an eyeopener for the students about the protection of consumers and how to be a wise consumer. This will help them to overcome exploitation.

Tamilnadu state AIDS control society with Tidal park and Southern railway organized an artwork at Indra nagar railway station on 23-01-2021. Our students participated and did the artwork. Indian red cross society, Tamilnadu headquarters organized a blood donation camp on 07-05-2022. Our students donated blood to the Red Cross blood bank.

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

5

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

1

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

1

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

2

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

Five/Six 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

Our college ensures adequate availability of physical infrastructure and its optimum utilization to keep pace with the academic growth as per NCTE norms. All the classrooms are converted into Hi-tech learning centers with touch sensitive smart boards. The Library of our college has adequate holdings in terms of Books, Journals and other learning materials. Biological Science laboratory with various items such as Specimens (plants and animals), Skeleton, Microscopes, Aquarium, Charts, Photographs of Scientist and Clay models etc. are utilized. Laboratories for Mathematics help to develop proper mathematical attitude among the students, with the recent learning materials. Physical Science Laboratory consists of instruments / materials to make practical sessions effective. Psychology Laboratory consists of latest verbal and performance tests. Computer laboratory with 30 terminals is utilized to increase the computer literacy. A language laboratory loaded with a software on the theme 'Tell me more English' and "Express Pro" are useful to develop communication ability of the students. A spacious ground with volleyball court, Shuttle cock, Tennikoit court , throw ball courts and football field. Two separate hostels for men and women are functioning in a serene environment. The Principal's chamber, office room, office of the Controller of Examinations, staff rooms (separate rooms for women staff), a well-equipped library, modernized media centre are available in the college. Two model schools namely Wesley Higher Secondary School (Government-aided) and Emma Foulger Matriculation Higher Secondary School (Self Finance), are utilized for our students training.

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**

10

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

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

208874

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 of the Meston College of Education was automated initially with AutoLib software then the library has been upgraded to the fully automated AutoLib NG Web OPAC which makes all the library operations smart and computerized. The AutoLib software is fully integrated, versatile, user-friendly and multi-user enabled, covering all aspects of library management. The library has four computers which are connected through LAN, with requisite operating systems. Total number of 20,356 books, 35 journals, 821 book bank books and around 1000 theses has been entered in the automation library software. The Library automation is well

utilised using Bar Coding System and provides unlimited internet access to the faculty and students. Students use internet service for preparing their project work and assignments. Faculty members frequently use the internet for their research work, preparing lessons and seminars, publications, etc.

The modules of AutoLib Software are Cataloguing, Question Banks, OPAC (OnlinePublicAccessCatalogue), Circulation: Report Management, System Administration and Serial Control System -(Journals).

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://mestoncollege.edu.in/library/
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

Our Library follows open access system. One computer with AutoLib library automation for transaction of Books and other three computers with OPAC for staff and students. The centralized reprographic and printout facilities are used by the staff and students. The college library has subscribed to the N-LIST database and have access to nearly 6000 e-journals and 3,00,000 e-books. Individual user ID and password for all the Staff and Students are created to access the e resources from N-LIST remotely and also provides access to e-resources in the library.

Our Library has institutional membership with British Council Library and have access to British Council Library Books and e-documents through user ID and pass word. Almost all the members of the library are logging into the library every day for their reference. The digital library of our college can be accessed within the college in the digital form. The data is stored in the server in the digital format and the open access e-resources facilities are also made available.

This module allows creating and maintaining database of digital library resources such as e-books, e-journals, audio/video

clippings, images, pictures, photos, animations, web resources, computer files, etc. based on Dublin Core metadata standard. It also allows to search and retrieve data. Theses, Reference books and bound back volumes of periodicals are placed for current reference. All subscribed journals are separately displayed.

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

All of the above

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

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

76515

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**

1351

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://mestoncollege.edu.in/wp-content/uploads/2023/02/visits-and-downloads.pdf
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

Our classroom infuses digital learning tools such as Laptops, Computers, LED/DLP projectors, Smart Boards. The staff avail the ICT facilities to enhance their teaching and learning. Our College has 9 ICT-enabled smart classrooms. We have Air Conditioned Media Centre embedded with Interactive White Board with all technological devices like Professional HD Video Cameras for Capturing HD videos during Micro/Mini Teaching Sessions. Professional HD Still Camera for Capturing HD photos during functions and Celebrations. Our College provides Laptops to all permanent teaching staff for effective teaching-learning process. Air Conditioned Computer Laboratory cum Language Laboratory is well furnished and equipped with 30 Latest Computers with UPS backup and Unlimited Internet Facility with Wi-Fi connectivity. A separate course ICT in Education (both theory and practical) was taught to B.Ed. and M.Ed. to cater the present technological needs, weekly one period is allotted for computers and language laboratory.

Our College has digitalized Library enabled with Auto Lib Software consisting of e-books, e-journals, e-reference books, e-encyclopaedias and e-dissertations and audio-books; it has a reprographic facility and a Computer with an Internet Facilities. Our College is under the surveillance of CCTV cameras in all classrooms to ensure safety and security. All the computers in our college are attached to a Local Area Network (LAN). High Speed Data Card with unlimited internet is available for standby backup. All the resources are well utilized by the staff and students to make teaching and learning more meaningful.

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

4:1

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://mestoncollege.edu.in/meston-studio/
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://mestoncollege.edu.in/digital-resources/
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)
1244863

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

Meston College has a set of established procedures and policies for maintaining and utilizing physical, academic and support facilities. Physical infrastructure which includes the classrooms, Media Centre, Library, Laboratories, James Cooling Indoor stadium, Main Hall, Foulger's block Seminar hall, Computer Centre, Staff rooms Principals Room and Office are maintained by the caretaker under the supervision of Principal. All the departments have separate laboratories where the practical classes are held. The labs are maintained by the concerned staff in charge. Materials for lab are purchased as per the suggestions of the teachers and the availability of lab fund of the department. Stock checking takes place once in every year. The library committee suggests the requirement of books for the library and carries out periodical up gradation. Under the headship of Director of Physical education, Sports equipment is well-maintained. Our Director of Physical education maintains the record of student attending sports events, also take care of indoor stadium and gym materials. Many psychological tests and equipment are managed by the lab in-charge teacher. Annual maintenance contact agreements with service provider for repair and maintenance of property used by your college for batteries and USBs. Proper maintenance of equipment and facilities are done by the staff in charges. Language Laboratory and its software are maintained by concerned staff in charge. Generator facility is available in our college for the use of electricity emergency purpose. The furniture, fans, air conditioners, tube lights, electrical appliances, other equipment are managed by stock verification every year.

File Description	Documents
Appropriate link(s) on the institutional website	https://mestoncollege.edu.in/institutional-policy/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	All of the above
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File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above
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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 awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	B. Any 3 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	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
4	63

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).

21

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)

3

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

The College has an active Student Union under the banner of 'College Fellowship'. It is inaugurated every year to trigger the leadership qualities among teacher trainees. The College Fellowship comprises of all secretaries. M.Ed. and M.Phil. representatives also included in college fellowship. College Fellowship is formally inaugurated with an oath taking ceremony and eminent speakers were invited and motivated the budding leaders with inspiring talk. The college fellowship gives due importance to general discipline and the overall welfare of the students. They also helps the college in organizing various functions like College Day, Sports Day, Talent Day, Teachers Day, etc. It takes up the responsibility for the clean environment. The members help the faculty in organizing various intra / inter-collegiate competitions for the holistic development of the students. Sports Committee, Annual Camp Committee, Educational

Tour Committee, Hostel Committee, Community Service Committee and Library Advisory Committee have representatives of students and the students play a vital role in organizing all the activities related to their respective committee. Every year our college pedagogy department secretaries organize association meetings. They also act as volunteers during seminars, conferences and workshops. They help the faculties in registrations, distributing kit, getting feedbacks and arrangements. The Principal periodically meets the office bearers of college fellowship in order to streamline the discrepancy found within and outside the classroom. The Principal interacts with the students' representatives to maintain a harmonious academic climate.

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

9

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

Our alumni members have good association with college. Their significant contributions were visiting college frequently, interacting students with their rich experience. Our alumni help our college by rendering their support by gifting books to library and also guiding our student teachers in their practicing schools. A telegram group has been created by staff in charge. Our principal updates important information in the group. It's serves as a good interactive platform in pandemic situation. The alumni members working in different parts of the country were posting the vacancies available in their school. Our placement cell noted the vacancies and informed to our students. Every year our alumni members were invited to share their experience in our college during induction program and they illuminate our fresh enrolled student teachers with their rich experiences. The motivational Talk was also shared by alumnus to motivate our students with thought provoking talk. Our alumni members are serving as a member of board of studies and IQAC, contributing valuable suggestion in curriculum enrichment and other academic activities.

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

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

Five/Six of the above

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

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

1

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

Our Alumni represent a window to the past, embody evolution of the institution over time, and provide inspiration for the vision of the future. Alumni associations have been a part of our educational institutions for as long as we can remember. Our alumni association works as a mixer or a socializing event that could guide the new brains and learn from the mistakes and experiences of their elders. The major contribution of alumni is support for juniors, networking of experts, links with Job Markets, scholarship opportunities etc. Our college alumni association act as an effective support system in motivating young talents and nurturing special talents. They are creating together as an alumni community, by honoring our history, traditions and achievements. They are extending their moral support whenever needed by serving as the judge for the competition. Also our alumni

had taken a demo class for physical science and English class. A One Day National Webinar was organized by Mathematics Department of our College in which our alumnus delivered the Special Address.

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.

The mission of the institution includes the goals and objectives in terms of addressing the needs of the society, the students, the school sector, the institution's traditions and value orientations. The institution helps the students to acquire values and imbibe proper culture through its academic and co-curricular activities. It endeavours to fulfil its traditions and value orientations through helping the socially and economically backward sections, as it has its motto, 'in giving we receive'.

Our College aims at the integral formation of prospective teachers and the promotion of educational research as the service by our youth for the establishment of a humane society through the graduate attributes to impart a sound formation of values such as academic, social, physical, emotional and spirituality. The staff-in-charge of various committees and cells along with the student representatives play an important role in determining the institutional policies on higher decision-making bodies and implementing the same.

Through participative management, the faculties are actively involved in various decision-making bodies of the institution. The management and Principal actively participate in Governing Body for ensuring that the policy statements and action plans are

aligned for attaining the mission of institution, disseminates the vision and mission to all stake holders and involve them in forming the policy statements. The Principal makes action plans in consultation with senior faculty members to review of outcomes from the implementation of action plans through meetings with functional committees and makes necessary changes in action plans if required.

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

Our college practices decentralized and participative management approach in all its activities, initiatives and decision making, by involving Dean, Principal and faculty members at all levels. The various committees are in place to review the progress in various functions and accordingly take necessary timely action for ensuring excellence in respective areas. The culture of participative management is promoted by the college, by including Meston fraternity from all the departments involved in decision making at various levels. The administrative and academic responsibilities are decentralized to provide effective educational leadership for effective implementation & monitoring of various policies, regulations & guidelines at various levels. The head of the institution ensures that responsibilities are defined and communicated to the staff. The management is kept informed about various activities of the college by the Principal.

The Principal, governing body, Teachers' and the IQAC are involved in defining policies & procedures, framing guidelines and rules & regulations pertaining to admission, examination, code of conduct-

discipline, grievance, support services, finance, etc. The Principal and faculty members interact with government and external agencies & faculty members maintain interactions with the concerned departments of affiliating university. Students and office staff join hands with the Principal and faculty for the execution of different academic, administrative, extension related, co-curricular and extracurricular activities. The effectiveness of our institution depends on the efficiency and commitment of the staff members, the management always comes forward to meet various needs of the staff members.

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

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

The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions. Our college, being a Government-Aided institution, affiliated to Tamil Nadu Teachers Education University abides by the terms of the University. It has proper system outline, taking care of ethical and human values responsible for transparency. The institute's financial transaction Audits are being carried out yearly by external. It ensures that all the financial transactions, reports and documents are completed with integrity. Institute presents timely and accurate information to the University community, alumni, etc., as well as the state government. The members of the Finance Committee are Principal, COE and staff members. They discuss all important matters relating to budget provisions of the college and finalize budget proposals to be presented before the Governing Body for approvals at the beginning of each year. The eligibility criteria for admission and regulations are uploaded on the college website. The rules and regulations are made clear in the Students Handbook which is available online and is also circulated among students. All the current events, including admission, examinations, circulars, seminars, time-tables, workshops, training programs, campus interview information is posted on the College notice board. They are circulated among the staff and students through WhatsApp group also. The admission process at the undergraduate and postgraduate levels is

transparent and well-organized as per the norms laid down by TNTEU University, various Statutory Regulatory Authorities and Government of Tamil Nadu.

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

Staff Quality Circle:

Meston Staff Quality Circle (MSQC) had been established, as per the suggestions of IQAC. Meston Staff Quality Circle (MSQC) was scheduled by Curriculum and Development Cell of our college and it was planned to have as a group study on 2nd Wednesday of every month, as an initiative to learn and grow together.

Dr. C. Sherine Vinoca Snehalatha, Assistant Professor in English delivered a lecture on "Teacher Preparedness" on 8th September, 2021.

Mr. D. Arnold Robinson, Assistant Professor of Biological Science delivered a lecture on system analysis (E- content Development) on 20th October, 2021.

Dr. P. Eugene Michael, Assistant Professor of Mathematics delivered a lecture on "Models of Teaching" on 17th November, 2021.

Dr. (Mrs.) G. Jemima, ESD Co-ordinator delivered a lecture on

"Teacher Perfectionism" on 12th January, 2022

Core Objectives:

Teacher educators will be able

- To conceptualize the positive aspects of Perfectionism
- To know the various components of Perfectionism
- To excel in achieving perfection
- To ensure professional quality assurance that strives for perfection
- To upgrade the student-teachers as perfectionists

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://mestoncollege.edu.in/mssc/
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.

Governing Body: The Governing Body as per the Constitution of the college has 10 members in all: Five are from the Christian churches and missions and Five from an eminent educational background. The Office Bearers are President, Vice-President and Secretary. The Principal is an ex-officio member, while there are two Teacher Representatives and one Non-Teaching Staff Representative.

Administrative Set Up: The Secretary and the Principal form the nucleus of the administration with the former being the final authority in all financial matters. The Principal who is the Joint Secretary shares this work and vets all financial projects before the latter endorses the same. The Principal is vested with the day-

to-day running of the college. He has his team of Departmental Heads, the IQAC Co-ordinator, the staff Secretary and the Head Clerk to assist him in the discharge of this work.

The Functions of Various Bodies: The Finance Sub-Committee and the Hostel Sub Committee take important decisions regarding finance, building construction, renovation and maintenance and issues related to the college hostel. There is also the staff Council

File Description	Documents
Link to organogram on the institutional website	https://mestoncollege.edu.in/organogram/
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	No File Uploaded
Any other relevant information	View File

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

Name of the Committee :IQAC

Major decisions taken : Our college association President suggested to digitalize our college library completely. The Librarian requested to purchase a special type of scanner required for library.

Rare collection of digitalized books: Digital library of our college can be accessed within the college in a digital form. The data is being stored to the server in digital format. Information from the main server is available in different digital format such as pdf, doc, html, images, video and many more. Students' projects, dissertations and previous year's question papers are uploaded in digital library server. The digitalization of library books printed before 1950's with the support of Anna Centenary Library was completed on 19th August, 2021.

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

6.3 - Faculty Empowerment Strategies

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

Staff members and students work together to achieve the common goals of the institution. Seminars and workshops are organized and our staff members participate and shared their knowledge with each other. The Institution has introduced various innovative practices in teaching - learning process. Our staff members try to blend curriculum with technology in teaching. Our staff members are encouraged to attend webinars/seminars, workshops and training programmes/ FDP. Technological training is provided to our staff. Our staff members shared their knowledge in research during the mock viva-voce, conducted for the M.Ed. and M.Phil. students.

The institution has effective welfare measures for the teaching and non-teaching staff. The institution being a Government-Aided Minority institution, tries to satisfy all concerned by providing

welfare schemes to reciprocate employee's individual contributions. The list of welfare schemes initiated by the institution are related to medical insurance, salary, leave, special permission for various reasons, citations and fee concessions. The employee's salary increment for the management staff is calculated based on the number of years of service and disbursed. As a part of its quality initiative in enhancing teacher quality the institution bears the cost of registration fees for attending FDPs/Conferences/Seminars/Workshops and also organizes FDPs and Orientation Programs for the teaching staff. Lecturers are given special permission for Ph.D. course work, pursuing higher studies like Post-Doctoral Fellowship and for extending maternity leave can be availed by the faculty

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

0

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

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

13

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	No File Uploaded
Any other relevant information	No File Uploaded

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

10

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.

Performance appraisal of faculty and staff is done by self-appraisal method and by comprehensive evaluation by Principal, peers and students. Performances of faculty are assessed by the Principal through continuous monitoring and observation. The Principal monitors the academic results produced by the staff in the examinations, research works, seminars and workshops attended, publications made. The management members also interact with the students and find out their difficulties and get feedback from the students about the academic performances of staff. Mentor meetings are conducted in the college and the students express their views about the academic difficulties. At the end of the year, feedback on the academic performances of each staff is collected and scrutinized by the concerned staff and the Principal so as to know their performances. Suggestion box is kept near the library in order to help students express their views.

Our institution ensures regular appraisals of teaching and non-teaching staff both in academic and administrative transactions to ensure competency and quality standards are sustained.

At the end of each academic session every teacher undertakes a self-appraisal in a prescribed format and submits it to the IQAC. This is in turn placed before the principal for reviewing and remarks. The Principal as the academic and administrative head conducts an annual appraisal based on key factors and this is followed-up at a closed-door meeting with the concerned employee.

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

6.4 - Financial Management and Resource Mobilization

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

The accounts are audited regularly. The institution undertakes internal audit as well as external audit. These audits are conducted meticulously and honestly by the auditor appointed by the management for this purpose. Daily account is maintained by the accountant using a ledger/register.

Internal audit: The Internal Audit Team appointed by the management is an experienced team who conducts internal audit in all the institutions managed by MEDA. This team obtains all the information and explanation which to the best of their knowledge and belief are necessary for the purpose of the audit. The team does thorough checking and verification of all vouchers of the transactions that are carried out in each financial year. According to the report, proper books of accounts and receipts/bills have been maintained by the Meston College.

External Audit: The Management approves and appoints the external auditor. The external audit is also conducted by an independent qualified auditor. It is conducted in minute detail by the external auditor appointed by the management. External audits are conducted annually and in compliance with the regulatory act. The process involves checking financial statements and accounting records. The external auditor makes sure that no errors exist in the financial statement which is important for regulatory requirements. After thorough scrutiny, the auditor submits a financial report in which is also stated his objective opinion. There were no major audit objections as authenticated in the auditor's report submitted to the institution every year after the

audit is conducted.

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)

0

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

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

The college has a well- defined strategy for monitoring efficient and effective utilization of funds. The mobilized resources are mainly utilized for infrastructural development of the college, amelioration of student support facilities, (purchase of books) library and information centre augmentation and purchase of equipment for enhancing the teaching learning process through innovative techniques.

The financial activities are administered by the Governing Council. The institution through participative management ensures

optimum utilization of assets and resources like playground, seminar hall, class rooms, computer labs and building space, Fees from students who enrol for value added courses, Generating non-monetary resources from Alumni in the form of knowledge sharing and extending women empowerment programs such as life skills.

The institution supports students by assisting them in applying for scholarships from non-governmental agencies. The Governing Council monitors the perspective plan and the Management disburses the funds based on the need on priority basis. Expenditure is taken over by the finance department and the Manager evaluates the necessary documents. The funds are utilized for all purchases as recorded in the purchase register. The funds collected through organizing seminars/conferences/intercollegiate competitions forms the corpus for organizing such events in the institution. The institution follows a transparent and fair accounting and audit practice. The institution is also applying for funding from various other bodies for organizing seminars/ conferences.

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

Internal Quality Assurance Cell (IQAC) of Meston College of Education held on 19th August, 2021 (through online platform) and 13th December, 2021.

1. Books for various competitive examinations were purchased.
2. Revision of regulations and curriculum for B.Ed. and M.Ed. courses has been carried out by the staff, which is to be approved by autonomous bodies.

3. Curriculum Development Cell & Research and Development Cell have been established.

4. Consumer Club and Ek Bharat Shreshtha Bharat Club (EBSB) have been started.

5. Staff-in-charge for promotion of Sanitation & Hygiene, Greenery, management of waste and management of water have been appointed, under Swacchta Action Plan

6. Guest Lectures on suitable themes relevant to the present context have been organized by Red Ribbon Club, Health and Fitness Club and Women's Cell.

7. "Research Tool Book" consisting of all the tools constructed by M.Ed., M.Phil. and Ph.D. students of our college has been prepared by R&D Cell of our college and kept in our library.

8. Completed the digitalization of library books, printed before 1950's with the support of Anna Centenary Library.

9. To prepare a research proposal on any theme of their interest to apply for Minor/ Major projects and present in the IQAC meeting.

10. Meston Staff Quality Circle (MSQC) had been established.

11. An MOU of our college with M.G.R. University, Chennai is in process.

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

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

The institution has at the helm of quality enhancement the IQAC which organizes periodical quality checks at the college level. This cell initiates and mandates continual evaluation processes and sustainable assessment mechanisms to achieve the academic

goals of the institution.

The IQAC monitors the Examination department and oversees the conduct of the semester examinations and at IQAC meetings, results are discussed, appreciated and recommendations are put forth for all round improvement. The focus of the institution is high academic performance with high achievers motivated to obtain a distinction. The outcome-based learning is achieved through a regular and continuous evaluation process. The teacher uses his/her discretion to evolve innovative teaching practices by assigning learning tasks through assignments, seminars, group discussions, tests, chart and model making competitions. This provides the student ample opportunity to imbibe knowledge and develop individual perception. The feedback system helps the teacher identify his/her strengths and weaknesses and challenges. The feedback is analysed. The IQAC through the Research & Development Cell lays emphasis on annual paper presentations and publications by faculty of all departments and a copy of it is submitted in the library for others to review.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

11

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://mestoncollege.edu.in/igac-3/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://mestoncollege.edu.in/aqar/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

1. Digitalisation of library

Digital library of our college can be accessed within the college in a digital form. The data is being stored to the server in digital format. Information from the main server is available in different digital format such as pdf, doc, html, images, video and many more. Students' projects, dissertations and previous year's question papers are uploaded in digital library server.

1. e-content preparation in all subjects by the faculty

Curriculum and development cell (CDC) encouraged the teaching staff of Meston College of Education to prepare e-content for the benefit of our trainee teachers.

Here are the titles and names of content creator for our e-content under the title "Instructional Methods".

1. Biographical Method - Dr. C. Sherine Vinoca Snehalatha
2. Brainstorming Method - Mr. D. Arnold Robinson
3. Team teaching Method - Dr. P. Eugene Michael
4. Project Method - Dr. (Mrs.) G. Jemima
5. Panel Discussion Method - Dr. J. Johnsi Priya
6. Group Discussion Method - Mrs. J. Beula Kiruba
7. Demonstration Method - Dr. C. Jeba Evangeline
8. Dramatization Method - Dr. A. Jeyantha Mary
9. Drill and Review Method - Mr. J. Antoni Santhaseelan
10. Story Telling Method - Dr. N Evelyn Thayamani

11. Assignment Method - Dr. A. Gayathri

12. Notes Taking & Mind Map Method - Mrs. R. Sophia

13. Game Based Method - Mr. R. Ruban John Thomas

Instructions were clearly stated by the Curriculum & Development Cell of Meston College of Education.

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.

Our college is taking possible initiatives for energy conservation and the buildings are being designed accordingly to save energy. The staff and students are advised to use the natural light, turn off the switches of lights, fans etc. whenever not in use. There is sufficient cross ventilation in classrooms to avoid the unnecessary use of electricity. There is an energy management committee in our Institution under the Swachhta Action Plan chaired by our Principal. The committee includes staff in charge and students. This committee streamlines creates awareness among students on all aspects of energy conservation and the effective implementation of the Energy management programme at the college. In our college only LPG cylinders are used in hostels and other places for cooking have been taken for carbon neutrality. CFL, LCD / LED, star rated power equipment etc. are being used which give better illumination. Our college has Annual Maintenance Contracts for UPS, Printers and Photocopier machines that help us obtain periodical services which in turn reduce unwanted wastage of energy. The points of energy wastage and leakage should be identified and appropriate steps shall be taken to set a target of attaining significant energy savings by appropriate modifications and adopting best practices.

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.

Our College adopt the principles of the maximum sustainable waste management in the delivery of its waste management services. The College needs all the teaching and non-teaching staff, students and making use of the premises to comply with this Policy. Any waste generated in the campus has been overseen and taken care. Our college waste management Policy articulates commitment to reduce its environmental impacts through effective waste management and sustainable practices in converting waste to resource. The Campus strives to work for obtaining a Zero waste plan thus obtaining its eco - friendly status through the policy of "reduce, reuse and recycle". Our college requires all the teaching and non-teaching staff, students, guests and anyone else making use of the premises to comply with this Policy. Red and green coloured waste bins are placed at several locations in the campus to collect dry and wet waste, respectively. Plastic bottles and other recyclable waste is collected in the red - coloured dust bins, while biodegradable and paper waste is collected in the green - coloured dust bins. The labels on the bins have pictorial representations of the kind of waste to be disposed of into each bin.

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

One 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	No File Uploaded
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

One of the above

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

By enforcing the Prime Minister's "Swachh Bharat Mission", our College is always committed to maintaining a clean college environment sets a good example to students, teachers and staff. It also improves hygiene levels and can help to reduce the spread of sickness. We used to provide dust bins in each class and cleaning the campus facilities frequently for personal hygiene, safe drinking water, toilet/human excreta disposal, disposal of waste water, solid waste management and environmental sanitation. We are endorsing and enforcing measures to make the College a carbon negative campus. Our building has been made compatible for rain water harvesting. Since the campus is located on a sandy shore, the natural rain water percolates into the soil and

restores the ground water table. The building architecture of our college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

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

One of the above

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

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

0

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

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

The college is situated at the heart of the city with proper transport facility. Parking lot and vast ground area is used out for conducting other events like exhibitions and sports activities. Additionally, local people use college campus for running, walking, and play grounds for sports every day for their development. To promote social commitment, social service is undertaken at Meston Educational Rehabilitation and Research Centre (MERRC) for the mentally challenged children in Muttukadu. The main objective is to bring them from 'hopelessness to hopefulness' by providing basic literacy, food and shelter and teaching vocational skills. Our students in turn visit the centre during weekends and extend their support in the form of cleaning the campus, teaching health and hygiene, performing cultural programmes, training in sports and games, presenting their basic need materials, etc. by our B.Ed. students on every weekend, under the supervision of Extension Services Department. The government included our college as covid centre in the year 2020. For blind people and alcohol anonyms meetings have been conducted regularly in our college premises. The college provides quality education and opportunities for intellectual and emotional growth through different programmes which are relevant and responsive to the needs of the society.

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,

A. All of the above

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	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

Best Practice 1- Staff Study Circle

Title: Staff Quality Circle

Objectives:

- To build and institutionalize the quality culture
- To ensure greater participation of faculty in the Quality Enhancement Process.
- To generate greater no. of ideas for Quality Enhancement.

The Context:

A study circle is a group of 8 to 12 people who meet regularly over a period of weeks to address a critical public issue in a democratic, collaborative way.

The Practice:

In our college we have staff study circle every second Wednesday of the month. The study circle was conducted between 4 and 5 in the evening. It had two sessions. In the first session the staff presents the content and in the next session the staff who had gone for conference, orientation etc. will give their inputs to all the staff.

Best Practice 2- Visit to special school (MERRC)

Title: learning-on location is the strategy adopted for student support and progression.

The context: In order to make learning more meaningful, various innovative strategies are implemented in our college, one such initiative is learning through travel which is considered to be an educationally rewarding trip.

Objectives:

- To enhance the awareness about the special children.
- To develop the mind to support the special children.

The practice:

Our second year B.Ed students visit MERRC every Sunday which is a special school of our Institution. Students spend their day with the students. They observe their methods of teaching and help the students in doing their work and spend time with them.

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

To keep pace with the competitive world and to challenge the global 21st century scenario our Institution has to strive hard to achieve its excellence in different fields over the years. From the date of establishment, to till date, the college has successfully achieved its excellence in teaching -learning process student support facilities etc. It is very much importance in the overall progress and development of the institution. With this view our college has its own mission statement accordingly we always try to function uniquely, innovatively and distinctively from the other institutions. As far as our Mission and Vision is concerned, college always try to implement the distinctiveness in the work. Visits to educational institutions - Special Schools / Field trips activity incorporated in the curriculum that fosters positive social interaction, active engagement in learning and self-motivation among the student teachers.

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