



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MESTON COLLEGE OF EDUCATION (AUTONOMOUS)

NEW NO. 10 (OLD NO. 33), WESTCOTT ROAD, ROYAPETTAH, CHENNAI
600014

www.mestoncollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Meston College of Education was established in 1937 by missionary pioneers in the field of education, especially to produce graduate teachers in education. The college started the M.Ed. course in 1943. The college is also offering research programmes leading to M. Phil. (Education) and Ph.D. (Education). The Extension Services Department of the college was started during 1957. The college became Autonomous in 1988.

Earlier our college was affiliated to the University of Madras and now it is affiliated to the Tamil Nadu Teachers Education University. As a minority institution, our college is aided by the Government of Tamil Nadu. Our college adopts all the rules and regulations of the Government of Tamil Nadu, UGC and National Council for Teacher Education. The college became a co-education institution from the academic year 2009-2010.

The Motto of our college is '*Qui Dat Accipit*', which means "In giving we receive?". The Crest of our college consists of five scallop shells on the inverted Chevron signifying that we are pilgrims and seekers and that we do not seek alone but in fellowship. The symbols book and lamps remind us that knowledge like light when shared with others illuminates ourselves.

The students from various social backgrounds, communities and cultures join in our college. All students are treated equally and the opportunities are also given equally. The infrastructural facilities are available for the benefit of the students. The Braille books are available for the visually challenged students. Enhancing participation of women in various activities of the college through programmes conducted by women's cell.

The curricular, co-curricular and extra-curricular programmes of the college are revised and monitored by various committees. In order to bring the backward students to the mainstream, bridge courses and remedial classes are conducted. The mentor system is available for all students. The health camps, educational loans, scholarships, counseling sessions are arranged by the college to help the students to complete the course without any hindrance.

The hard work of our staff, the support and guidance of our Management with the Core Values of Integrity, Accountability, Respect and Empathy in the academics and welfare activities for the society help Meston College to strive and achieve the aim of "Excellence in Education".

Vision

The Vision of the college is to achieve '**Excellence in Education**' through various activities fostering professional values, and developing learning and research skills among the students and scholars who have a

flair for the ideals of education.

Our faculties are well qualified with commendable teaching and research experience and have good computer knowledge and soft skills. Our Curriculum is well developed with the feedback from the college committees, students, faculty, management, parents and alumni with the aim to cater the future requirement of the society. The advanced curriculum and the faculty with high caliber impart professional values to the students.

The students are encouraged to prepare their own study materials and have group study to improve their learning abilities. The ICT enabled learning and e-contents prepared by the faculty are provided to the students with the view to improve learning. The class tests and the assignment are given to improve writing abilities. A fully equipped computer laboratory with internet facilities is provided to the students for online learning. To develop learning interest among students, the library is decked with several thousands of books in various subjects.

Most of the faculty members of our college are Doctorates with a keen interest in research. The Research and Development Cell actively functions to kindle the interest of research in our students. The Research and Development Cell has conducted a Webinar and online Research Quiz Competition to sharpen the skills of research in the young minds of the students. The Guest Lectures on Research are also organized to enrich the students to be skillful and competent in finding the solution to a problem. The students are encouraged to participate in Seminars and the conferences conducted by various colleges and to present papers.

By adopting different strategies, the college fulfills the Vision, "Excellence in Education". Our Management, consisting of educationists, retired IAS officers, engineers, social workers, entrepreneurs and religious authorities extends keen interest in the academic programmes of the college and helps to achieve our goals and ideas.

Mission

The Mission of our college is 'To achieve excellence in education through holistic development incorporating academic excellence, professional competence, social sensitivity, ethical principles and spirituality'.

The well- developed curriculum and competent faculty help our students to attain academic excellence. Our college has various committees like, Board of Studies, Academic Council, Governing Body, IQAC, etc. and Cells like Curriculum Development Cell, Guidance and counseling cell, Women's cell, placement cell, grievance cell etc., to develop a curriculum with future requirements of society and also help all the students including slow learners to complete the course with flying colours. The college has a well-equipped computer lab, fully furnished library to develop the learning skills of the students.

Guest lectures in various topics and subjects are arranged to mold the students to think in different perspectives. The students visit various schools to know the different strategies of teaching with an aim of developing the professional competence. The students undergo teaching practice under the guidance of Mentors in the allotted schools to develop the teaching skills. The micro-teaching is taught to the students before going for teaching practice. The communicative English, soft skills and basic computer education are provided to develop the professionalism in the students.

Our college students regularly visit Meston Educational Rehabilitation and Research Center, a residential school for mentally challenged children to learn about social sensitivity. The Rangoli competition, Cooking without fire, and various competitions conducted during women's day celebrations with the participation of other college students help to develop a sense of social belongingness. The students attend various cultural and sports competitions conducted in other colleges and Universities. To develop professional competence, life skills and school management are also inculcated to the students.

Everyday morning assembly is conducted for a sustained emotional wellbeing of the students. Yoga classes are conducted in the Citizenship Training Camp to make the students physically fit, emotionally strong and socially productive.

The management of our college, the Principal and the staff strive hard to accomplish the Mission of our college.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Our college has 85 years of Excellence in Education.
2. Committed and dedicated band of faculty with Ph.D. qualification with a good number of years of experience.
3. The college provides a good ambience for research. Some of the faculty guides and so far 59 scholars are crowned with Ph.D. in our college.
4. Our college is located at the center of the city and is connected to all parts of the city.
5. Knowledge sharing by Staff through Meston Staff Study Circle (MSSC).
6. Regional, State and National Seminars are conducted regularly by the college to enhance the knowledge of the students and the staff of our college and other Institutions.
7. Visit to Meston Educational Rehabilitation and Research Centre (MERRC) every weekend.
8. Inservice training through the Extension Services Department (ESD) reached more than 10,000 teachers.
9. The college functions under the management, having vast experience in teaching, managerial activities, administration of educational institutions.
10. Revamping of curriculum is done regularly through Curriculum Development Cell, Board of Studies, Academic Council and the Governing Body of the College.
11. Decentralized pattern of working is executed based on duty allotment and regular staff meeting.
12. The well equipped digitized library for the use of teachers and students, with effective softwares and tie up with the British Council.
13. Availability of separate Hostel facility for boys and girls.
14. Availability of a good indoor stadium for playing Shuttle Badminton and open playgrounds for outdoor Sports and Games.
15. Computers and network facilities are available to staff and students for doing academic and research activities.
16. Counseling cell helps to improve the performance of the students.
17. True wellness of our student teachers was assured by the Medical Camp organized by our College.
18. Educational Tour to North India
19. Outreach activities for enriching the experiences of students.
20. Regular ICT training.
21. TET Coaching classes.

22. Mentoring system
23. Staff welfare schemes.

Institutional Weakness

1. The heritage building of our college is a boon and bane to us.
2. During the pandemic our staff members concentrated more on publications but less concentration was given to applying to the research project.
3. Our students were exposed to various outreach activities and acquired social, teaching, cultural, life skills but we had less linkages for faculty, students and research in our curriculum other than internships.
4. Our college utilizes the funds allotted by UGC regularly, but in the last two years, there were no funds released by the UGC and this inturn has reduced the execution of the framed plans.
5. Difficulty in networking with the College Alumni

Institutional Opportunity

1. Our Ph.D. qualified staff are in the process of applying guideship from the parent University, which will enhance the opportunity to reach the needs of many scholars.
2. MOU tie up with other institutions/Linkages.
3. Extending the utilization of e-content studio to train students
4. Wifi connectivity to students.
5. Addition of spacious classrooms with all facilities.
6. SWAYAM e-content courses by our college staff.
7. Remedial teaching, ICT enabled teaching by students during internship.

Institutional Challenge

1. Enrollment of students in M.Ed. Programme.
2. Equal enrollment of students in various Pedagogy courses.
3. Difficulty in completing assigned tasks with practice teaching schools.
4. Irrespective of rigorous coaching, TET clearance is less among students and no call for TET loosens the students' spirit.
5. Enhancing social interaction and providing support to society apart from supporting MERRC.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum is being evaluated with the intention of enhancing holistic development and students' employability. Since we have autonomy to design the curriculum on our own, it is continually under review and the stakeholders are asked for recommendations and comments every year. The evaluation of curriculum is done by the Curriculum Development Cell and approved by the Board of Studies and Academic council members. Curriculum planning focuses on offering a wide range of curricular experiences that engage the students at the cognitive, emotional and behavioral levels. The theoretical and practical aspects are treated with the utmost care and skill development is integrated into the curriculum.

The departments of the college have the academic flexibility and freedom to design the syllabus as per the guidelines of University Grants Commission for Autonomous Colleges. Meston College also includes the Outcome Based Educational approach in designing curriculum. The PLO and CLO are prepared and analyzed according to the present requirement of the society. PLO and CLO are explained to the students during the Induction programme. The faculties of our college are reflective practitioners in all aspects of teaching.

As the credit based educational system offers more flexibility and is recommended in the NEP, Meston will introduce the system at the earliest. For the enrichment of students, a digitized library, language laboratory and computer facilities are available. To have flexibility in curriculum, the elective subjects and value - added courses like Communicative English, Parental Counseling, School Management and Life Skills are offered to the students. To have holistic development, MOOC courses are introduced. The school visits, camp, workshop, seminars and career counseling make our students more curricular oriented and also focus on employability.

Students' feedback about the curriculum and college are collected regularly by IQAC. Feedback is also received from the teachers and employers. The alumni meetings are conducted and the oral feedback is received from them about the course content. The Parent teacher meeting is regularly conducted to have the feedback. Feedback is also received from teaching practicing schools and the participants of the program organized. The feedback, the current requirement of the society and the Government policies are considered in the revision of curriculum.

Teaching-learning and Evaluation

Meston College is a Christian minority Institution, affiliated to the Tamil Nadu Teachers Education University. The college conducts B.Ed., M.Ed., M.Phil., and Ph.D. courses. The college enrolls students as per the sanctioned strength and the reservation policies of the Government of Tamil Nadu pertaining to SC, SC(A), ST, BC, BC(M) MBC, MBC(V) and OC, DNC . The futuristic curriculum, equality towards gender/ caste/ community/ region/ economic status, exposure to multiple cultures and the extra- curricular activities attract all kinds of students. The students from all communities, women candidates, physically challenged and economically weaker sections are studying in this college.

The teaching-learning programme and the Continuous Internal Evaluation process are planned in advance and carried out as scheduled in the academic- calendar. Mentoring system and Remedial teaching are adopted to address the academic, social and personal issues of the students. The SWAYAM and MOOC courses are introduced to the students. The e- resources developed by the faculty on various subjects is available on the college website for the students. The special lectures, conferences, seminars and workshops are organized by the college to provide experiential learning and exposure to practical aspects and advances in research. The teachers experiment and employ varied inclusive approaches to cater to diverse learners.

The college has a strong ICT infrastructure for students. The seminars, debates and group discussions are conducted to improve the skill of the students. The students are encouraged to participate in various competitions, seminars, functions and social activities conducted in our and other colleges. The students are encouraged to use the computer lab and library. Micro Teaching skills are taught to the students. The Communicative English, School Management and Soft skills are inculcated to the students.

The academic faculties are selected as per the norms of UGC. They are well qualified with commendable teaching and research experience with good computer knowledge and soft skills. Most of the faculty members of our college are Doctorates. The continuous internal evaluation of students is done through innovative techniques like presentations, debates, discussions, case studies, role play and research work. The students perform well in the interviews. The good pass percentage, placement through campus selection determines the student performance of our college. The students provide feedback in every semester for curricular aspects.

Infrastructure and Learning Resources

Meston College includes a well maintained campus and optimal utilization of physical infrastructure for teaching learning activities. College has well- equipped and spacious classrooms and is bestowed with a lot of outer space for building further classrooms and halls. The College has seminars, main halls to promote active involvement in paper morning assembly, presentations, group discussions, etc.

Laboratories are utilized for conducting practical classes as per the requirements of the curriculum. Our college has a Psychology laboratory and other Science laboratories. The Open Air Auditorium and vast parking area is a boon to our college. Our college has Football, Tennis, Hockey, and Badminton courts.

Our Library is fully computerized by automating the issue of books with bar code readers. It has 12000 plus titles covering all major fields of Education, Psychology, Technology, Pedagogy, Science and Arts, etc. The library covers an area of 1136 sq. feet. and it is an air-conditioned (used during summer session) place for self-learning. The library has more than 20000 +books, 30 + Journals, 800+ Book Bank Books, 1000+ Dissertations, E journals, N List, Institutional Membership with British Council. Every year new books are purchased and added. The college library has subscribed to the N-LIST database and provides access to e-resources. Numerous books related to SLET, NET, TET, UPSC, TRB, TNPSC are also available. The College Library provides in-house photocopy, print, CAS, SDI and internet facilities in addition to lending facilities.

A computer laboratory having 30 computer terminals with internet facilities is available in our college. The College has ICT Classrooms where the provision of Multimedia learning, Wi-Fi connectivity and internet access is given. Sufficient Internet speed is available with 300 mbps bandwidth. The classrooms and seminar halls are ICT enabled, having smart boards and facilities for teaching all courses with multimedia. The students are encouraged to use a computer laboratory for e- learning. Meston e - studio is functioning effectively to prepare e- contents. A language laboratory for English learning is available in our college for the students.

The maintenance of our college, hostel buildings, indoor stadium and the campus are carried out regularly by the management. The rooms available in the college are meticulously allotted to have ergonomics for the use of students. Trees are maintained and also new trees are planted to make the campus environmentally friendly.

Student Support and Progression

The student support and progression is the ultimate aim of our college. The management, staff and other stakeholders often meet and take keen interest in the holistic development of the students. Their spiritual, physical, emotional and cognitive development of the students are observed and analyzed for making improvement. The students from various social backgrounds, communities and cultures join in our college. The scholarship is arranged for students who are from economically weaker backgrounds. The Induction Programme is conducted for the students to give an introduction about the college, curriculum and the expected outcomes.

Our student teachers were entrusted with the innovative methods like development of e-content, flipped classroom, smart class, virtual class etc. They were equipped to prepare e- content, digital lesson plan, and video lessons. The students make use of the language laboratory and computer laboratory with hands-on training to have clear communication skills and gain technical knowledge. Our students visit many historical places and many educational institutions in order to experience other state's lifestyles and learn about their education systems. Our college organizes many seminars, conferences and workshops for the students.

The Anti-ragging committee, Bus Pass/ Railway Concession committee, Discipline committee, Remedial teaching, Mentor system, Grievance redressal cell and Counseling cell are functioning to help the students to improve their social behavior and mentally equip them to face the outside world. TET coaching classes are also conducted for the students to improvise in their teaching methodology. The mentor system and the guidance and counseling committee help the newcomers and slow learners to have a better understanding of the system of the college. The communicative English Course, career counseling and competitive exam training are conducted for the students. Every year, many students get appointments through the placement cell. The College Student Fellowship is enthusiastic in organizing all the activities of our college. The students are encouraged to involve themselves in the Sports committee, Annual Camp Committee, Hostel Committee, Anti-ragging Committee, Educational Tour Committee and Library Advisory Committee.

The students of our college conduct various activities and programmes like plays and acts during the Citizenship Training Camp and other College functions. Our students participated in the state level sports meet conducted by Tamil Nadu Teachers Education University. Other competitions like inter and intra college competitions, Annual Sports Day and Women's Day celebrations were conducted. The clubs like EK -BHARATH conducted cultural programmes.

The alumni association meetings are conducted to have a rapport between the old and the current students. The expectation of the society is known from the alumni. The suggestions for improvising the college are given by the alumni.

Governance, Leadership and Management

Our college is affiliated to the Tamil Nadu Teachers Education University. Our college is governed by the norms and regulations of NCTE, UGC and Government of Tamil Nadu. The Vision of our college is EXCELLENCE IN EDUCATION, fostering professional values, developing learning and research skills among students and scholars who have flair for the ideas of Education. The Mission of our college is to achieve excellence in education through holistic development incorporating academic excellence, professional competence, social sensitivity, ethical principles and spirituality. The faculty through various committees and cells strive to achieve the aims of our college. The management consists of educationists, experts in management, engineering and capable administrators who are dedicated in providing quality education to the students.

The College Administration is collectively handled by various committees and cells like Academic council, Board of Studies, Governing Body, IQAC, Staff Council, Planning and Evaluation Committee, Advisory Committee for Library, Finance Committee, and Anti- ragging Committee, Counseling Cell, Grievance Redressal Cell, Placement Cell and Women's Cell. The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions.

Our institution takes initiatives for promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty and also gets feedback from the students about the faculty. Staff study Circle plays a main role in exchanging knowledge and various new ideas are also discussed during the meeting. The well qualified staff are employed as per the UGC norms and the norms of the Government of Tamil Nadu.

As a minority institution, the Government of Tamil Nadu provides salary to the teaching and the non-teaching staff. As our college is Autonomous, we get regular funds from UGC for the development and also the management supports the college. The budget is prepared for all the expenses in advance and the acceptance of the management is received. The college has administrative audits, inventory checks and internal and external audits. The curriculum preparation and its improvement are monitored by the IQAC. The e- source and the e- teachings and the academic activities are monitored and consolidated by the IQAC.

Institutional Values and Best Practices

Protecting and nurturing the environment is one of the fundamental philosophies of our college. The staff and students are advised to turn off the lights and fans whenever not in use. The waste management policy of our college articulates a commitment to reduce its environmental impacts through an effective waste management system. Our college is provided with the Rainwater harvesting system to avoid wastage of rainwater. By enforcing the 'Swachh Bharat Mission', our college is always committed to maintain a clean environment.

The college is situated at the heart of the city with proper transport facilities. The vast ground area is used for conducting events like exhibitions and sports activities. The social Citizenship Training Camp, School Visit and Guest Lecture programmes are organized every year.

The college stands by equity in gender, cultural and communal in all the activities. Social inclusiveness is rampant in our college. Each year visually challenged students satisfactorily complete the course in our college. All students visit the school for the mentally challenged, run by the Meston Educational and Development Association. The main objective is to bring them from 'hopelessness to hopefulness' by providing basic literacy, food and teaching vocational skills.

Most of our teaching staff are awardees of Ph.D. Degree. Many staff actively participates in publishing papers in the seminars and books. Doing research work and acquiring new knowledge by publishing papers became one of the best practices of our teaching faculty. Conducting Induction Programmes, conducting various activities in the language laboratory, practicing computer with ICT tools has become regular in our college. Intolerance to partiality and inclusive education are usual practices in our college. Discipline, holistic approach to study, encouraging students to participate in various competitions and inculcating computer knowledge are a part of our college.

Educational Tour is arranged for the students to know about various cultures and political status of other States of India. Visiting and knowing other places improves the self- esteem and mental health of the students. The joy of discovery and the exposure to other social issues help to relieve the stress and anxiety of the students.

Research and Outreach Activities

The environment in our college is very congenial for doing research work. Presently seven research scholars are pursuing Ph.D. in our college. Two assistant professors of our college have completed their thesis during 2022 and were awarded Ph.D. Our library is having several dissertations to help the students in developing instructional materials. Our library has many research journals and research books for the use of research scholars and other students. The Research and Development Cell introduces research to students and conducts research seminars and research quizzes to teachers and students. A well-equipped computer room with internet facilities is provided for the research scholars.

Our M.Phil. and M.Ed. Course students also do research work, publish papers and submit their dissertations. The professors of our college are also the members of the doctoral committees of various colleges and give guidance in research works. Our college has planned to tie up with other institutions for collaborating in research works. Our institution encourages our staff and students to present papers in conferences, seminars and publish papers in journals.

Our college has conducted many national and international webinars in various subjects in collaboration with other institutions during the covid-19. The staff had presented papers in the National and International seminars and also had published papers in peer reviewed, UGC and other journals. The staff also had published chapters in the books. Our college has a study circle namely, Meston Staff Study Circle in which the staff shares their ideas related to academics and research.

Outreach activities such as first aid, fire safety and AIDS awareness programmes were organized. The National Priority Programmes were conducted for our students. Extension service department of our college regularly conducts programmes to the school teachers serving in Chennai and the student teachers to equip them with modern teaching techniques and pedagogy methods. Our college staff and students regularly visit Meston Educational Rehabilitation and Research Center, a residential school for mentally challenged children and the Principal serves as the Director of the Center. Our students help the mentally challenged students to learn basic etiquettes. They teach them to sing songs and also to recite poems and verses.

Our college faculties have delivered lectures in other colleges and also invite other college faculty members to deliver lectures. The students participated in various cultural activities and competitions conducted by other colleges.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MESTON COLLEGE OF EDUCATION (AUTONOMOUS)
Address	New No. 10 (Old No. 33), Westcott Road, Royapettah, Chennai
City	CHENNAI
State	Tamil Nadu
Pin	600014
Website	www.mestoncollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	C. Sherine Vinoca Snehalatha	044-28419284	9445184235	-	mestoncollegeofeducation@gmail.com
IQAC / CIQA coordinator	D. Arnold Robinson	044-28510218	9442090449	-	arnoldmeston@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Status 2022 - pdf compressed.pdf
If Yes, Specify minority status	
Religious	Christian Religious Minority
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Tamil Nadu	Tamil Nadu Teacher Education University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	30-06-1992	View Document		
12B of UGC	30-06-1992	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	26-05-2015	9999	Permanent Recognition for all Programmes

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	UNIVERSITY GRANTS COMMISSION AUTONOMOUS STATUS
Date of recognition	11-10-2018

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	New No. 10 (Old No. 33), Westcott Road, Royapettah, Chennai	Urban	15.52	1002.45

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	Under Graduation and Post Graduation in Arts Humanities and Science	English + Tamil	200	141
PG	MEd, Education	24	Under Graduation in Education	English + Tamil	100	1
Doctoral (Ph.D)	PhD or DPhil, Education	24	Post Graduation in Education	English	16	0
Pre Doctoral (M.Phil)	MPhil, Education	12	Post Graduation in Education	English	16	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				9			
Recruited	1	0	0	1	0	1	0	1	3	6	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	1	3	0	4
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	5	0	0	5
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	1	4	0	7
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	3	0	3
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	Male	Female	Others	Total	
	0	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	36	0	0	0	36
	Female	102	0	0	0	102
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	2	0	0	0	2
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	2	1	4
	Female	13	4	10	11
	Others	0	0	0	0
ST	Male	0	1	0	1
	Female	0	0	0	2
	Others	0	0	0	0
OBC	Male	19	11	6	14
	Female	35	42	49	54
	Others	0	0	0	0
General	Male	1	2	0	0
	Female	6	2	4	3
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		77	64	70	89

Institutional preparedness for NEP

1. 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.
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<p>2. Academic bank of credits (ABC):</p>	<p>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 wishes 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 fulfil the norms of NEP 2020.</p>
<p>3. Skill development:</p>	<p>To develop the teaching skills, the institution conducts and carries regular practical classes through co-curricular and extracurricular 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.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>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.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>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</p>

	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.
6. 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.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, we have an Electoral Literacy Club in our college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Student's Co-ordinator and Co-ordinating faculty members are appointed by the college and the ELCs are functioning in our institution. Our Principal Dr. (Mrs.) C. Sherin Vinoca Snehathala and Mrs. Beulah Kiruba Assistant Professor in History are the nodal officers. The other in-charge faculty members are Mr. Ruban John Thomas, Physical Director and Mr. Antony Santha Seelan, Assistant Professor of Education. All the first year and second year students

	are the members of this club.
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The National Voters' Day Pledge was administered in our College on 25th January, 2018 which inspired our students, a sense of citizenship, pride and participation in the election process. To observe the 11th National Voters Day, a pledge was administered online on 25th January, 2021. Also the Staff and students of our college took an oath for National – Martyrs Day, in remembrance of Assassination of Mahatma Gandhi on 30th January, 2021. National Voters Day was observed in our College on 25th January, 2022. Mr. J. Antoni Santha Seelan, Assistant Professor of Education, Administered the Voters Day Pledge online. Our staff participated as polling officers and Presiding officers in the State and local body elections.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>An awareness speech on the importance and values of voting was given to the student teachers on every Voter's Day. This awareness will be given to the society as our students go for internships in schools. They will educate the school students regarding this issue. A workshop on 'Integrating Constitutional Values in the Academics' was organised on 18.8.2018.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Our Institution is a Teacher Education Institute. All the students who pursue the course are either Undergraduates or Postgraduates. We collected the details from the students and found that some of the students are not enrolled. To create an awareness among the students and also make them realise their legitimate rights in the country, a lecture was delivered by Mrs J Beulah Kiruba, Assistant Professor in History on 16th February, 2023.</p>

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
134	134	161	159	91
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
182	178	178	172	182
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
53	62	62	62	69
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
66	70	91	68	23
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
66	70	91	68	23
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
77	64	70	91	68
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	10

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	11

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
36.78278	16.15530	64.35861	55.36608	79.06344

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 33

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The curriculum development cell meets on a regular basis to talk about subject matters, revision and reviewing. The curriculum is being evaluated with the intention of enhancing holistic development and students' employability. Since we have autonomy to design the curriculum on our own, it is continually under review for recommendations and comments each year. With the cooperation of the Curriculum Development Cell and the other committees, plans are made to evaluate the curriculum prior to the start of the academic session. Members of this cell are seniors and experienced professors who actively work to improve the curriculum by careful identification of academic gaps. Additionally, committees for each course are formed by the principal and members of the cell to examine the curriculum.. The curriculum is examined for gaps and various topics are discussed while keeping in mind the local and global demands of the students and the community. Additionally, the proceedings of the meetings are documented, and suggestions are taken into consideration. The basis for creating and evaluating the curriculum is based on the feedback received from students, teachers, parents, and employers. Periodic meetings are also held to discuss the library's provision of reference books and other study materials (including printed periodicals and e-content), in accordance with the amended curriculum. If there are not enough resources available to provide the best learning outcomes, the librarian is informed and makes sure that the request is followed up on right away. Planning, evaluating, and/or revising the curriculum includes the organization of workshops, seminars, and conferences. Experts in the field of education are welcomed for this from various parts of the state. The papers presented by the faculty members and their participation in seminars, conferences, and workshops were also considered for curriculum revision. The procedures listed below were also used for curriculum preparation and revision.

- **Planning of the curriculum:** - Based on the goals and objectives and also based on the feedback of the course received from the stakeholders, the curriculum development cell planned activities of B.Ed and M.Ed courses.
- **Preparing the curricular plan (Annual, semester plan):** - The curriculum development cell prepares annual and semester action plans. A yearly comprehensive calendar is also prepared at the beginning of each batch.
- **Allocation of duties and responsibilities** by the Curriculum development cell helps teachers function systematically.
- **Execution of the curricular plan:** - For the proper implementation of the curricular aspects of the course, various committees, associations and clubs are constituted and these organs work in collaboration with the Curriculum development cell and IQAC.
- **Reviewing of the curriculum to adapt to the local contexts:** - Proper supervision and evaluation procedures are adopted periodically by the institution for ensuring the quality of the course. The committee accepts feedback and suggestions about the existing curriculum from all the faculty

members, student-teachers of the previous session, teachers & heads of schools. The curriculum focuses on and offers diversity and flexibility to the learners based on the feedback analysis.

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

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 last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: B. Any 4 of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

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

Response: 100

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 0.8

1.2.2.1 Number of Value – added courses offered during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	04

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 100

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
134	134	161	159	91

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: A. All of the above

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

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 1.03

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	4	1

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

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

Response:

1. A fundamental or coherent understanding of the field of teacher Education

Teacher preparation begins with making the B. Ed students understand the concept of teacher education. Students (new entrants) are given a coherent understanding of different Teacher Education programmes. Theoretical and practical aspects in the curriculum help student teachers to develop understanding of the various psychological, sociological and philosophical principles as well as practices. Individual assignments, library work, seminar presentations, organizing quizzes, debates, discussions, brainstorming, diary maintenance etc. help them to develop Meta-cognitive skills.

2. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization.

The Teacher Education programme aims to prepare students for teaching at different levels of education such as pre-primary, primary, elementary, secondary and higher secondary. Different strategies and techniques like demonstrations, seminars, brainstorming, group discussions, PowerPoint presentations and use of audio and video web links are used for clarity and understanding of each subject prescribed in the curriculum. Not only knowledge of the curriculum as prescribed by the affiliating university but also value-added courses to equip the prospective teacher with skills as per the needs of the schools. The college has 5 optional subject associations (English, Mathematics, Physical science, Biological Science and History) which organize programmes and competitions to develop competencies of different pedagogical aspects. Subject curriculum provides sufficient theoretical and practical experiences in Techno Pedagogic Content Knowledge (TPCK) Problem based practicum helps to develop critical thinking and problem solving ability.

3. Capability to extrapolate from what one has learnt and apply acquired competencies

Extrapolation of the skills acquired by the students of the institution makes learning meaningful. They brainstorm, mind map, peer teach and discuss to organize their thoughts for all the courses. The knowledge gained by students on ICT helps them to make short films on various topics. They apply the knowledge gained in the institution in event management and organizing field trips. Learned knowledge is of no use until it is applied for the welfare of the society. The skill development of the students is done through exposing the students to theoretical as well as practical aspects of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the students during school internship and field engagement activities. Students of M.Ed. also apply the acquired competencies in teacher education institutions. Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and various competitions organized at different levels.

4. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Life skills and soft skill workshops are organized for the trainees by experts and college teachers. Students learn about emotional intelligence, critical thinking, negotiation and communication, collaborative skills, self-esteem, stress management, and positive thinking. The value added courses such as Communicative English, Parental Counseling, School Management and Life Skills education were made mandatory for students. The curriculum provides understanding of gender perspectives in education, socio-cultural perspectives of gender bias in India and legal provisions to empower women and girl children. Provided a collaborative environment to communicate freely in all core paper and optional classrooms.

International significant days such as environment day, water day, earth day, women's day, literacy day, human rights day, AIDS day, friendship day, etc. are observed.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

- Development of school system
- Functioning of various Boards of School Education

- Functional differences among them
- Assessment systems
- Norms and standards
- State-wise variations
- An international and comparative perspective

Our college familiarizes trainee teachers with various topics related to diversity in the school system in India. Our Indian school system is a mixed one; all kinds of children learn with multiple differences. The diversity in the school system was dealt through various topics, such as functioning of various boards, assessment systems, variations, norms and standards. Every academic year, exposures about different schools' professional expectations were given through campus interviews. Teachers from renowned national and international schools presented demonstration classes which drove the trainee teachers to gain great experience. International Webinars are also organized to give various inputs about various schools and their practices. Visits to Special Schools, CBSE, Matriculation, State Board, ICSE and Schools of other states (during tour) were arranged for gaining experience on different topics like assessment systems, norms and standards of institutions.

Development of school system: Our B.Ed. curriculum consists of a paper on the functional differences between the Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) and State Board of Secondary Education which describes the history behind the development.

Assessment systems: A trainee teacher gets details about the variations present in the school education system of different states. Experts with experience of having worked in other states are asked to deliver lectures on variations in the education system. Webinars were organized for the student teachers to know the perspectives of state wise and few International educational institutions. Non- resident Indians who are well versed with the education system of different countries were identified and were invited to serve as resource speakers (United Arab Emirates and Canada). During pandemic, lectures related to the safe school environment and the practices were explained by Indian and foreign experts. During internship students experienced CCE (Continuous Comprehensive Evaluation) practices of different schools. Test and Measurement record works of students express the involvement in evaluation activities of students in schools. Courses like, Information and Communication Technology, Assessment for Learning and all pedagogy courses encompassed with evaluation in schools and ICT in Open and Distance Education.

School Visits: Various types of schools were visited by the student teachers to experience the mode of work, practical difficulties, assessment practices, student teacher relationship and administrations of rules and regulations. Especially special schools like, schools for deaf, visually challenged, mentally challenged, and gifted gave wider exposure to trainees. Inclusive set up is absorbed from normal school visits. A practicum on Case study of institution makes our trainee study about functioning of a school, and its Healthy practices.

Campus Interviews: Many types of schools regularly expose their status of schools, practices, student teacher relationship, technology status, expectations during campus interviews, which make our students

know and compare the schools for their future career.

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

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The learning experiences are designed to make students reflect a deeper and sophisticated understanding of the academic disciplines. To enhance the professional capacities of student teachers, there are practical courses for which assessment is fully on an internal basis. For each of the courses, special efforts are made to help students develop professional competencies. Work experience in the form of internship exposes the students to the different functional aspects of schools. All these learning engagements make student teachers apply their theoretical understandings in real life situations. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at micro and macro level. Initially students are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, students are provided a platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. After equipping the students with the micro-teaching skills, they are sent to schools for their internship programme, as per prescribed syllabus with the objective of maximum professional understanding. During the internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school. Activities are organized to inculcate Social and National values, integration and development (Observation and celebration of national days, conscientisation programs on social issues and evils, human rights education, Environment conservation, Flood relief etc.) Diverse learning engagements help the student teachers to develop multidisciplinary viewpoints and knowledge, formation of dispositions, values and become well-versed in the latest advances in education. The institution provides an effective and conducive environment to the prospective teachers for the overall development including social, moral, cultural and academic aspects of personality.

Curriculum transactions through seminars, discussions, debate and activities of various cells, the student teachers understand and apply the strategies of addressing gender bias in educational institutions through curriculum development and transactions, empowerment of girls as well as empowerment of society. Brainstorming sessions, seminar presentations, problem based practicums, activities, cultural programmes and school based conscientization programmes are organized to identify and resolve the major social, intellectual and environmental issues, challenges faced by our pluralistic society.

Theoretical discourses, school / community- based experiences, and reflective practices ceaselessly evaluate the effects of choices and actions of student teachers. Practicing ICT integrated teaching, and awareness on Web 2.0 tools are encouraged.

Curricular experiences were provided to identify and resolve the major social, intellectual and environmental issues / challenges faced by our society and make use of those curricular experiences in nurturing/equipping the classroom learner to face those challenges. Everyday Class experience helps to acquire pedagogical knowledge and communication skills. Reflective practices after internship helped student teachers to reflect on their strength, challenges and future possibilities in their teaching career.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 41.57

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

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 59.14

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
44	33	35	36	31

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:** 56.49**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
32	32	64	45	36

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

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..

Response:

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

Before the commencement of teaching programmes, student's previous content knowledge is assessed based on their basic degree by the concerned staff member. The students' talents and potentials are also identified at the time of admission by the admission committee.

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 to plan various activities by the concerned staff in accelerating their inert potentials, skills, and talents in the right direction. Through this students' problems are identified for providing suitable remedial measures during their courses of study. Hence the induction programme for the New entrants is being held from 2017 to 2022. The details of various sessions are given below:

- **English Knowledge Proficiency Test**
- **Computer Knowledge Test**

- **Handwriting Writing Assessment**
- **Entry Behavior Assessment - Attitude Towards Teaching Profession**
- **Entry Behavior Assessment - Aptitude Towards Teaching Profession**
- **Assembly Activity Group Work**
- **Physical Education: Yoga, Drills**

Cultural Event

Our college organises cultural events for the students to get to know each other, to have introspection about one-self-regarding his/ her talents and other potentialities. 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 and qualities to project themselves as a competent teacher in future.

Morning assembly gives ample opportunities for the students to come to the forefront of the academic activities and play a leadership role. The students are divided into groups and given turns to take charge and conduct the assembly.

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 to their needs accordingly for maximum results.

- **Low achievers:** Based on the results of the assessments conducted, the subject teachers prepare suitable remedial programmes and effectively implement them to cater to the academic needs and improvement of the low achievers. The individualised assignments and the constructive feedback provided by the concerned teachers in each subject greatly help them for further academic improvement.
- **Advanced Learners:** 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.,
- **Differently-abled learners:** The college provides admission to differently-abled students on merit quota as per the government norms. Further they have been encouraged to take part in all activities of the college on par with the normal students. They are given special learning resources such as Braille books, audio CDs, and JAWS software in the library.

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

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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 10.31

2.2.4.1 Number of mentors in the Institution

Response: 13

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

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

Response:

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, communicative English, and physical education are offered through experiential, experimental, physical and participatory approaches. Experiential learning approach is adopted in several subjects. Students are given hands-on training, on varied applications and digital tools. Their learning is assessed by online submission of the assignments and use of digital tools. Online Assessments also employ experimental learning. Practicum Components like diagnostic testing, conducting achievement test and interpreting scores and conduct of Psychological tests help the students to learn concepts through experiential learning. The M.Ed. students are given hands-on training on Statistical Package for Social Sciences tools to carry out their research. This encourages learning by doing.

The students are trained to conduct department-wise programs like quiz competitions where students are involved together. All the faculty conducts group discussions, debates and panel discussions in order to ensure active participation of students. Field-Trips are organized subject-wise to visit places of relevance like Birla Planetarium and Anna Centenary Library. When the students are in teaching practice, they undertake the case study of a school student. They talk to them periodically, guide them to resolve their learning difficulties. A report is made after observing that student for a month, diagnosing the problems and applying problem solving strategies to guide the student. Mandatory Action Research taken up by the student is a rigorous exercise of identifying classroom problems, locating the causes and scientifically searching for solutions. Brainstorming method is deployed to stimulate thoughts around a concept.

Students are divided into groups of their interest for the given topics to discuss. In the discussion the students' perceptions, attitudes, beliefs, opinions, ideas are assessed. At the end of discussion, a report is prepared by the student groups and submitted for evaluation by the teacher educators. Through this activity, the students clarify their views from others' points of view, understand the need of the concept, and are also motivated through the peers' appreciation. When the college is closed due to the impact of corona, the classes for all the courses are conducted online through Google Meet according to the schedule. The teacher educators explain the concepts clearly with digital teaching materials and also assess the students' learning using effective digital tools. Teaching and Learning Materials are developed and posted to students through Google Class Room. The teachers create video lessons and upload them in the YouTube Channel and the generated link is uploaded in the Google Class Room for the students' reference. This helps the students to learn according to their pace. The assignments are also posted in the Google Class Room.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	10

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 55.97

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

Response: 75

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

2.3.4 ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

Response: A. Any 4 or more of the above

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

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Nature of monitoring efforts:

The College offers continuous mentoring to students through all the activities. Each programme is well planned in such a way that students develop professional attributes.

Working in teams

In our college, team spirit is being developed among the students in the regular day today classes and also by organizing many activities such as mini teaching sessions ,group discussions Practical classes ,community work and so on. In each activity we divide the students into groups as such they work in teams to accomplish the task .Thus they understand the significance of group work and also be benefitted. While in the team they learn about the synergy of the group. In the timetable one hour is allotted for practical classes and for community work.Practice of mini teaching sessions develops their teaching skills. Video recording and analysis of mini teaching sessions are done in which the students are being evaluated and they do self evaluation also . Various essential teacher attributes are developed through other activities and invited talks.

Dealing with student diversity

- In order to handle the diverse students in the desired way, our college implements many activities such as visit to other schools to know the different methods of teaching, new techniques and strategies they adopt.
- Tutor Ward system is practiced, in this system each teacher will be given 4 or 5 students to mentor them in academic, professional and in personal need.
- Every week a group of students visit MERRC,a special school in Muttukadu.
- Every day through the morning assembly, the moral values are also developed and the students are able to plan and execute the programmes on that day.

Conduct of self with colleagues and authorities

Our College helps in order to develop a mind of working with self, colleagues and authorities. Leadership quality is developed through the training programme like college union, associations and through various clubs.In order to develop the organizing abilities among students, various important days are celebrated(ie)Teacher's day, Independence day, Republic day

Balancing home and work stress

To balance stress,we have a counseling cell in our college.We have a greenery environment which refreshes the students. Every year we plan for an All India Tour to train the students to learn about the culture of our motherland.We have add on courses such as life skills,parental counseling to make our students to know the ways of handling various issues in life.We have two classes weekly for physical education. We have yoga classes and an International Yoga day was celebrated in order to improve the mental health of the students.

Keeping oneself abreast with recent developments in education and life

To acquaint the students with the recent developments, various guest lectures are arranged. Training for competitive exams like TET were given special focus. Special days were celebrated and oaths were taken on those significant days. Awareness programme by police department and bank officers were also

given. A short term course was conducted on curriculum design and development in which the students came to know more about recent trends in curriculum development. Induction programme is given at the beginning of the course and life skill trainings are given in the five days CT Camp. A Webinar on Qualitative methods of research was conducted.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

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

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

Response:

Creativity is developed through

1. Chart – Tree, Flow, Stream, Picture, Tables
2. Flash Cards
3. Pictures from Print Media (News Paper)

4. Photographs
5. Picture Series
6. Albums
7. Scrapbook
8. Specimens
9. Magazines
10. Programmed Learning Material – Linear
11. Programmed Learning Material – Branched
12. Working Model
13. Non-Working Model
14. Herbarium
15. Stick Figures
16. Question Bank
17. Overhead Projector Sheets
18. Audio Lesson
19. Video Lesson
20. Improvised Apparatus
21. Cartoons
22. Rotating Disc (or) Matching Table
23. Posters
24. Activity Card/Instructional Cards
25. Worksheets
26. Diagrams/3 Dimensional Model
27. Wall Hanging (or) Table Top
28. Real Objects
29. Mind Maps
30. Subject Related Games
31. Glass Slides
32. Match Stick Album
33. Composite Scenes
34. Paper Cuttings
35. Art and Craft Education
36. Socially Useful Productive Work
37. Club Activities
38. Association Activities
39. English Department Magazines
40. Communication Skills and Expository Writing
41. Arts and Craft Expo
42. Science Expo

Intellectual and Thinking Skills are developed through

- 1.M.Ed. dissertation
- 2.Suggested Practical
- 3.Practical works
- 4.Seminars
- 5.Assignments
- 6.Educational Research tools
- 7.Reading and reflection on text
- 8.Concept map Preparation
- 9.Debates on topic of social and conceptual importance
- 10.Gender issue awareness and management

Empathyis developed through

- 1.School Visit
- 2.Reflective Journal Preparation
- 3.Citizenship Training Camp
- 4.Group Discussions
- 5.Cleaning the campus
- 6.Planting trees
- 7.Environmental Education
- 8.Competitions: Indoor and Outdoor

Life Skills are developed through

- 1.National Level Educational Tour
- 2.Field Trip
- 3.Health and Physical Education
- 4.Capacity Building Program on stress management, life skill etc
- 5.Morning Assembly
- 6.Sports Day
- 7.Women's Day
- 8.Value added Courses
- 9.Conducting Intercollegiate Competitions
- 10.Poster Making Competition

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan (IEP)

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3 Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: B. Any 3 or 4 of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

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

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

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

2.4.7 A variety of assignments given and assessed for theory courses through

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Our second year B.Ed. students are coordinated by two faculty members who are designated as 'In charge of Teaching Practice' for internship. The internship work begins with identification of teaching practice schools. The University has made it obligatory for student teachers to go for internships to government and government aided schools. The staff who are in charge of teaching practice, send requests to government schools, government aided schools, and matriculation schools regarding accommodation of student teachers for internship. The Chief Educational Officer of the district sends official orders to the host schools. After receiving acceptance, the student teachers are sent for internship. The location of the students are considered and they are placed systematically. Sometimes it may not be possible to place them in the schools near their residences. In such cases they are placed in schools near our college.

The staff in charge for teaching practice visit host schools and acquaint the school heads and school teachers with the internship programme. The staff in charge for teaching practice organize an orientation for student teachers on the general guidelines for attendance, observation of classes, peer feedback, classroom teaching and completion of internship related records. The student teachers are asked to comply with the rules and regulations of the host schools. They are asked to plan the observation by pedagogy teachers after due consultation with them. The numbers of observations by supervising teachers are left to the discretion of the supervising teachers. Separate formats are developed for the observation of internship performance by school heads and school mentors.

The students are taken out for a visit to innovative schools prior to their teaching practice. This familiarizes students with the different kinds of school set ups and prepares them to meet the diversity during internship.

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 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 forms and certificates of completion were handed over to them.

Student teachers were educated by those 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 and school time.

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, observe the attendance of the students during intensive teaching, fill the assessment forms and get signatures 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	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 4.4

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 15

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10 Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

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 teachers provide feedback regarding their teaching competency based on their observation, they suggest 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 student decides to take leave they should 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 monitored meticulously.

Effective integration of theory and practice during internship is ensured by the strong monitoring mechanism adopted by the institution. The performance of the student teachers during internship is monitored by different persons on a regular basis. The persons involved in the observation are teacher educators. The student teachers record their self-evaluation in the prescribed format. They also maintain a reflective journal during teaching practice.

The teacher educators observe the student teachers in the teaching practice schools on a regular basis. Every observation is recorded in terms of motivation strategies, explanation of concepts, use of instructional aids, classroom management, classroom interaction, recapitulation and use of novel teaching strategies. The teacher educator presents feedback immediately after the observation.

The mentor teachers record their observations with regard to the planning of instruction, content delivery,

use of teaching aids, classroom interactions, questioning skills, assessment methods adopted, completion of assigned tasks, use of technology and classroom control. The teacher educators and mentor teachers work together to provide constructive feedback to the student teachers.

The mentor teachers make use of every opportunity to provide oral feedback to the student teachers on the work they do during internship. They also guide the student teachers in various teaching methods and assessment methods during the teaching practice. All these contribute to the experimental learning of the student teachers.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: B. Any 4 of the above

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

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**

4.Regularity, initiative and commitment**5.Extent of job readiness****Response:** A. All of the above

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

2.5 Teacher Profile and Quality**2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years****Response:** 98.18

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years**Response:** 83.33**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years****Response:** 9

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

2.5.3 Average teaching experience of full time teachers for the last completed academic year.**Response:** 11.27

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

Response: 124

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

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:**Response:**

The following are the efforts put-forth by our teacher educators to keep themselves updated professionally.

Continuous Professional Development activities

- Teachers attend Orientation, Refresher and Short-term courses in various topics related to education through online and offline mode.
- Eight teachers in our college are Ph.D's.
- Two faculty members are research guides in our Meston College of Education.
- Our teachers organized National Seminar, conference, colloquium (Educational NeuroScience – A Quantum Leap towards Reshaping Global Knowledge and Skills, Instructional Efficiency to prepare the Post-Millennials for 2025, Guidelines for writing systematic and scientific literature reviews, Global Challenges and Recent Trends in Holistic Education, Qualitative Methods in contemporary Educational Research and Research and Experimental Research in Education)
- Teachers participate and present papers in the International and National seminars, colloquiums, and workshops. Teachers attend seminars in the state, out of the state and abroad.
- Teachers participate in various competitive fields and are getting recognized in various heads.
- Teachers act as resource persons, speakers, 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 part of curriculum.
- Our teachers prepared COVID Awareness Video.
- Our teachers organized a National level Quiz Competition.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

- Evaluation is done in all academic activities of our college. Since evaluation is a continuous process, our teacher educators test the knowledge gained by our teacher trainees at each phase of their teaching learning process.
- Our college conducts three class tests including the model test for our students. As soon as one or two units are taught in the class, one class test will be conducted.
- Immediate feedback will be given by the respective staff on the class test conducted. If necessary, remedial teaching will be done on the students who are lacking in their understanding.
- To make it continuous, another test will be conducted after the remaining few units were taught in the class.
- In the same way, for each course, our trainees are expected to complete records for practical purposes. The records are evenly distributed in all the four semesters of their course of study.
- 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 records won't be clustered. It will be evenly distributed and it is also a continuous activity throughout their course of study.
- To ensure the 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	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Transparency in the evaluation system is implemented by displaying the 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 and writing examinations.

During the academic years (2017-2022) no such major grievances were received. Grievances otherwise received were forwarded to the principal for immediate redressal. In all such cases prompt actions were taken and the matter was sorted out. 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.

Mechanism for communicating the grievances

Students can adopt any of the following four methods to convey the grievances immediately.

1. Drop Letter Complaint Box

2. Face to face grievance reporting

- To principal
- To redressal committee members
- To teachers
- To class representatives/ school leader (during school-based activity)

3. Grievance reporting through the platform of the college fellowship

4. Grievance reporting through written or oral communication

5. Grievance reports through an online website portal.

Procedure of grievance redressal related to examination

1. Whenever there is a grievance related to examination or allotment of marks the committee meets on the spot to analyse the documents and the grievance is redressed immediately.

2. Based on the request, special arrangements have been made during examination days for visually challenged, pregnant women and sick students

3. Based on the request, special arrangements have been made during University External Practical Board Examination in the practice teaching schools for visually challenged, pregnant women and sick students to take class conveniently

4. External examination related grievances like, out of syllabus questions and changes in the examination dates, overlapping of external examination and other competitive examinations have been intimated immediately.

The following mechanism is adopted by our college related to examination to redress the grievance of the students:

- All the grievances given by our students in awarding marks to them will be looked after by their respective teaching faculty.
- The reason for such scoring or awarding marks will be clarified by the teacher educators to their students.
- Also our students are getting immediate feedback with proper remedial measures to their fullest satisfaction in their performance level.
- These periodical suggestions given to our teacher trainees will assist them to have mastery over the subject.
- Our college often gets queries / suggestions from the students and tries to answer them amicably.

- This approach is done on the examination system for the betterment of the college.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

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 programmes of study.
- It will be finalized with the consultation 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 the 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.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.**Response:**

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 course learning outcomes are achieved through carefully selected theory courses, practicum components needed to enable the students get the experience of classroom teaching, courses that provide specific skills needed for teachers and co-curricular activities which train the teachers to play various roles in Schools. All CLOs are linked with one or more PLOs. Hence attainment of each CLO contributes towards attainment of PLOs.

At the beginning of each semester, the faculty in charge of each course design the activities of the course in alignment with the CLOs to be achieved. During the course the faculty monitor the progress of the students through various assessment techniques. The performance of the students indicates the attainment of the corresponding CLO. If a CLO is not achieved, the faculty undertakes suitable remedial measures.

The continuous comprehensive internal assessment system of the College helps the faculty in monitoring the progress of the students according to the stated PLOs and CLOs. At the end of each semester, the faculty check the attainment of all CLOs related to the courses. The end semester marks of the students are also analysed to check the attainment of each CLO related to the corresponding courses. When the students complete the programme, the attainment of all CLOs is mapped with PLOs and the attainment of PLOs is checked by the Examination Office. Based on the analysis, necessary modifications are done in the various components of the curriculum of the programme. This systematic procedure helps the College to check whether the teaching learning strategies followed by the faculty of the College are aligned with the stated PLOs and CLOs of the programmes offered by 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 blueprint aims at verifying the attainment of outcomes of programme and courses.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 91.51

2.7.2.1 Total number of students who passed the university examination during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
66	64	70	68	23

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

During each semester, the B.Ed and M.Ed programmes have a set of theory courses, Practicum Components, Co-curricular activities and Value added courses. The faculty who are handling theory courses prepare plan of work for the entire semester. This plan clearly indicates the academic work carried out every week during the entire semester. This plan includes the following:

- CLOs to be achieved
- Course content
- Reference materials
- Teaching method used
- Assessment plan to check the attainment of CLOs
- Remedial teaching according to the attainment of CLOs.

During the semester, after each assessment activity, the faculty members analyse the performance of the students and check the attainment of the corresponding CLOs. After end semester results are published, the marks are analysed to check the attainment of CLOs at the end of the course. If the attainment is not satisfactory, the reasons for that are analysed. If the CLOs are not attained due to individual differences among students, remedial teaching is done by the faculty. Students are provided with suitable materials and activities which will help in the attainment of CLOs. If changes are required in the method of teaching and

assessment techniques, the faculty will modify the method of teaching. If changes are required in the course content, it will be discussed in the IQAC and proposals will be presented in the Board of Studies. With the guidance of the experts in the Board of Studies, the proposed changes will be discussed and recommended to the Academic Council. If the changes are approved by the Academic Council, changes will be implemented.

Internal tests are conducted regularly to monitor students' 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-teachers. To maintain sound character, college and out-of-college activities were organized and students got opportunities to participate, organize and manage such activities. Regular sports and games courses were held to achieve physical fitness and health. A physical fitness and health record is maintained. Students are divided into four houses, and individual group competitions are also organized. Sports day is a grand event that is organised by the College in which individual talents and fitness of students are evaluated. To develop their confidence and self-image, students participate in various programs and organizations and are given administrative and supervisory roles. Our college provides scholarships for our students. We also educate our students in various add-on courses such as life skills education, parental counseling, school administration. English enriches students to enhance their communication skills.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 71.21

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 47

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

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. 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.

Communication Skills

A pre-test is given to students at the beginning of the course, to determine their proficiency in communication. Simple oral tests like “Introducing themselves” and “identify the error in the said statement” are conducted in the classroom. The teacher uses five-point rating scale for assessment. According to the performance in the language test, students are divided into two groups. The students who have scored Excellent and Good are grouped under Group 1 and the other students under Group II. Both the groups are given training in communication skills for a semester. Lot of practice in verbal communication is given to Group II. Challenging assignments are given to Group I. At the end of the course the teacher administers a post-test of similar difficulty to all students.

Information and Communication Technology

Based on the entry level assessment on technological skills the students are divided into four groups. The first and the second groups are identified with poor technological skills. The third and fourth groups are categorized with good technological skills. The prescribed syllabus is taught to all the four groups. The

Group I and Group II students are given drill and practice. Challenging tasks are given to students of Groups III and IV to create ICT materials in a novel way. Finally, the performance is assessed and their improvement is noted and credits are given.

Teaching Skills

Based on their major subjects student teachers are allowed to observe the classes of the teacher educators. They are allowed to practice the Teaching Skills in their respective major subjects. These equip them to be effective in the usage of teaching skills. They are also given opportunities to observe the teaching of student teachers belonging to other subjects.

To develop the Teaching Skills, the student teachers are allowed to teach a concept of their choice. They were trained to practice the identified teaching skills. Poor performers are guided and helped for better performance. All these equip them to use all teaching skills when they go for internship.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.76

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations
2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural supports

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 1.94**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	4	7	4

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response: 2.04****3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	8	8	5	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 10

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
15	3	9	11	12

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 53.61

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
75	63	69	89	68

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 54.49

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
77	64	70	91	68

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

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

"The great aim of education is not only knowledge but also action". In such cases, B.Ed (Bachelor of

Education) as a professional course not only focuses on academics but it mainly encourages the student teachers to engage themselves in practical work to bring betterment in the society. Our student teachers visit the Meston Educational Rehabilitation and Research Center (MERRC) regularly. Our students went there and spent the whole day with the special children and helped them in various activities. Through this the student teachers also gained a new experience. Also, the student teachers participated in the awareness programme organized by the Red ribbon club organization, this awareness programme was based on the role of youth in the prevention of HIV and AIDS. The student teachers were sensitized to the challenges faced by the HIV patients. 06th February, 2021 was celebrated as the internet safety day and an awareness programme was conducted on the topic 'Internet Safety'. This awareness programme mainly focused on the usage of social media, protecting and managing the personal data, avoiding harmful and illegal contacts and also educating them on how to come out of those risks, which they in turn educate the target group to bring a change in the society. Based on this, competitions were conducted and the students actively participated in it. The consumer club of our college conducted a competition on 'Consumer Protection' on 27th February, 2021 and 20th April, 2021 which was an eye-opener for the student teachers to acquire knowledge about the protection of consumers and how to be a wise consumer, which will help them to overcome the exploitation in future. The Tamil Nadu AIDS control society joined hands with Tidal park and Southern Railways and organized an artwork at Indira nagar Railways on 23th January, 2021. Our student teachers participated and performed the artwork along with the respective authorities. In the year 2020, the world faced a pandemic. To make the public aware of the Covid situation, an awareness programme was conducted for the student teachers on 12th February, 2020 in which safety and preventive measures were also discussed. Indian Red Cross Society, Tamil Nadu, headquarters, organized a blood donation camp for our student teachers on 07th May, 2022, in which 10 of our student teachers donated their blood to the Red cross blood bank.

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

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 12

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	2	1	2

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

<p>3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</p> <p>Response: 0.2</p>														
<p>3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	1	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18										
1	0	0	0	0										
File Description		Document												
Report of each linkage along with videos/ photographs		View Document												
List of teachers/students benefited by linkage exchange and research		View Document												
Data as per Data Template		View Document												
Any additional information		View Document												
Link for additional information		View Document												
<p>3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>Response: 3</p>														
<p>3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>Response: 3</p>														

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - 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

Response:

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 which are loaded with various curricula, under different streams of board namely CBSE, ICSE and Samacheer kalvi.

The Library of our college has adequate holdings in terms of Books, Journals and other learning materials. Facilities for technology aided learning enable students to acquire information, knowledge and skills for their career.

Biological Science laboratories with various items such as Specimens (plants and animals), Skeleton, Microscopes, Aquarium, Charts, Photographs of Scientist and Clay models etc. are utilized effectively for the clear understanding of the lessons.

Laboratories for Mathematics help to develop proper mathematical attitude among the students, with the recent learning materials such as rotational symmetry, Geo board, types of parallelogram, etc.

The Physical Science laboratory consists of instruments / materials like moving coil, galvanometer, meter bridge, physical balance, test tubes, conical flasks along with acids and salts, etc. to make practical sessions effective. These laboratories are utilized once in a week during the practical sessions as per the timetable.

A modern psychology laboratory consisting of the latest verbal and performance tests helps to provide our teacher trainees with laboratory based experiences and to translate into relevant skills for effective interaction in their classroom practices.

An air conditioned computer laboratory with 30 terminals is utilized to increase the computer literacy rate. LAN facility together with Wi-Fi and broadband internet facility is also available. A language laboratory is

loaded with softwares namely, 'Tell me more English' & 'Express Pro' are useful to develop communication ability of the students.

Audio-visual room with modern equipment such as interactive white boards, five overhead projectors, LED TV, professional video cameras are well utilized to provide hands-on training for effective use of audio-visual equipment.

Our institution grants priority to physical education sessions too. A vast ground with volleyball court (2 numbers), Shuttlecock / Tennikoit court (2 numbers), throw ball courts (2 numbers) and football field together with sports equipment such as Javelin, Discus, Shot Put, etc. are available to motivate our teacher trainees to excel in sports and games as well. Indoor games such as chess, carom, etc. are also available.

Two separate hostels for men and women in the name of Meston men's hostel and Emma Foulger women's hostel (UGC Sponsored) are functioning in a serene environment Health and Hygiene is ensured by providing good drinking water by RO reputed water processing unit and a cooler facility. Rest rooms are maintained regularly. A canteen is available on the college campus.

The Principal's chamber, office room, office of the Controller of Examinations, staff rooms (separate rooms for women staff), a well-equipped library, and a 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. A canteen and parking space for vehicles are also available in the premises of our college. An open stage is utilized for conducting celebrations such as sports day, college day, etc.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2 Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.**Response:** 54.55**4.1.2.1 Number of classrooms and seminar hall(s) with ICT facilities**

Response: 6

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 11

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**Response:** 3.33**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.59654	0	2.46554	1.60850	3.70134

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Our College Library has been computerised with up-to-date Library Management Software. The Library has four computers, connected through LAN, with requisite operating systems. One computer with AutoLib library automation software with Librarian for transaction of Books other three computers with OPAC for staff and students use.

The College Library was initially automated with the AutoLib software, which was operative till the end of the academic year 2017-18. After which, it was upgraded to the fully automated AutoLib NG Web OPAC during the academic year 2018-19, which makes all the library operations smart and computerised.

The AutoLib software is fully-integrated, versatile, and user-friendly, covering all aspects of the library's routine activities, which helps to effectively manage the library housekeeping activities.

- Computerization started with Acquisition, and Cataloguing which allowed us to create, update/edit, and maintain the databases (Books, Book Banks, Thesis, Conference Proceeding Reports, Journals, etc).
- The Circulation Module enabled us to make transactions such as issuing, returning, renewal, reservation, overdue management, etc., in a systematic way. (Seven Books are issued to the students for a period of fifteen days. Books which are not in demand can be renewed.)
- **OPAC (Online Public Access Catalogue):** This module is designed to search all the **databases** using important fields and print the search results in any desired format. Web OPAC facilities enabled the students and staff to renew, reserve and access the library catalogue online. Users can search documents by author, title, subject, accession number and keyword. In addition to this, it also provides issue status of documents, list of copies, subject-wise book details, member-wise issue details, list of books by author, publisher, etc.
- **Gate Entry Module** helps to monitor the usage of Library resources by Staff and Students.

- **Digital Library Software:** The College Digital Library can be accessed within the college in the digital form. The data is being stored on the server in the digital format. Information from the main server is available in different digital formats such as pdf, doc, html, images, video and many more.

Students' projects, dissertations and previous year's question papers are uploaded in a digital format to the server. Open Access Journals (National and International) can be accessed from the digital library. Search on Open Access Resources, Open Access Directories, Open Access Journals are also made available.

The library books printed before 1957 is digitalized. The digitisation process was done in collaboration with the Anna Centenary Library. The digitised books are made available in digital form for all the student-teachers, teaching and non-teaching staffs in digital library.

The library functions under the care and supervision of a qualified and well-experienced librarian. All functions in the library such as Acquisition, Technical, Circulation, Reference and Maintenance are carried out by the librarian.

The library has been automated and the Barcoding systems are well utilised.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

The Library of our college has adequate holdings in terms of Books, Journals and other learning materials. Facilities for technology aided learning enable students to acquire information, knowledge and skills for their career. The library plays a prominent functionary role in supporting the academic activities of the institution by establishing, maintaining and promoting library and information services. It upholds the teaching and research programme of the college by maximising access to information.

The library follows an open access system where users of the library have liberty to enter into the stack area and search for the required books and necessary references.

The library provides unlimited internet access to the faculty and students. Students use the internet services for their project and assignment preparation. Faculty members frequently use the internet for their research work, preparing lessons and seminars, publications, etc.

Four computers are kept for internet access within the library for browsing of e-resources. Remote access to the library's e-resources is also available within the college to its users through access points. Our College library provides e-resources services through the subscription of N-LIST. It provides access to 6000+ e-journals, 1,64,300+ e-books through N-LIST and NDLI.

N-LIST program also jointly executed by e-ShodhSindhu Consortium as a college component. It provides current as well as archival access to peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines. Apart from the e-resources such as full-text journals and e-books, N-LIST provides access to a databases through e-Shodh Sindhu

Almost all the members of the library (undergraduate students, post-graduate students, teaching

faculty and research scholars) are members of N-List 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 digitised books are made available in digital form for all the student-teachers, teaching and non-teaching staff in the digital library. The data is stored in the server in the digital format and the open access e-resources facilities are also made available.

Meston College Library has institutional membership with the British Council Library and has access to BritishCouncil Library Books and e- documents through user ID and password.

Meston College Online Resource Library was created with an initiative to provide study materials for our college students during the Pandemic period which contains links to the notes of our college staff members and other educational institutional notes, NCERT notes etc., for their reference, teaching learning and research development.

<https://librarymeston.wixsite.com/mcelibraryonline>

Journal articles and other paper presentation articles published in various journals are made available in the library.

Users frequently use N-LIST, (2011) ERIC, DOAJ, Shodhganga, Theses, etc. The Library has a network printing and scanning facility. E-books and e-journals in the database can be accessed from the digital library server with different options for indexed search.

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

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**
- 4.e-books**
- 5.Databases**

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 1.83

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.76515	0.11606	3.13517	3.12845	2.02689

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 42.32

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 1351

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 973

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 1265

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 1261

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 1287

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Meston College of Education continuously strives to update its ICT facilities to ensure efficient functioning.

The ICT helps to enhance teachers' delivery process and improves student learning experiences by utilizing different types of technology in the classroom situations. In addition to the traditional method of teaching along with modern methodology our classroom infuses digital learning tools such as Laptops, Computers, LED/DLP projectors, Smart Boards, Internet Connectivity with Wi Fi facility and Public Address System.

Well-furnished Classrooms accelerate the rate of learning and build 21st Century techno-pedagogy skills. Our College and Technology are blending in educational system with ICT facilities. The use of technological devices in the classroom is explored to create meaningful learning experiences for students. The staff avail the ICT facilities to enhance their teaching and learning.

Our College has 9 ICT enabled Classrooms (Smart Class) for B.Ed. and M.Ed. namely (i). Biological Science Education, (ii). English Education, (iii). History Education, (iv). Mathematics Education, (v). Physical Science Education, (vi). M.Ed. (vii). Seminar Hall, (viii). Media Centre and (ix). Computer laboratory.

In addition to the above Smart Classrooms, we have Air Conditioned Media Centre / Conference Room 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. Quality Public Address System utilized during Lectures, Seminars, Workshops, Functions and Celebrations. This centre is also utilized for conducting Ph.D public viva voce examinations (both online and offline).

Our College has provided Laptops to all permanent teaching staff for an 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 called ICT in Education (both theory and practical) is taught to B.Ed. ad M.Ed. to cater to the present technological needs. One period in a week is allotted for computers and language laboratories.

Our College has a digitized Library enabled with AutoLib Software consisting of e-books, e-journals, e-reference books, e-encyclopedias and e-dissertations and audio books; it has a reprographic facility and Computers with Internet Facility. ICT based Learning Resources prepared by staff members are uploaded in Online Resource Library which are used by students during pandemic days.

The Biometric facility to ensure attendance and punctuality is being suspended during the pandemic period. Our College is under surveillance of CCTV cameras in all classrooms to ensure safety and security. All the computers in our college are attached to the Local Area Network (LAN) by CAT 6 advanced wired cable. High Speed Data Card with unlimited internet is available for standby backup.

Broadband internet facility is now updated with Wi-Fi facility to the entire premises of college. ACT Blast Promo plan with Speed limit up to 200Mbps and unlimited data facility is installed to the learning and administration purposes of all the staff and students.

All the resources are well utilized by the staff and students to make teaching and learning more meaningful.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 4.06

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 300

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 300

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4 Facilities for e-content development are available in the institution such as

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

Response: 43.91

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities

during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
15.72328	8.20880	28.53178	25.28240	32.79521

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

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

Response:

Meston College has a set of established procedures and policies for maintaining and utilizing physical, academic and support facilities.

Classrooms and Building maintenance: Physical infrastructure which includes the classrooms, Media Centre, Library, Laboratories, James Cooling Indoor sports stadium, Main Hall, Foulger block's Seminar hall, Computer Centre, Staff rooms, Principals Room and Office are maintained by the caretaker under the supervision of the Principal.

Laboratories: All the departments have separate laboratories where the practical classes are held. The labs are maintained by the staff concerned. Materials for the lab are purchased as per the suggestions of the teachers and the availability of the lab funds of the department. Stock checking takes place once in a year.

Library: There is a library committee which comprises Principal, librarian, two faculty members and two students. The committee is accountable for all decisions taken regarding the library issues. The library committee suggests the requirement of books for the library and carries out periodical upgradation and updation.

Under the headship of the Director of Physical education, Sports equipment are well-maintained. The records of all the sports equipment, the necessary goods and sports articles are purchased as per the recommendations of the Director of Physical Education. The college authority purchases materials by calling quotations from the reputed sport outlets. The equipment are purchased according to the requirements of the students and maintained properly. Our Director of Physical education maintains the

record of students attending sports events, also takes care of indoor stadium and gym materials.

Psychology laboratory: Many psychological tests and equipment are managed by the lab in-charge staff. Procurement of new psychological tests in the lab is done based on requirement and available lab funds. The Psychology lab stock record is maintained properly.

Maintenance of Computers and Language laboratory: The office of the principal decides about purchasing necessary computers, printers, photocopying machines, scanners, Information and Communication technology related equipment as per recommendations received from the departments of the colleges and the administrative office of the college. All the facilities related to equipment are maintained by computer skilled personnel of the college and they also take the responsibilities of periodic up-gradations. Few technicians from outsource are also entrusted with use and maintenance of these facilities. Proper maintenance of equipment and facilities are done by the staff in-charge. Language Laboratory and its software are maintained by concerned staff in charge.

Cleaning of the whole building is done daily and a few days are allotted for deep cleaning and maintenance of the building. The regular maintenance is done by plumbers, electricians and carpenters who are hired for maintenance work.

Generator facility is available in our college for the use of electricity for emergency purposes. The care of the generator is done regularly with the assistance of office assistance and maintenance by AMC. The furniture, fans, air conditioners, tube lights, almirah, electrical appliances, and other equipment are managed by stock verification every year. Restrooms of Boys, Girls and Staff are maintained very neatly by using necessary materials for the healthy wellbeing. The purchase of sanitary materials is an indispensable task of our office. Thermal scanners and sanitizers are in use during pandemic days.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	View Document

Criterion 5 - 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:

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators				
Response: 3.14				
5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
4	1	0	5	0
File Description	Document			
Upload any additional information	View Document			
Data as per Data Template	View Document			
Appointment letters of 10% graduates for each year	View Document			
Annual reports of Placement Cell for five years	View Document			
Paste link for additional information	View Document			
5.2.2 Percentage of student progression to higher education during the last completed academic year				
Response: 33.33				
5.2.2.1 Number of outgoing students progressing from Bachelor to PG.				
Response: 22				
5.2.2.2 Number of outgoing students progressing from PG to M.Phil.				

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.	
File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)				
Response: 2.52				
5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
3	1	3	0	1
File Description	Document			
Upload any additional information	View Document			
Data as per Data Template	View Document			
Copy of certificates for qualifying in the state/national examination	View Document			
Paste link for additional information	View Document			

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning
Response:
The Meston College of education 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 the College General Secretary, Assistant General Secretary, Prayer

Secretary, Assistant Prayer Secretary, Sports Secretary, Assistant Sports Secretary, Camp Secretary, Assistant Camp Secretary and Department Secretaries. M.Ed. and M.Phil. representatives also included in college fellowship. College Fellowship is formally inaugurated with an oath taking ceremony and a guest will be invited to motivate the budding leaders with their inspiring talk.

Code of Conduct for student leaders

- The office bearers of the college fellowship shall cooperate fully with the Principal and staff of the college in promoting intellectual and cultural activities among students.
- The college fellowship leaders shall impose on themselves the responsibility of not involving in any act of indiscipline leading to disruption of normal life on campus.
- The problems/ issues in the college shall be resolved by representation and negotiations and not by resorting to any other method.
- The student leaders shall not involve in any issue not connected with the college.
- The student leaders shall, under no circumstances, deem it a part of their duty to represent to the authorities on matters and causes which do not fall under the purview of the college fellowship.
- The student leaders may take their representation to the principal on matters pertaining to the general interest of the students only and not on individual cases.

The college fellowship gives due importance to general discipline and the overall welfare of the students. Every day morning assembly was conducted by the student along with the student secretary of college fellowship. Interesting activities like reciting thirukural, scientific facts, remembering significant days, reading news etc were performed by the students.

The student leaders also help in the day-to-day activities of the college. 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 student representatives and they play a vital role in organizing all the activities related to their respective committee.

Every year the pedagogy secretaries organize association meetings. Subject expert from outside were invited and students talents were exhibited through competitions and cultural program

They also act as volunteers during seminars, conferences, workshops. They help the faculties in registrations, distributing kit, getting feedback and arrangements.

Our college served as a nodal for district sports meet, zonal sports and cultural events organized by Tamil Nadu teachers' education university. Our principal and physical director encouraged our sports secretary and cultural secretaries to be the volunteers and organize the events.

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.

The College Union strives to deliver excellent services and experiences for the students, and works with the College. They also continually try for novel ways in improving the student

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 5.8

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	2	8	10

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The involvement of alumni in supporting and providing contributions voluntarily to our college is very important for maintaining and expanding the reputation of our college. By establishing channels that can facilitate closer ties between the alumni, student and college, it can provide crucial benefits in enriching the student experience. Every alumni has experienced being a student at Meston college and acts as an effective support system in motivating young minds and nurturing special talents. They are creating together as an alumni community, by honoring our history, traditions and achievements. They also extend their moral support whenever needed.

AIMS AND OBJECTIVES

- To unite the old students of Meston College of Education under one forum for exchange of experience, dissemination of knowledge and talents amongst its members and also for the furtherance of fellowship,
- To conduct the academic related activities and also to keep in touch with other schools and college faculty, non-teaching staff and students.
- To render financial aid to deserving poor students studying in the College.
- To render financial aid to deserving alumni in case of extreme compassionate circumstances.
- To bring out magazines, souvenirs and newsletters highlighting the activities of the College and its Alumni.
- To organize cultural (Mestofez) and educational programmes and also conduct Alumni Day celebrations every year.
- To help the Alumni to get advice from the College on various jobs and professional enrichment opportunities that they may obtain in their work and real life.
- To carry out such other activities, as may be necessary for furthering the above aims and objectives.

MOTIVATION FOR JUNIORS

Alumni are an effective role model and can be easily accepted by students.

Our alumni members have a good association with college. Their significant contributions were visiting college frequently, interacting with students with their rich experience. The knowledge shared by alumni with students whether in time management, development of self-discipline and career management can be more easily accepted as guidance and inspiration by students. Our Alumni were invited to motivate our newly admitted student teachers during the induction programme. Many of our alumni are holding high posts like Heads of the institution, college professors and educational consultants. Their insightful contribution will fuel the newly admitted to proceed with zeal.

NETWORKING OF EXPERTS

Demonstration of macro teaching by subject experts is a part of curriculum in B.Ed. course. A demonstration of level I and Level II subject content for each department will be conducted regularly in the second semester. Our alumni students were invited to give demonstration classes for model teaching. Many of our Ph.D scholars are working in various reputed institutions. They acted as resource persons, presented papers during National and international conferences and seminars.

LINKS WITH JOB MARKETS

A telegram group has been created by staff in charge. Our principal updated important information in that group. It served as a good interactive platform in a pandemic situation. The alumni members working in different parts of the country were posting the vacancies available in their areas. Those vacancies will be noted by our placement cell and informed to our students.

INVOLVEMENT IN THE IN-HOUSE CURRICULUM DEVELOPMENT

Our alumni are involved in college development activities especially in the in-house curriculum development. They share their views and ideas in improving the quality of our college academic and non-academic activities. Our IQAC, Board of Studies and academic council have representatives from alumni. They Share their ideas and thoughts to enrich our curriculum. Every year our curriculum has been revised with innovative concepts

ENGAGED IN EVALUATION

Our alumni have been engaged in the evaluation process. They take an active role in question paper preparation, student evaluation and examiner for practical examination etc

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 1

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

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.

Response:

In order to foster a warm relationship, the College maintains regular contact with the alumni through various email groups and social networking sites such as Facebook. The Alumni is very active in

promoting, mentoring and guiding the current students of the College. It has worked extensively in connecting the alumni through motivational talks, workshops by eminent Alumni at various levels.

Alumni represent a window to the past, embody evolution of the institution over time, and provide inspiration for the vision of the future

- The Alumni members are invited in faculty development programme Short lectures on Soft Skills, Spoken English, Personality Development and skills to face Interviews, Resume Writing, and basic Computer study in ICT lab.
- The Alumni members are invited in faculty development programme
- Alumni help in pre Internship of new students as they tell them the nature of schools and everything related to it.
- The Alumni living abroad have also registered for the Alumni association and they stay in touch with the college, they help the students by telling them how they can go abroad after B.Ed for further studies.
- Active members of various academic and administrative bodies of the Alumni also help the students in many ways.
- Provide counseling to students for employment.
- They are also active in IQAC cells.
- Act as judges in cultural and sports competitions
- Actively help in organization and management of extensive outreach activities of the Institute.
- Alumni give their creative ideas for printing of magazines, conference proceedings, and brochures.
- Offer honorary services to teach, guide, and conduct action research on students

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - 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

Response:

Meston College of Education is a pioneer institution in Education which aims at "Excellence in Education", fostering professional values, developing learning and research skills among students and scholars who have a flair for the ideals of Education. The motto of the college is "in giving we receive" implying that knowledge when shared with others illuminates ourselves. The mission of Meston College of Education is to achieve excellence in education through holistic development incorporating academic excellence, professional competence, social sensitivity, ethical principles and spirituality.

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 fulfill its traditions and value orientations through helping the socially and economically backward sections, as it has its motto, 'in giving we receive'.

As envisioned in our mission and objectives all the activities are planned for each academic year well in advance for a conducive learning environment. All the curricular and co-curricular activities are planned, organized and executed for the realisation of the vision and to incorporate the essential values such as intellectual values, physical values, social values, aesthetic/recreational values, moral/spiritual values and emotional values.

The vision and mission are made known to the students and staff through academic calendar and placards placed in the main hall. The vision, mission and the values are made familiar to the parents, practicing schools and the non-academic communities during occasions such as parent-teachers meet, college day, convocation day, orientation (Induction) programme and also during seminars and workshops.

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Governing Body delegates authority to the Secretary and Principal who, in turn share it with the different levels of functionaries in the college. 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.

1. Ensuring Educational Excellence 2.Ensuring Student Development including physical and emotional health and well-being 3.Creating culture of excellence in Research, Scholarship, Innovation and Creativity for high impact 4.Enhancement of quality of faculty for outstanding performance 5.Advancing internationalization 6.Enhancing relations with industry, alumni and society 7.Enhancing employability and promote entrepreneurial initiatives 8.Committing to all aspects of social, economic and environmental sustainability 9.Enhancement of supporting resources

10.Ensuring excellence in Organizational Leadership and governance.

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. The management takes review of quality policies and makes amendments in quality policies if required.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 Institution practices decentralization and participative management**Response:**

Decentralization of administrative system for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty is carried out to have a significant impact on policy, planning and management of teacher education and to promote quality of education to all sections of people in academic, social, political and aiming to develop a responsible management.

At the same time, decentralization is seen as a means of improving the efficiency of education system and the quality of educational services. At various levels, the college grooms the leadership. Governing body, Management, Principal, IQAC Members, Steering committee, teaching staff, non-teaching staff, supporting staff, college fellowship, student representatives, Stakeholders, Alumni and various committees jointly empowered to propose, design, formulate and execute their plans within the framework of governance. The Academic and the Administrative staff are working together for the smooth running and overall functioning of the college.

The 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 college has a well laid down structure supported by qualified and competent teams. 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 management and the head of the institution communicate the clearly defining the responsibilities to the staff through the following means:

- Before the commencement of every academic year, staff meeting is held for detailed planning and work distribution (duty allotment list).
- The college designs a work plan for the whole academic year and assigns specific duties to each member of the faculty and administrative staff.
- Staff meetings are organized to discuss various programmes of the college and the opinion of the staff are collected.
- Academic work of the college are determined well in advance and communicated.
- Various committees are formed to carry out the academic work.
- Responsibilities of the staff are clearly displayed on the notice board, which is maintained separately for the teaching and non-teaching staff.
- Important notifications are intimated to the staff members through circulars and official staff WhatsApp group.
- Intercom facility enables the college office to contact the staff, during working hours.
- Funds and other resources required to carry out the academic work are provided by the management.

Thus, we have various committees and each committee is headed by a faculty so that they had the autonomy to lead the committee. The principal is in-charge of maintaining overall discipline in the college and planning the events to the students well in advance.

The institution promotes the culture of participative management at the strategic level, functional level and operational level.

Strategic level: 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.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions; the following are the few means which shows the means of transparency: Our College, being a Government-Aided institution, affiliated to Tamil Nadu Teachers Education University abides by the terms of the university. Admission is an online process which is strictly on the basis of merit in accordance to the government reservation policies. 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 auditor (Financial statements by external CA). It ensures that all the financial transactions, reports and documents are completed with integrity. Institute presents timely and accurate information to the University as well as state government.

Financial Transparency: The fulcrum of the Institution for monitoring the effective and efficient use of financial resources is the Finance Committee. The members of the Finance Committee are Principal, COE and the Head clerk. They discuss all important matters related 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. Actual day-to-day financial transactions are tracked by the Finance Officer, for approvals and transactions.

Academic Transparency: The eligibility criteria for admission and regulations are uploaded in 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. The evaluated scripts of model examinations, assignments, and tests are verified by the students and feedback is given by the faculty. This helps to improve the quality of general administration and an increase in accountability of auxiliary functions. A copy of the regulations is available in the library and website which provides information on services, credits, rules, code of conduct and benefits available to the students.

Transparency in the Admission process is ensured through:

- 1. Partially single window counseling and management Quota- Admission Process.**
- 2. Interactive Session with parents and students for selecting the college and its details at the time of admission.**
- 3. Admissions are made purely on merit.**
- 4. Transparency is maintained with respect to the fee structure.**

Transparency in Administrative and auxiliary functions:

- 1. Periodic review meeting at various levels is conducted to ensure transparency, accountability and corrective measures.**
- 2. Regular staff meetings, institutional IQAC and Research review meetings are conducted.**
- 3. In case of disciplinary issues, committees are formed and concerned individuals are given ample opportunities to state their version on the issue and impartial investigation is administered.**
- 4. Delegation of powers at various levels and committees are informed formally through circulars.**

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Meston Staff Study Circle (MSSC) had been established, as per the suggestions of IQAC members. Meston Staff Study Circle (MSSC) 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.

- 1. Dr. C. Sherine Vinoca Snehalatha, Assistant Professor in English delivered a lecture on**

“Teacher Preparedness” on 8th September, 2021.

Objectives of Presentation-

Teacher Educators will be able to:

- gain knowledge about various zones in learning process
- understand the importance of changing our mind set according to the growth
- know about the requirements of the learners to be resilient.

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

Objectives of Presentation

Teacher Educators will be able to:

- gain knowledge about system analysis (e content development).
- understand the importance of development of e content and system stability.

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

Objectives of Presentation

Teacher Educators will be able:

- To acquire knowledge about the concept - Teaching model
- To understand the different types of model - concept attainment model, inquiry model & advance organizer model

4. Dr. (Mrs.) G. Jemima, ESD Co-ordinator delivered a lecture on “Teacher Perfectionism” on 12th January, 2022.

Objectives of Presentation

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**

5. Dr. (Mrs.) J. Johnsi Priya, Assistant Professor in Education delivered a lecture on “Virtual and Augmented Reality in Education” on 28th February, 2022.

Objectives of Presentation

Teacher Educators will be able to:

- **improve education by providing students with measurable and immersive experience**
- **provide knowledge on VR and AR to build and design e-content.**

6. Mrs. J. Beulah Kiruba, Assistant Professor of History delivered a lecture on “Challenges on National Education Policy – 2020” on 16th March, 2022.

Objectives of Presentation

Teacher Educators will be able to:

- **acquire knowledge about the National Education Policy 2020 (School and Teacher Education)**
- **correlate the National Education Policy 2020 with previous policies**
- **critically evaluate the practicability of National Education Policy regarding school and Teacher Education.**

7. Dr. C. Jeba Evangeline, Assistant Professor of Physical Science delivered a lecture on “Enhancing Research Ambience: Minor Research Projects” on 12th April, 2022.

Objectives of Presentation

Teacher Educators will be able to:

- **foster research temper on Minor Projects.**
- **empower their original ideas and talent in the research work to focus on socially relevant issues.**
- **initiate and enhance the minor research activities.**
- **impart knowledge gained in the research work to student teachers.**

8. Dr. A. Jeyantha Mary, Assistant Professor in Education delivered a lecture on “NExT-New Generation Educational Technologies” on 11th May, 2022.

Objectives of Presentation

Teacher Educators will be able to:

- provide a better interactive experience during the teaching and learning process.
- support students with more technological tools.
- promote better learning with the use of diverse technologies
- implement to-access information, accelerated learning and gaming to practice what students learn.
- stimulate self-confidence through the knowledge and application of technology.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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.

Response:

The Governing Body as per the Constitution of the college has 12 members. The Office Bearers are Dean, President, Vice-President, Secretary and Treasurer. The Principal is an ex-officio member, UGC nominee, University nominee, Educationist and there are two Teacher Representatives and one Non-Teaching Staff Representative.

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 administration is decentralized for all academic and administrative activities. This paves way for the sharing of duties and responsibilities. The Heads of Departments take the responsibility for the efficient functioning of the departments. The college has a democratic set up, where each division

is given the fullest freedom to innovate and plan its perspectives of development within the stipulated norms.

The College has constituted different committees which play an important role in the planning and implementation of activities in the different spheres of functioning. They are the Staff council, Academic council, Internal Quality Assurance Cell (IQAC), Board of Studies, Planning and Evaluation Committee, Advisory Committee for Library, Research Committee for submitting project proposals, Guidance and Counselling Cell, Women's Cell, Grievance Redressal Cell for staff and students and Anti-ragging Committee.

The staff council includes the Principal as the Chair person and the members of the council which includes the Heads of all the Departments and the Controller of Examination. Periodical meetings of the council, frequent interactions with the staff members ensure the organization's management system development, implementation and continuous improvement. The teaching faculty has their representatives in the college Governing Body.

All faculty members along with office bearers of the management and external experts constitute the internal quality assurance cell. It conducts the academic audit by analysing the results in internal tests and semester examinations. The results are discussed in the examination committee and Governing Body. The proposed suggestions are implemented to improve the results. The cell evolves strategies for quality enhancement and quality sustenance of the institutional programmes. Meetings are held frequently to adopt ways and means to improve quality in academics, cultural activities and in the overall administration.

The council plans strategies to seek all round growth of the institution and monitors the implementation of the growth strategies. It plans the introduction of new courses, revises existing courses and syllabi in consultation with subject teachers. It also discusses the plans and ways to improve academic standards.

Board of Studies is entirely responsible for designing curriculum. Syllabi for new courses and revision of syllabi for existing courses in consultation with subject experts are resolved in the Board of Studies and presented before the Academic Council for approval or for any modifications.

The curriculum of our college is reviewed once in a year for B.Ed., M.Ed., M.Phil.,(Education) courses and job oriented contents are given due importance. Annual meeting of Board of Studies were conducted to ensure changes whenever the need arises.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance are in the following areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination System
- 6.Biometric / digital attendance for staff
- 7.Biometric / digital attendance for students

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Major decisions taken: The meeting of 23rd Internal Quality Assurance Cell (IQAC) of Meston College of Education was held in Media Centre at 04.00 p.m. on Thursday, 25th October, 2018.

Suggestion based on the UGC Autonomy Review Committee report:

Dr. N. Vijayan, Dean, Meston College of Education said that the observations of the committee are awesome and requested the staff to spent midnight hours in the preparation of question bank and instructed the Controller of Examinations to circulate the guidelines for the preparation of Question Bank to the teaching staff.

Major decisions taken: The meeting of 24th Internal Quality Assurance Cell (IQAC) of Meston College of Education was held in Media Centre at 04.00 p.m. on 27th April, 2019.

Action taken:

As per the observations of the UGC Autonomy Review Committee, a workshop on “Preparation of Question Bank” had been organized from 13th to 16th November, 2018 by the IQAC of our college, by inviting experienced teacher educators from all over Tamil Nadu.

Plan of Action:

The following plan of action has been proposed as a workshop on ‘Preparation of Question Bank’ will be organized on 10th May, 2019.

Major decisions taken: The meeting of 25th Internal Quality Assurance Cell (IQAC) of Meston College of Education was held in Media Centre at 04.00 p.m. on 28th August, 2019.

Action taken:

Workshop on “Preparation of Question Bank” was organized on 09th and 10th May, 2019 by inviting experts in the respective courses all over Tamil Nadu as per the recommendation of the UGC autonomy review committee.

The External Subject experts for the Workshop were Dr. (Mrs.) D. Hemalatha Kalaimathi, Assistant Professor of Biological Science, Lady Willingdon Institute of Advanced Study in Education for women, Chennai – 600 005, Dr. (Mrs.) J. Ezhisai Vallabi, Former Principal, Stella Matutina College of Education, Chennai – 600 083, Dr. S. Arokiasamy, Associate Professor in History (Retd), St. Xavier’s College of Education, Tirunelveli – 627 002, Dr. S. Prabu Shankar, Assistant Professor, Department of Education, IASE, Chennai – 600 015, Dr. A. Amalraj, Associate Professor in Physical Science (Retd), St. Xavier’s College of Education, Tirunelveli – 627 002, Dr. V. Thamodharan, Former Principal, V.O.C. College of Education, Tuticorin – 628 008, Dr. Subramanian, Associate Professor, S.R.M.V. College of Education, Coimbatore – 641 020, Prof. D. Kumaran, Former Professor & Head, University of Madras, Chennai – 600 005, Dr. P. Sekar, Assistant Professor, Institute of Advanced Study in Education, Chennai – 600 015, Ms. S. Dhanalakshmi, Librarian, NKT. National College of Education for Women, Chennai – 600 005, Dr. (Mrs.) Thelma Rani, Associate Professor in Computer Science (Retd), St. Christopher’s College of Education, Chennai – 600 007, Dr. (Mrs.) S. Malathi, Associate Professor in Education, NKT. National College of Education, Chennai – 600 005, Dr. (Mrs.) K. Saikumari, Assistant Professor of Biological Science, Institute of Advanced Study in Education, Chennai – 600 015, Dr. (Mrs.) N.G. Kapila Sobini, Associate Professor in English, IASE, Chennai – 600 015 and Dr. (Mrs.) S. Vasanthi, Former Principal, NKT. National College of Education for Women, Chennai – 600 005.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Our institution takes initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty in the following ways:

- **Institution encourages and promotes co-operation among various departments of the College. Staff members and students of various departments work together to achieve the common goals of the institution.**
- **Seminars and workshops are organized and our staff members participate and share their knowledge with each other.**
- **Subject association meetings conducted by different departments are helpful to share their knowledge and expertise with the faculty and students of other departments.**
- **The Institution has introduced various innovative practices in teaching – learning process. Our staff members try to blend technology with curriculum in teaching.**
- **Infrastructure facilities of the college are also modified in different ways. All our classrooms are equipped with smart board system to enable technology-based learning.**
- **As far as the faculty empowerment is concerned, the management and the head of the institution provide various opportunities for the faculty members to improve their professional qualities.**
- **Our staff members are encouraged to attend webinars/seminars, workshops and training programmes/FDP.**

All permanent teaching and non-teaching staff can avail the following welfare schemes provided by

the Government of Tamil Nadu:

1. Salary payable on the last working day of every month.

2. Loans (Financial Support).

3. Residential Quarters for principal and wardens

(iv) Group Insurance Policy.

(v) Provident Fund Loan Facility.

(vi) Career Advancement benefits for those with M.Phil. and Ph.D. qualifications.

(vii) In addition to the above mentioned welfare measures, our management is also keen in promoting staff well-being, satisfaction and motivation in the following ways:

a) College releases part of the salary if there is delay by Government in pay disbursement.

b) Staff members are encouraged to participate in the annual Educational tours along with their family members.

c) Coffee and tea are provided to the staff in the morning and evening respectively.

d) The college sponsors the staff for attending seminars, workshops and training.

f) Allowances are provided to the staff for visiting schools during practice teaching.

g) Teaching staff have been given laptops for their academic uses (online teaching).

h) The management appreciates the staff members who produce their first Ph.D., candidate by way of giving a laptop.

i) Teachers are honored with a gift during Teacher's Day Celebration and staff tour is organised.

j) Meston recognizes the singular contributions of all its employees towards the development and progress of the institution.

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.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 31.48

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	5	11

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Link for additional information	View Document

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

Response: 29

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	10	3	1	1

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Percentage 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

Response: 38.89

6.3.4.1 Total 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 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11	1	4	1	4

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Performance appraisal of faculty and staff is done by self-appraisal method and by comprehensive

evaluation by Principal, peers and students in the following ways:

- 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 and the publications made.
- The Principal also interacts with the students and gets feedback about the performance of the staff.
- The management members also interact with the students and find out their difficulties and get feedback from the students about the academic performance 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 performance of each staff is collected and scrutinized by the concerned staff and the Principal so as to know their performance.
- Suggestion box is kept near the library in order to help students express their views.
- The institution uses the evaluation to improve teaching, research and service of staff members. The Principal assesses and evaluates the performance of the faculty members at the end of each academic year.
- The students are asked to evaluate their respective course teachers on various aspects and record their feedback. After analyzing the feedback from students, changes are made in the methods of teaching to enhance the quality of teaching learning process.

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

a) **Teacher's Self-Appraisal:** 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 reviews and remarks. The Principal peruses each in detail and makes his observations for improvement at the end of the form. Remedial action is taken wherever essential by meeting the individual and discussing the issue with strict confidentiality.

b) **Non-Teaching Staff Appraisal:** 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 (Librarian, Office staff, service staff, Administrative staff or support staff).

c) **Informal Performance Appraisal:** The support staff, OA and security are appraised through an informal mechanism. The complaints if any are expressed to the staff-in-charge. The staff-in-charge place these complaints before the principal and immediate action is taken to rectify the complaint.

d) Feedback System or Stakeholder's Feedback: This comprises collecting and analyzing feedback from the stakeholders on teacher quality, parent's feedback on the institution and course feedback from the final year students. A feedback is also collected from the Alumni of the college during convocation day. All feedback collected is further analyzed by the respective pedagogy teacher and the same submitted to the IQAC for follow-up action.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Yes. 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. He will also check for any irregularities and also to obtain evidence in order to successfully satisfy the requirements of the audit program. The institutional mechanism for

external audit is:

- **Thorough scrutiny and verification of payments/bills and receipts**
- **The finalization of Balance Sheet by external auditors after examining the account books.**
- **To ensure the accuracy and completeness of the accounting records**
- **To verify whether the accounting records of the institution are in accordance with the accounting framework**
- **Whether the account statements reflect accurately the financial position of the institution**
- **To confirm compliance with accounting policies**
- **Examining accounting records**
- **Verifying assets purchased by the institution**

After thorough scrutiny, the auditor submits a financial report stating his objective opinion. The scope of the audit and the outcome is outlined in this report. There were no major audit objections authenticated after the audit is conducted. The last audit was conducted in June 2022.

Therefore, Internal audit is carried out by the auditors appointed by the management. External audit is done by Director of Collegiate Education and Accounts General. The Governing Board takes the responsibility of allotment of UGC / State / Examination fee for various purposes after getting justification from the departments. Utilization certificates and Audit reports are sent to UGC on time.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**Response:**

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, classrooms, computer labs and building space
- Fees from students who enroll for value added courses / soft skills training
- Generating non-monetary resources from Alumni in the form of knowledge sharing and extending women empowerment programs such as life skills and dispensing communicative English course for students
- Funds are directed towards student support activities such as registration fees for participating in intercollegiate competitions, attending student seminars and in other colleges.

The institution supports students by assisting them in applying for scholarships from the government.

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.

Our College has mobilized financial assistance through developmental schemes of UGC.

- For organizing seminar
- purchase of laboratory equipments

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The IQAC meetings were held on to enhance the quality of Education.

The tasks and responsibilities assigned to the IQAC members are clearly defined, allowing them to work for quality assurance while having a clearer idea of what is expected of them. By fulfilling the needs of the students, the IQAC ensures quality. During an IQAC meeting, the institution's teachers reflect the variety of demands of the students. The IQAC makes decisions while taking the requirements of the students into account.

The Curriculum Development Cell meets to plan the regular curricular activities. In addition to the standard curricular activities, action plans with a variety of activities are created in accordance with the theme. All of these improve the standard of services offered to student-teachers and support their holistic development.

The IQAC of the college offers teachers a reliable platform to support their professional growth. Additionally, it continuously encourages and monitors the professional growth of the educators. The IQAC promotes excellent research work carried out by instructors, to improve the research culture in conformity with high standards.

In order to improve the quality of the programmes that are hosted by the college, feedback is gathered from participants and stakeholders and is systematically analysed to pinpoint areas that needs improvement.

Another sign of quality is documentation of work done. The IQAC makes extra pains to meticulously record all work completed within the organisation. By IQAC, a newsletter is published biannually. All actions are kept in a Google drive which serves as a digital journal.

The IQAC has certain procedures to work towards quality assurance that make every

member accountable for it. These include the following activities:

1. As per the recommendation of the UGC autonomy review committee, a workshop on “Preparation of Question Bank” was organized from 13th to 16th November, 2018 by the IQAC of our college, by inviting experienced teacher educators from all over Tamil Nadu.

2. The IQAC of our College in collaboration with the Research and Development Centre of Tamil Nadu Teachers Education University, Karapakkam, Chennai organized a National Webinar on ‘Case Study: A new direction in social science research’ on 15th June 2020. The lecture was given by Prof. Ashutosh Biswal, Professor of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

3. The IQAC of our College organized a five-day National Webinar on ‘Honing Skills in Research’ from 20th to 24th July 2020.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC organizes periodical quality checks at the college level at the helm of enhancement. 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.

Absenteeism is monitored by the Attendance committee and at the commencement of the academic session the IQAC insists on 85% attendance.

Pedagogy Teachers are mandated to submit a self-appraisal report at the end of each academic session which is submitted to the principal who peruses these details and makes observations on further upgrading to be undertaken when necessary.

The focus of the institution is high academic performance in which achievers are motivated to obtain distinction. The outcome-based learning is achieved through regular and continuous evaluation process. Teachers use their 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.

Teacher Quality: The feedback system helps the teachers to identify their strengths, weaknesses and challenges. The feedback is analyzed and during staff meetings the Principal discusses these setbacks and suggests ways to set right the lacunae. The IQAC organizes academic audit where the feedback analysis is discussed and before the faculty is made permanent, the Principal reviews it with the concerned faculty and advises on further improvements. 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. Erudite scholars are invited to share their expertise with students and thus, IQAC becomes a forum for exchange of ideas and escalates the teaching and learning process.

Each year, academic and administrative audits (AAA) are carried out to evaluate the college's administrative and academic activities. A panel of experts and professors in the field are invited by the IQAC to evaluate the current systems. The team engages with students, teaching personnel, and non-teaching staff to make recommendations if needed while visiting all departments and units.

The student teachers complete a 16 week internship in a school during which each one is guided by a mentor teacher to carry out the academic and non-academic responsibilities of the school. The IQAC receives input from mentor teachers through teacher educators. Teacher educators visit all internship schools to monitor and assess the lessons taught by interns. According to the mentor teachers' observations, it enables the teacher educators to give student teachers the proper learning support. After the student teachers' internships is over, the college solicits comments from the internship school heads and prospective employers in order to assess the student teachers' targeted learning outcomes in terms of their teaching ability. The B. Ed curriculum and the standards of the schools can be bridged effectively through this mechanism.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 6.2

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
12	8	4	4	3

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

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Future thinking specializations and a progressive curriculum are required by the constantly shifting job market. Colleges that revamp curricula, courses, programmes, and specialities that satisfy future labour market demands could keep luring students. The research-driven, forward-thinking curriculum is regularly revised and offers room for both teachers and students to be creative and innovative. Future-oriented colleges are continually rethinking what they teach as well as how it is designed and delivered.

Therefore, the following Plan of Action has been proposed during the 27th Internal Quality Assurance Cell (IQAC) of our college held through online platform on 21st January, 2021 – “to establish Curriculum Development Cell”.

On 30th April, 2021, Action was taken based on the recommendations of the previous meeting held on 21st January, 2021. Thus, Curriculum Development Cell have been established.

A Workshop on “Preparation of New Regulations for B.Ed. – 2022” organized by Curriculum Development Cell (CDC) was held on 12th January, 2022. Dr. (Mrs.) S. Vasanthi, Former Principal, NKT National College of Education for Women, Triplicane, Chennai served as the resource person for framing the B.Ed. New Regulations.

Another Workshop on “Revamping B.Ed. Curriculum-2022 ”was organized by Curriculum Development Cell from 21st to 27th February 2022, by inviting subject experts through Tamil Nadu both offline and online.

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. The Inaugural Address was delivered by Dr. S. Geetha Lakshmi, Vice – Chancellor, MGRERI.

On 15th December 2021, the entire teaching faculty presented the powerpoint and pdf / doc for their respective topics of e-content preparation work. The most significant academic endeavors for all educational institutions worldwide are research and development. Research is given the utmost priority at our Meston College of Education, where it is actively undertaken by all faculty members, research scholars, and students. In higher education institutions, research activities are an essential part of teaching. Research is a continuous activity in educational institutions. Only a passionate research attitude makes it possible to update and identify a brief relief. Research enables the development of new information, innovations, and insights for extension efforts as well as the creation of dynamic and lively education.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

Our college is taking possible initiatives for energy conservation and the buildings are being designed accordingly to save energy. Our college buildings are built with higher than usual ceilings and large windows which pull natural light into the rooms. The staff and students are advised to use the natural light, and turn off the tube lights, fans etc. whenever not in use. There is sufficient cross ventilation in classrooms to avoid the unnecessary usage of electricity.

The college currently uses 125 KVA generators as an alternative source to meet its power requirements. The alternative source for the college is solar energy and the conservation of energy is good. 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 creates awareness among students on all aspects of energy conservation and the effective implementation of the Energy management programme at the college.

This policy will be communicated to the students and staff through our official whatsapp online communication channels. The Energy Policy, objectives and targets will be reviewed on a regular basis by our staff under the guidance of the Principal of our college.

The rooftop solar PV power plant is installed at the rooftop of our building. Power generated from the solar panels are used for lights and fans in the college main block and office.

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 to give better illumination and consume less electricity. We are using the equipments that are helpful in saving energy. Also, purchasing a 4 star or a 5 star rated instrument consumes less electricity. Measures have been taken to conserve energy and utilize the alternate sources of energy. Every year, our college plants trees in order to maintain the environment and contribute to restoring natural beauty and conditions.

The false ceilings in the library, office and computer lab, where air-conditioners are fixed, reduce the usage of power. 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.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management**Response:****Policy Statement:**

Our College adopts the principles of the maximum sustainable waste management in the delivery of its waste management services. The College involves all the teaching and non-teaching staff, students to make use of the premises to comply with this Policy. Any waste generated in the campus has been overseen and taken care of.

Our college waste management Policy articulates commitment to reduce its environmental impacts through effective waste management and sustainable practices in converting wastes to resources. 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”.

Implementation Procedure:

Our college requires all the teaching and non-teaching staff, students, guests and all who make use of the premises to comply with this Policy. Waste bins are placed at several locations in the campus to collect dry and wet waste, respectively.

Procedure/Practices:

- Minimal use of water consumption.
- Turn off the computers when not in use.
- Turn off all the electrical equipment before leaving the classroom.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3 Institution waste management practices include

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**

4. Bio gas plants**5. Sewage Treatment Plant****Response:** D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

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**Response:** D. Any 1 of the above

File Description	Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment**Response:**

By enforcing the Prime Minister's "Swachh Bharat Mission", our College is always committed to maintaining a clean environment and sets a good example to students, teachers and staff. It also improves the hygiene levels and can help to reduce the spread of sickness.

Cleanliness in Campus:

1. Provide dust bins in each class.
2. Clean the campus frequently.
3. Hire a professional cleaning team from outside.

Sanitation:

1. Personal hygiene
2. Safe drinking water facility
3. Restrooms
4. Disposal of waste water
5. Solid waste management
6. Environmental sanitation

Green Cover:

We are endorsing and enforcing measures to make the College a carbon negative campus using the following:

1. Rainwater Harvesting:

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.

1. Utilizing Natural Light:

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 amount of light therefore avoids the usage of the lights in the corridors and rooms.

Members of nature club identified a total number of 200 trees with their names in our campus. Nature club organized panel discussions on issues such as water conservation, pollution, minimal use of plastic bags, replenishment of natural resources, etc.,

Pollution Free Healthy Environment

1. Use of LED bulbs in college.
2. Dustbins in the Premises
3. Waste management in the entire campus
4. Usage of plastics in campus is prohibited
5. Minimum use of Photocopy/Printing.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and

resources, community practices and challenges.

Response:

The college is situated at the heart of the city with a proper transport facility. Parking lot and vast ground area is used out for conducting events like exhibitions and sports activities & for political meetings. Additionally, local people use the college campus for exercises like running, walking, in playgrounds for their physical development.

The Nature Club of Meston college of Education in collaboration with District Science Centre, Tirunelveli organised a one-day International Webinar on the theme Intellectual and Efficient Nature Club Activities on 06th August, 2020. Shri. S.M. Kumar, District Science Centre delivered the Presidential address and Prof. Albert Prem Kumar, Former Guest Scientist, Turkey and Stockholm University, Sweden delivered the Special address.

To inculcate the dignity of labour among our students, community work was arranged. The B.Ed. Teacher trainees were given an exposure to community work periodically.

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, 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 the Extension Services Department.

The government included our college as covid centre in the year 2020. For the people who consume drugs and alcohol, alcoholic anonymous meetings were conducted regularly in our college premises to overcome the addiction.

A guest lecture was organized by the greenery unit under Swachh Bharat action plan on the topic "Green for Environmental Protection". Dr. J. Udhayakumar, Associate Professor and Head of the Department of Economics, Government Arts College, Nandanam, Chennai-35 served as the Resource person on 30.01.2021.

Our students took oaths on special occasions like national and international days to celebrate and create awareness among the community. By this we can assure that 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.

An Awareness programme on 'CoronaVirus' for first and second year students were organized on the 11th and the 12th of March, 2020 respectively by Mrs. Jeba Evangeline, Assistant Professor of Physical Science, Meston College of Education, Chennai. All the teaching staff created awareness about safety measures of COVID-19 among our B.Ed. Students through short videos, clippings and competitions.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1.Code of Conduct is displayed on the institution’s website**
- 2.Students and teachers are oriented about the Code of Conduct**
- 3.There is a committee to monitor adherence to the Code of Conduct**
- 4.Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: B. Any 3 of the above

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

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

BEST PRACTICE:QUALITY CIRCLES(QCS)

Title of the Practice: Quality Circle(QCs)

Objectives of the Practice:

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

The Context:

- A study circle is a group of 8 to 12 people who meet regularly over a period of weeks or months to address a critical public issue in a democratic, collaborative way. Quality Circle is a group of employees who meet regularly to discuss and share ideas for quality improvement. It is a mechanism to ensure the involvement and participation of employees in Total Quality Management of the Organization. Individual study circles can take place within communities or within organizations such as schools, unions, or government agencies.

The Practice:

In our college we have a staff study circle once a month. The study circle will be conducted between 4pm and 5pm. It has two sessions, in the first session the staff would present the content and in the next session the staff who had gone for conference, orientation, seminar will give their inputs to all the other staff.

Evidence for success

Practice has led our faculty to greater involvement in quality aspects. It has generated greater awareness on each of the topics discussed. Through its participative nature, they have generated a greater commitment towards continuous improvement in quality. It has also helped our faculty in receiving rich inputs of information .

Best Practice 2- Visit to special school(MERRC)

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

The context that required the initiation of the practice: 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 effective methodology.

Objectives of the practice:

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

The practice:

Our College organizes learning on location programme regularly. Our second year B.Ed students visit MERRC(Meston Educational Rehabilitation and Research Centre), a special school of our Institution every Sunday. The programme was coordinated by Extension services department and the students were divided

into small groups of 4 or 5 members. Students spend their day with the students. They go in the morning observe their methods of teaching and help the students in doing their work and spend time with them. They encourage the students by giving some cultural programmes for entertainment. Every year our students visit the school. During the COVID, since the classes were on online, they were not able to participate.

Evidence of success

On visitation of the special school, students developed a spirit of doing social service.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

To keep pace with the competitive world and to challenge the global 21st century scenario, our Institution strives 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 and student support facilities etc. It is very much needed for the overall progress and development of the institution. With this view, our college has its own vision and mission in order to function effectively with uniqueness, innovativeness and distinctiveness. As far as our Mission and Vision is concerned, our college always try to implement the speciality in the work. Our college faculty and students extend their support for the development of Meston Educational Rehabilitation and Research Centre (MERRC), a residential special school for the mentally challenged children who are the poorest among the poor at Muttukadu, for the past several years in the form of conducting training to the special teachers, organizing cultural programmes to the students and cleaning the school campus. The year of establishment of MERRC School was 1989. The target group of this school is the mentally challenged children from rural background. Our principal being the honorary director of MERRC, who pays keen attention on administrative aspects such as, day to day functioning of the school, working conditions of the staff, provision for good quality food and proper medical care and maintenance of the infrastructure. The main objective of this school 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., under the supervision of Extension Services Department. Visits to Educational Institutions like Special Schools and Field trip activity are incorporated in the curriculum to

fosters positive social interaction, active engagement in learning and self-motivation among the student teachers.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Our Institution has done tremendous things in the field of education which is unfathomable. Doing something great and different is the hallmark of our institution. To make everything bold and beautiful, the following things have been carried out to express the prominence of our Meston College.

1. The Ph.D. Research scholars (59) of our college have been placed in an aristocratic level to serve the society with diligence and with entrepreneurial skills.
2. The significance of Meston continues by digitising the treasures of our library which are before 1957. The work was carried out by our College in collaboration with the Anna Centenary Library, Kotturpuram, Chennai.
3. The purpose of conducting this B.Ed. course, is to make our students employed and light a candle in their life to meet their livelihood. In order to fulfil this, the Government conducts Teacher Eligibility Test (TET) for the B.Ed. graduates. We feel happy and proud to announce that TET coaching was completely given by our faculty. The faculty prepares the material and the content and teach the students. A separate timetable was circulated for this TET coaching.
4. This is in connection with the TET examination. In order to get through in the TET Examination, the college takes initiatives in making the student teachers thorough in their school content right from 6th standard to 12th standard. Class tests' and Model Examinations are conducted in school content. Internal marks is given based on the marks on school content in order to make them feel confident in teaching and also to face the campus interviews with a sense of happiness.
5. Organising Annual Educational Tour is a notable work done by our college. During our visits to North India, we go to other schools, colleges or academies to learn and know the culture of North Indians in the form of dance, elocution and songs.

Concluding Remarks :

The life during the Covid-19, was a complete downfall for many. The system of Education is not an exempted one, but by the Blessings of the Almighty and the technological advancements has made the teaching learning process an interesting, innovative and informative one. Now we are on the right track making all the odds null & vide to have an accomplished higher level status in accreditation.

With a more delightful heart and the sense of accompaniment, we the staff of Meston, along with the management still strive to move further to produce good sculptors with a visionary zeal to attain the vision of the College' "Excellence in Education"

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification					
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has select B. Any 4 of the above as per shared report by HEI.</p>					
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared report by HEI.</p>					
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	04

Remark : DVV has made the changes as per shared report by HEI.

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
77	64	70	91	68

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
134	134	161	159	91

Remark : DVV has made the changes as per shared report by HEI.

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	44	64	70	55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
32	32	64	45	36

Remark : DVV has made the changes as per shared report by HEI.

2.7.2	<p>Average pass percentage of students during the last five years</p> <p>2.7.2.1. Total number of students who passed the university examination during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 349 1046 483"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>70</td> <td>91</td> <td>68</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 562 1046 696"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>64</td> <td>70</td> <td>68</td> <td>23</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	66	70	91	68	23	2021-22	2020-21	2019-20	2018-19	2017-18	66	64	70	68	23
2021-22	2020-21	2019-20	2018-19	2017-18																	
66	70	91	68	23																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
66	64	70	68	23																	
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per shared report by HEI.</p>																				
3.2.2	<p>Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</p> <p>3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1733 1046 1868"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8</td> <td>9</td> <td>6</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1946 1046 2080"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8</td> <td>8</td> <td>5</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1	8	9	6	0	2021-22	2020-21	2019-20	2018-19	2017-18	1	8	8	5	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	8	9	6	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	8	8	5	0																	

4.1.2	<p>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 10 Answer after DVV Verification: 6</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 11 Answer after DVV Verification: 11</p> <p>Remark : DVV has made the changes as per shared report by HEI.</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 909 1046 1043"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>59654</td> <td>0</td> <td>246554</td> <td>160850</td> <td>370134</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1122 1046 1256"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.59654</td> <td>0</td> <td>2.46554</td> <td>1.60850</td> <td>3.70134</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	59654	0	246554	160850	370134	2021-22	2020-21	2019-20	2018-19	2017-18	0.59654	0	2.46554	1.60850	3.70134
2021-22	2020-21	2019-20	2018-19	2017-18																	
59654	0	246554	160850	370134																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.59654	0	2.46554	1.60850	3.70134																	
4.2.4	<p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1536 1046 1671"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>76515</td> <td>11606</td> <td>313517</td> <td>312845</td> <td>202689</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1749 1046 1883"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.76515</td> <td>0.11606</td> <td>3.13517</td> <td>3.12845</td> <td>2.02689</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	76515	11606	313517	312845	202689	2021-22	2020-21	2019-20	2018-19	2017-18	0.76515	0.11606	3.13517	3.12845	2.02689
2021-22	2020-21	2019-20	2018-19	2017-18																	
76515	11606	313517	312845	202689																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.76515	0.11606	3.13517	3.12845	2.02689																	
4.4.1	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support</p>																				

facilities during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1572328	820880	2853178	2528240	3279521

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15.72328	8.20880	28.53178	25.28240	32.79521

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has select C. Any 3 or 4 of the above as per shared report by HEI.

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has select D. Any 1 of the above as per shared report by HEI.

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**

	<p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has select D. Any 1 of the above as per shared report by HEI.</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : DVV has select DD. Any 1 or 2 of the above as per shared report by HEI.</p>
7.1.9	<p>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</p> <ol style="list-style-type: none"> 1. Code of Conduct is displayed on the institution’s website 2. Students and teachers are oriented about the Code of Conduct 3. There is a committee to monitor adherence to the Code of Conduct 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared report by HEI.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>77</td> <td>64</td> <td>70</td> <td>91</td> <td>68</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	77	64	70	91	68	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
77	64	70	91	68																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

134	134	161	159	91
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1.3 **Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
53	62	62	62	69

2.1 **Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3678278	1615530	6435861	5536608	7906344

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36.78278	16.15530	64.35861	55.36608	79.06344