



## YEARLY STATUS REPORT - 2022-2023

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	Meston College of Education
• Name of the Head of the institution	Dr. (Mrs.)C. Sherine Vinoca Snehalatha
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04428510218
• Mobile No:	9445184235
• Registered e-mail ID (Principal)	mestoncollegeofeducation@gmail.com
• Alternate Email ID	principal@mestoncollege.edu.in
• Address	10/ 33 Westcott Road, Royapettah, Chennai
• City/Town	Chennai
• State/UT	Tamil Nadu
• Pin Code	600014
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	<b>Urban</b>				
• Financial Status	<b>UGC 2f and 12(B)</b>				
• Name of the Affiliating University	<b>Tamil Nadu Teachers Education University</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr. D. Arnold Robinson</b>				
• Phone No.	<b>04428419284</b>				
• Alternate phone No.(IQAC)	<b>04428419284</b>				
• Mobile (IQAC)	<b>9442090449</b>				
• IQAC e-mail address	<b>mestoniqac@mestoncollege.edu.in</b>				
• Alternate e-mail address (IQAC)	<b>arnold@mestoncollege.edu.in</b>				
<b>3.Website address</b>	<a href="https://mestoncollege.edu.in/">https://mestoncollege.edu.in/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://mestoncollege.edu.in/wp-content/uploads/2023/02/AQAR-2021-2022-15-02-2023.pdf">https://mestoncollege.edu.in/wp-content/uploads/2023/02/AQAR-2021-2022-15-02-2023.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://mestoncollege.edu.in/wp-content/uploads/2022/12/MESTON-STUDENTS-HAND-BOOK-2022-23.pdf">https://mestoncollege.edu.in/wp-content/uploads/2022/12/MESTON-STUDENTS-HAND-BOOK-2022-23.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>Four Star</b>	<b>Nil</b>	<b>2001</b>	<b>21/05/2001</b>	<b>20/05/2006</b>
<b>Cycle 2</b>	<b>B</b>	<b>2.87</b>	<b>2009</b>	<b>29/01/2009</b>	<b>28/01/2014</b>
<b>Cycle 3</b>	<b>A</b>	<b>3.02</b>	<b>2015</b>	<b>03/03/2015</b>	<b>02/03/2020</b>
<b>Cycle 4</b>	<b>A</b>	<b>3.04</b>	<b>2023</b>	<b>02/08/2023</b>	<b>01/08/2028</b>
<b>6.Date of Establishment of IQAC</b>			<b>20/02/2004</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/</b>					

**IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

**8. Whether composition of IQAC as per latest NAAC guidelines****Yes**

- Upload latest notification of formation of IQAC

[View File](#)**9. No. of IQAC meetings held during the year****2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?

**Yes**

- (Please upload, minutes of meetings and action taken report)

[View File](#)**10. Whether IQAC received funding from any of the funding agency to support its activities during the year?****No**

- If yes, mention the amount

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

College Website Upgradation Process Completed

Root and Shoot system is introduced and various programmes were organized in our model schools.

Year wise Practical examination, Open Book examinations in Internal class tests were implemented. Alumni meet was conducted on 01st May 2023.

Subjective books for self learning are brought for Rs.74,782/- and Research journals have been brought for Rs.1,38,766/-. to enhance our Library Resources.

IIQA, SSR, SSS, Prequalified stage and NAAC Peer Team Visit on 19th & 20th July 2023 were completed and obtained A Grade with 3.04 grade

**Point.****12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).**

Plan of Action	Achievements/Outcomes
Organisation of Health check up camp by health and fitness club of our college for the wellness of staff and students.	Health and fitness club of our college conducted Health checkup camp for the wellness of staff and students.
Upgrading College Website	College website had been upgraded.
Tie up with sister institutions and other teaching practice schools to celebrate / observe the significant days as Extension work.	Awareness Programme on the theme "Alcohol and Drug Abuse" for Wesley Higher Secondary and Emma Foulger Matriculation Higher Secondary School was conducted by Health and Fitness Club on 25th January, 2023.
MOU with TNOU	Preliminary and Documentation work related to MOU with Tamil Nadu Open University is completed.
B.Ed. practical examination once in each year.	Year wise Practical Examination is implemented.
Purchase of Library books for self learning.	Subjective books for self learning are brought for Rs.74,782/- and Research journals have been brought for Rs.1,38,766/-.
Conduct of Alumni meet.	Alumni meet has been conducted on 01st May 2023.

**13. Whether the AQAR was placed before statutory body?**

No

- Name of the statutory body

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

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2021-2022	19/01/2023

**15. Multidisciplinary / interdisciplinary**

Meston College of Education paves way for all-round capacities of the students - intellectual, aesthetic, social, physical, emotional and moral in a unified manner. Our college provides opportunity to study Arts and Science subjects which are related to teacher education programme. Now in the interdisciplinary approach, the understanding of Psychology, Philosophy, Evaluation, Inclusiveness and Research education would combine the views of different disciplines. On the other hand, in multidisciplinary approach, combination of disciplines such as Statistics, Psychology, Science (Sociology, Physics, Chemistry, Zoology and Botany), Languages, Computer Science and Social Sciences would all come together to devise an appropriate teaching profession within the purview of their specific disciplines. 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 define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal.

**16. Academic bank of credits (ABC):**

Our institution is student's centric and it is constructive, inquiry-based, reflective and collaborative in nature. 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. In the third semester the completion of an online course, offered through SWAYAM is made mandatory, which directs the students to learn and earn credits from other institutions. The execution of Academic Bank of Credits will be in line with the support of the university to fulfil the norms of NEP 2020. Our staff and students enroll under the Digilocker and credits will be transferred in coming days.

**17. Skill development:**

Our institution conducts several activities to develop various skills, such as leadership, communication, managerial, organizational, teaching skills, through the regular practical classes tco-curricular and extracurricular activities. Apart from these, separate life skill classes like English Communication, Computer Education, Yoga etc. are conducted every week. Our students are trained to conduct action research, case study, preparation of different types of questions in pedagogy, assess and analyze psychology tests to get an insight of the problem and solve it. Leadership skills are developed through college fellowship, association programmes and club activities.

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

Our institution 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.

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

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

**20.Distance education/online education:**

The institution stands for education for everyone. The distance education and online education have a big role to play in attaining this broad objective. Our college conducted various webinars, online Quiz competitions and online special talks. Our college teachers are

well versed in taking online classes. The college adopted flipped class and online teaching to meet the student's needs. 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. In third semester the completion of an online course offered through SWAYAM is made mandatory, which enhance the lifelong learning and distance learning.

### Extended Profile

#### 1.Student

2.1	67
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	72
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.5	72
Number of graduating students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>
2.6	67
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1	90,03,222
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	33
Total number of computers on campus for academic purposes	
<b>3.Teacher</b>	
5.1	13
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	11
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
The curriculum for B. Ed. and M.Ed. courses is developed and	



restructured by all the faculty members of our college. The Institution has established a Curriculum Development Cell (CDC). 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. 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 CDC helps teachers function systematically. The subject associations have an organogram to allot duties to student teachers. 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 CDC and IQAC. 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, members of the Alumni Association, 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	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

A. All of the above

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

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://mestoncollege.edu.in/wp-content/uploads/2022/12/P-O-CO-2022-2023.pdf">https://mestoncollege.edu.in/wp-content/uploads/2022/12/P-O-CO-2022-2023.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives**

**including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

31

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://mestoncollege.edu.in/wp-content/uploads/2022/12/MESTON-STUDENTS-HAND-BOOK-2022-23.pdf">https://mestoncollege.edu.in/wp-content/uploads/2022/12/MESTON-STUDENTS-HAND-BOOK-2022-23.pdf</a>

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

4

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

60

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

60

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

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

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

**69**

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

**69**

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

### 1.3 - Curriculum Enrichment

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

Individual assignments, library work, seminar presentations, organizing quizzes, debates, discussions, brainstorming, diary maintenance etc help them to develop Meta-cognitive skill. 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. Demonstration classes, criticism classes, Microteaching, link practices, and lessons based on models of teaching provide skills, competencies to transact school curriculum that are specific to optional subjects. Student teachers are given training in incorporating lab experiences in teaching.

Student teachers are oriented to conduct action research, case study, dissertation (M.Ed.) and remedial instruction programmes which help to develop enquiry skills and problem-solving abilities. English association along with the faculty mentor organizes communicative English course. The college has subject associations (English, Mathematics, Physical science, Biological Science, History and M.Ed.) which organize programmes and competitions to develop competencies of different pedagogical aspects. Internship classes helped the student teachers to improve and apply competency and skills in chosen specialization which they have already practiced in theoretical and practical classes. The curriculum provides understanding on objective based evaluation, preparation of

achievement test, diagnostic test, preparation of different tools of evaluation and school project to successfully complete their internship.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

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. Each academic year exposures about different schools' professional expectations were given through campus interviews. A trainee teacher gets details about the variations present in the school education system of different states. Webinars were organized for the student teachers to know the perspectives of state wise and few International educational institutions. Lectures related to the safe school environment and the practices were explained by the Indian and foreign experts. 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, 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, school curriculum, management.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The college provides opportunities for social visits of different institutions, twinning programmes, conscientisation programmes, remedial programme for school students, participating in inter-collegiate competitions, social networking. The curriculum provides understanding of gender perspectives in education, socio-cultural perspectives of gender bias in India, legal provisions to empower women and girl children etc. Women's cell of the college organises programmes on women empowerment and ways to eliminate gender bias. The propagation of an environment friendly culture through activities like campus cleaning, plastic free- eco-friendly campus life, planting and protection of trees, forest related programmes, development of medicinal plant garden etc. Relevant competitions and campaign are organized to inculcate naturalistic intelligence among student teachers. Observation of International days such as environment day, water day, earth day, women's day, literacy day, Human Rights Day, AIDS day, friendship day, etc. to inculcate Global Perspectives and Integration. To inculcate Patriotism and national values important days like Independence Day, Republic Day, Teachers Day, National Science Day, etc are celebrated. Theoretical knowledge and Programmes to promote attitude against Terrorism as a part of Peace Education and concept of anti-corruption for developing the right economic value are provided in the core paper classes.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 1.4 - Feedback System

<b>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</b>	<b>All of the above</b>
<b>File Description</b>	<b>Documents</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected, analyzed and action taken</b>
<b>File Description</b>	<b>Documents</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of students during the year</b>	
<b>60</b>	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
<b>60</b>	



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

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

60

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

60

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

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

29

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

29

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.2 - Honoring Student Diversity

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

Our educational approach emphasizes a comprehensive entry-level assessment process, serving multiple purposes, such as identifying students' diverse learning needs and assessing their readiness for professional education. We also offer crucial academic support during their initial learning stages. Before teaching begins, the staff assess students' prior knowledge, talents and their potential. On the first day, all students introduce themselves, revealing their strengths and areas that need to be developed. This insight helps to provide suitable support throughout their academic journey.

Our 2021-2022 induction program comprises of various diverse sessions such as:

- English Knowledge Proficiency Test
- Computer Knowledge Test
- Handwriting Assessment
- Entry Behavior Assessments
- Assembly Activities
- Physical Education
- Cultural Events

We categorize students into three groups based on induction test results as follows:

- Low achievers to receive personalized remedial programs.
- Advanced learners to benefit from innovative teaching methods.
- Differently-abled learners encourage them to participate in all activities, with special resources provided.

Our morning assembly promotes leadership development as students take turns to conduct cultural events for their self-discovery and overall development. By integrating assessments and development initiatives, we offer a holistic educational experience for all students in a concise manner.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Six/Five of the above

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

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when**

Three of the above

**students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **2.2.4 - Student-Mentor ratio for the academic year**

**12:1**

##### **2.2.4.1 - Number of mentors in the Institution**

**13**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **2.3 - Teaching- Learning Process**

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

**Our teachers express a multifaceted approach to teaching and learning, embracing experiential learning, participative engagement, problem-solving techniques, brainstorming sessions, focused group discussions, and online modes to enrich student learning. Our academic autonomy plays a pivotal role in shaping the curriculum, which is centered around students' needs.**

Experiential learning is seamlessly integrated into our teaching methods. This involves dynamic classroom interactions, collaborative learning experiences, problem-solving activities, peer-assisted learning, concept mapping exercises, and various assignments, including seminar presentations. Field visits, case studies, and internships further enhance the practical understanding of theoretical knowledge, equipping students with the skills to create effective educational processes for classroom use.

Participative learning, including choreography, drama, and art, holds a significant place in our multifaceted approach. In-house events such as plantation drives and community initiatives are instilled in our students to have a profound connection with nature and their communities.

We prioritize problem-solving methodologies, exemplified through action research. This empowers students with vital skills, including keen observation, tool design, critical thinking, analytical reasoning, logical and structured planning, and effective problem-solving abilities. Our additional courses augment students' knowledge, competencies, and research skills among our students. In addition to offering certificate courses, we utilize e-learning methods such as blended and flipped learning approaches to accommodate diverse learning preferences and independent learning."

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://mestoncollege.edu.in/lms/">https://mestoncollege.edu.in/lms/</a>
Any other relevant information	<a href="#">View File</a>

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

**60**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Four of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://mestoncollege.edu.in/digital-resources/">https://mestoncollege.edu.in/digital-resources/</a>
Any other relevant information	<a href="#">View File</a>

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

The college strongly prioritizes the continuous student mentoring throughout their academic journey by customizing each program to nurture students' professional attributes. Teamwork is actively promoted through regular classroom activities and extracurricular events, including micro-teaching sessions, group discussions, practical classes, and community engagement. Practical classes deepen their appreciation for teamwork, while micro-teaching sessions refine their teaching skills through video evaluations and self-assessment.

Addressing student diversity is a core mission of the college, emphasizing equity and equality. Special support is provided to students from disadvantaged backgrounds, through financial aid and emotional assistance. To manage student diversity effectively, the college adheres to various strategies, such as school visits to explore alternative teaching methods, a Tutor Ward system where teachers mentor small groups academically and personally, visiting special schools, and cultivating moral values through morning assemblies. Leadership development is encouraged through participation in various clubs and celebrating national events by fostering a cooperative mindset.

Our college provides a counseling cell, a serene environment, educational tours, life skills courses, parental counseling, and

physical education to balance work-related stress. Additionally, it organizes guest lectures, programs, awareness programs, and life skill training programs to keep students updated on recent developments.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

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

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

Creativity serves as a cornerstone of our educational approach, and we employ a diverse array of methods to foster it. Our teaching and learning activities involve the use of materials such as charts, flashcards, albums, and scrapbooks, studying specimens, exploring magazines, utilizing programmed learning materials, participating in arts and crafts education, engaging in socially useful productive work etc.



Furthermore, we actively hone intellectual and critical thinking skills through activities such as conducting recommended practical work, participating in practical exercises, attending seminars, completing assignments, using educational research tools, participating in debates on socially and conceptually significant topics and raising awareness about gender issues.

Empathy is a crucial aspect of our students' development, and we nurture it through activities such as school visits, maintaining reflective journals, participating in citizenship training camps, and tree-planting initiatives, as well as participating in both indoor and outdoor competitions.

Moreover, life skills, which are an integral part of our educational approach are cultivated through activities such as national-level educational tours, field trips, health and physical education programs, capacity-building programs focusing on stress management and life skills, celebrating sports day and women's day etc.

Our college is dedicated to providing a holistic education that equips our students with these vital qualities and skills, enabling them to excel in both their academic pursuits and personal lives."

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.4 - Competency and Skill Development

<p><b>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</b></p>	<p>Seven/Eight of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

**Eight /Nine of the above**

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

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different**

**All of the above**

<p><b>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b></p>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<p><b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b></p>	<p><b>Four of the above</b></p>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<p><b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b></p>	<p><b>Four of the above</b></p>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

Two of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Our B.Ed. internship program is meticulously organized with all sorts of preparedness. Two faculty members, titled 'Teaching Practice in-charge faculties,' oversee it. They begin by identifying suitable schools according to the ability of the students. Our university mandates internships in government and government-aided schools. The In-charge faculties send requests to these schools, and the Chief Educational Officer formalizes the arrangement. Students are placed, with a priority on convenience, although proximity to home is not always possible.

The In-charge faculties visit host schools to acquaint the heads and teachers. They conduct an orientation for students, covering attendance, observations, feedback, and record completion. Students must adhere to the rules of the teaching practice schools and coordinate with guide teachers. Guide teachers set the number of observations, with separate assessments by school heads and mentors.

Before teaching practice, students visit their schools for observation. A 16-week intensive practice is designed by the principal and communicated to the Chief Educational Officer. Special arrangements are made for physically/visually challenged trainees.

In-charge faculties contact school heads to collect feedback forms and certificates. Representatives are appointed for each school to monitor the attendance and punctuality of fellow students. They meet heads and mentors to gather materials, timetables, and school-specific details before their teaching practice. Success depends on collaboration between institutional heads, mentors, educators, and trainees. Trainees prepare lesson plans, teaching aids and records related works.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

##### 2.4.9.1 - Number of final year students during the academic year

60

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Seven/Eight of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of

internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Institutions implementing school internship programs employ a comprehensive monitoring system involving various stakeholders to maximize impact. Key players in this process include teacher educators, school principals, teachers, and peers. Teacher educators and guide teachers oversee daily activities, ensuring adherence to the already-established procedures. Teacher trainees use assessment sheets with pedagogy teachers for class evaluations to provide valuable feedback based on classroom observations, suggesting improvements. Signatures from the head of the institution and guide teachers on practical records serve as evidence of effective monitoring. Internship assessments also encompass non-scholastic activities, achievement tests, action research, psychological experiments, and case studies.

To enhance the internship experience, two staff members oversee the process. During visits by teacher educators, lesson plans and content knowledge are reviewed, along with the preparation of teaching aids and instructional delivery, followed by immediate feedback. Assessment forms for teaching competency, created by the college, are distributed to teacher educators and mentors. Teacher educators conduct frequent school observations, evaluating motivation strategies, concept explanations, instructional aids usage, classroom management, interaction, recapitulation, and innovative teaching methods. Collaboration between teacher educators and mentors ensures constructive feedback for student teachers. These collective efforts foster experiential learning among student teachers.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

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

**Four of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **2.5 - Teacher Profile and Quality**

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

**10**

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



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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

118

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

118

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Our teacher educators are deeply committed to continuous professional development. They attend various courses, including orientation, refresher, and short-term programs, to be updated with current educational trends. Notably, eight faculty members hold Ph.D. degrees, and three serve as research guides at our college, supporting aspiring researchers.

Our educators also take the lead in organizing national seminars, conferences, and colloquiums in our college for their academic growth. They actively participate in international and national seminars, workshops, and colloquiums to enrich their knowledge.

Many of our teachers often serve as resource persons, speakers, and chief guests, sharing their experiences and expertise. Additionally, our teacher educators assist M.Ed. student teachers with their project and dissertation work.

To further enhance their teaching skills and stay updated with innovations, the Internal Quality Assurance Cell (IQAC) organizes Faculty Development Programs based on staff requirements.

Our college librarian plays a vital role in keeping staff informed about recently published articles in various journals, contributing to our faculty enrichment.

In summary, our teacher educators are dedicated professionals committed to the recent advancements in the educational field.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.6 - Evaluation Process

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

### Continuous Internal Evaluation

Meston College of Education, being an autonomous institution, enjoys the flexibility to tailor its evaluation methods. Continuous Internal Evaluation (CIE) is a standard practice within our institution, and it encompasses both internal assessments and external evaluations for each semester. The allocation of marks for these evaluations follows a 30:70 ratio, with 30% for internal assessments and 70% for external evaluations. Unlike CIE, there is no specified minimum passing score. To successfully pass a course, a student must secure at least 50% in the internal and external evaluation.

For all our programs, the CIE comprises two components: internal tests and external tests. Internal tests are administered twice per semester, with a weightage of 30 marks for B.Ed. and M.Ed. The duration of the internal tests is set for 90 minutes. Additionally, practical assessments, include mandatory assignments, seminars and practicum activities specified in the B.Ed. syllabus. These practical assessments are overseen by the respective teacher educators to ensure effective implementation.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

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

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

Meston College of Education has implemented an effective mechanism for addressing examination-related grievances. Transparency is upheld by showcasing previous year toppers' answer scripts for core papers in the library, with photos and mark sheets. Exam results are also published on the college website to enhance evaluation quality.

The institution provides necessary facilities, including scribes, for visually challenged students during exams. Student grievances are handled by mentors, counselors, and experts to find amicable solutions with the consultation with the principal.

The Student Grievance Redressal Committee, led by the principal and including representatives from staff and students, focuses on error prevention and investigates and resolves grievances whenever needed.

Various channels are available for students to communicate grievances, including drop letter complaint boxes, face-to-face reporting to the principal, committee members, teachers, or class representatives, and through the college fellowship or an online portal. Teaching faculty resolve mark-related grievances and provide clarifications, feedback, and remedial measures. The college values student input and actively works to enhance the examination system for everyone's benefit.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Our institution diligently adheres to its academic calendar for conducting internal evaluations. Here is an in-depth overview of our college's academic operations:

Our college's academic calendar provides a comprehensive overview of the entire academic year, covering all our academic programs. This calendar is collaboratively finalized with valuable input from our principal. At the commencement of each academic year, we distribute the college academic calendar to our students on the day of reopening.

Our college's calendar also includes a tentative schedule for the submission of all records and activities specific to each course. Furthermore, we proactively plan all class tests and model tests well in advance, with their tentative dates clearly outlined in the academic calendar.

Concerning the assessment of teaching competency, our calendar specifies dates for external practical commissions. These dates are consistently adhered to, unless exceptional circumstances arise. The internal assessment of teaching competency was conducted before the external practical commission. External practical commissions are

conducted with the involvement of external examiners, who are invited by the office of controller of examinations.

This systematic approach to academic planning and evaluation ensures that our institution follows a well-structured and timely academic calendar, ultimately benefiting all stakeholders.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.7 - Student Performance and Learning Outcomes

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

The institution's teaching-learning process aligns with the already stated PLOs (Program Learning Outcomes) and CLOs (Course Learning Outcomes) to foster future teachers dedicated to Enlightenment, Excellence, and Empowerment within a strong commitment to societal values.

All our programs, including B.Ed. and M.Ed. have clearly defined PLOs. These programs encompass theory courses and practicum components, each with framed CLOs to be achieved upon completion. Faculty members inform students about the CLOs associated with their courses. Value-added courses have separate CLOs that contribute to program PLOs. Practicum components are designed to play a vital role in achieving both CLOs and PLOs aligning with the college Mission and Vision.

Each semester, faculty in charge of courses design activities aligned with CLOs. They monitor student progress through various assessments and take remedial measures if CLOs are not met.

The continuous internal assessment system helps faculty to monitor student progress according to PLOs and CLOs. Faculty assess the attainment of all CLOs related to courses at the end of each semester. This systematic process ensures alignment between teaching-learning strategies PLOs and CLOs. Internal examinations consist of two tests and a model exam per semester, verifying program and course outcome attainment.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.7.2 - Pass percentage of Students during the year

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

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

The B.Ed. program has a professional curriculum consisting of two testing components: Theory and Practical. The development of professional teaching competence evolves progressively through hands-on practical training methods, such as Micro teaching, Peer teaching, Demo teaching, Observation classes, and Internship. Ultimately, the progress of trainees is evaluated by both internal and external examiners, and marks are awarded accordingly.

The program incorporates various modes of internal assessment, encompassing written examinations, assignments, and practicum activities. These assessments are carefully designed with the intended Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs), ensuring an integrated evaluation of cognitive, affective, and psychomotor domains.

Students maintain a comprehensive list of records, which serves as a foundation for continuous improvement. Teacher educators internally assess these records, assign marks, and submit the mark sheets to the office of Controller of Examinations for systematic record maintenance.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.7.4 - Performance of outgoing students in internal assessment

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

58

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

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

The B.Ed. program has a professional curriculum consisting of two testing components: Theory and Practical. The development of professional teaching competence evolves progressively through hands-on practical training methods, such as Micro teaching, Peer teaching, Demo teaching, Observation classes, and Internship. Ultimately, the progress of trainees is evaluated by both internal and external examiners, and marks are awarded accordingly.

The program incorporates various modes of internal assessment, encompassing written examinations, assignments, and practicum activities. These assessments are carefully designed with the intended Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs), ensuring an integrated evaluation of cognitive, affective, and psychomotor domains.

Students maintain a comprehensive list of records, which serves as a foundation for continuous improvement. Teacher educators internally assess these records, assign marks, and submit the mark sheets to the office of Controller of Examinations for systematic record maintenance.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

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

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

0

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



<p><b>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b></p>	<p>One of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b></p>	
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File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

### 3.2 - Research Publications

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

2

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

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

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3 - Outreach Activities

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

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

20

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

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

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

60

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

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

60

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

60

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

In B.Ed. programme the community service is a part of the curriculum which was intentionally included to sensitize future teachers towards social issues and to make them contribute something good to the society. The outreach activities of our college are planned in a way of promoting all round development of students and also to shape them into responsible citizens of the nation. The college organizes a number of extension activities to promote institute-neighborhood community to create an awareness towards the community needs. Our students regularly visit MERRC which is a special school. They also had various outreach activities such as rally, cultural etc., during their citizenship training camp. They also underwent a First aid

awareness programme which made them realize how they can help at times of danger. The awareness programme on drug abuse helped them to know about issues related to drug abuse. The institutional visits made them understand about the challenges faced by a teacher. Mass cleaning campaign made them to know about the dignity of labour. Students also developed community relationships, leadership skills, and self-confidence . It also helped in cultivating the hidden personality of students and creating awareness among students.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.4 - Collaboration and Linkages

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

0

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

0

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

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The Meston College of Education ensures adequate facilities of physical infrastructure and its optimum utilization to keep pace with the academic growth as per NCTE norms.

**Classrooms:** All the classrooms are converted into Hi-tech learning centers with touch sensitive smart boards. With Internet facility and Wi-Fi connectivity.

**Laboratories:** Biological, Mathematics & Physical Science laboratories consist of necessary instruments and materials to conduct practical sessions which develop organizing skills.

**Psychology Laboratory** consists of several famous, advanced and latest verbal and performance tests.

**Computer & Language laboratories** with 30 terminals loaded with software on the theme "Express Pro" are utilized to increase computer literacy and develop communication skills.

**Sports field & Sports complex:** A spacious ground with Volleyball, throwball, football courts, ShuttleCock, the UGC sponsored James Cooling Indoor Sports facility, Fitness center facilities are present and regularly used by our students and staff.

**Other Rooms:** Automated Library, Research Room, Modernized Media Centre, E Studio, the Principal's chamber, rooms for office, store, COE, IQAC, individual staff, reception, Two Seminar Halls, Students Common room and Infirmary Room are present in our college.

**Hostel Facility:** Two separate hostels for men and women

Two model schools (Wesley Higher Secondary School (Government-aided) and Emma Foulger Matriculation Higher Secondary School (Self Finance))

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://mestoncollege.edu.in/wp-content/uploads/2023/01/PHYSICAL-FACILITIES-Geo-Tagged-Photographs.pdf">https://mestoncollege.edu.in/wp-content/uploads/2023/01/PHYSICAL-FACILITIES-Geo-Tagged-Photographs.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

792964

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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



Library is automated using Auto lib Library software and bar coding instruments. The library spans over a carpet area of 1,135.31 sq. ft. and can accommodate about 40 people at a time. Library resources stand at about 21,367 volumes. There are 4 computers in the library that have access to Software and Internet connected through LAN, with requisite operating systems.

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, in 2023 again upgraded to AutoLib - Integrated Library Management Software - Web-based which makes all the library operations smart and computerized.

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. All the books can be accessed through an online public access catalogue.

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 college library is being optimally utilized for enhancing the knowledge, reference work, preparation of curricular transaction materials and remedial teaching and learning materials among teachers and learners.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://mestoncollege.edu.in/library/">https://mestoncollege.edu.in/library/</a>
Any other relevant information	<a href="#">View File</a>

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

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>)

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

The library books printed before 1957 are digitized. The digitized books are made available in digital form for all the student-teachers, teaching and non-teaching staff in the digital library. 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. 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	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

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

2.26

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

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

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

1235

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://mestoncollege.edu.in/wp-content/uploads/2023/02/visits-and-downloads.pdf">https://mestoncollege.edu.in/wp-content/uploads/2023/02/visits-and-downloads.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 4.3 - ICT Infrastructure

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

Meston College of Education continuously strives to update its ICT facilities to ensure efficient functioning. 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. Room vii) Seminar Hall, viii) Media Centre ix) Computer laboratory. Air Conditioned Computer Laboratory cum Language

Laboratory is well furnished and equipped with 30 Latest Computers with UPS backup and Unlimited Internet Facility.

**Wi Fi connectivity**

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 300Mbps and unlimited data facility is installed to the learning and administration purposes of all the staff and students.  
**Wi-Fi**

Two Wi-Fi Wireless Extender was installed on 22nd January, 2016 and the college campus has free Wi-Fi from November, 2016. Two high speed Wi-Fi devices were upgraded on 3rd August 2018. The third TP Link Router was installed in September 2022. D Link cable for 100 Meter was added to strengthen the Wi-Fi capacity.

**Website**

Our college website [www.mestoncollege.edu.in](http://www.mestoncollege.edu.in) is being renewed regularly with day-today events and publishing the results.

**G-suite Education**

Our College registered in G-suite education enabling the students and faculty to utilize Google apps from 2020. G-suite updating is done regularly.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.3.2 - Student – Computer ratio during the academic year**

4:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:**

**C. 250 MBPS - 500MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>

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

**Three of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://mestoncollege.edu.in/meston-studio/">https://mestoncollege.edu.in/meston-studio/</a>
List the equipment purchased for claimed facilities along with the relevant bills	<b>No File Uploaded</b>
Link to the e-content developed by the faculty of the institution	<a href="https://mestoncollege.edu.in/digital-resources/">https://mestoncollege.edu.in/digital-resources/</a>
Any other relevant information	<a href="#">View File</a>

**4.4 - Maintenance of Campus and Infrastructure**

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

5048526

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

**Classrooms and Building maintenance:** All physical infrastructures are maintained by the caretaker under the supervision of the Principal.

**Laboratories:** Department laboratories are maintained by the concerned staff in charge. Stock checking takes place once in every year. **Library:** There is a library committee that 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 up gradation. **Physical Education:** Sports equipment is well-maintained. The records of all the sports equipment, the sports articles are purchased by the recommendations of the Director of Physical Education. **Psychology laboratory:** The Psychology lab stock record is maintained properly. Regular checkups for the working condition of electrical equipment and other materials are done regularly. **Computers and Language laboratory:** The office of the principal decides about purchasing necessary instruments. Annual maintenance, contact agreements with service providers for repair and maintenance of property are used by your college for batteries and USBs.

Cleaning and maintenance of the building is done daily. The regular

maintenance is done by plumbers, electricians and carpenters who are hired for maintenance work.

Restrooms of Boys, Girls and Staff are maintained very neatly by using necessary materials for the healthy wellbeing. The students mentoring system is used to get the grievances related to cleanliness of the institutions which are addressed immediately.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://mestoncollege.edu.in/">https://mestoncollege.edu.in/</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

Four of the above

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

**5.1.2 - Available student support facilities in**

Nine or more of the above



**institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**A. All of the above**

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

**5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell**

**Two of the above**

**Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<b>No File Uploaded</b>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.2 - Student Progression****5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>35</b>	<b>75</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.2.2 - Number of student progression to higher education during the academic year****5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****10**

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

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

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.3 - Student Participation and Activities

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

Meston Student council is an important platform consisting of students and guided by seniors. The Student Council acts as an umbrella body for all the clubs and committees on campus, ensuring their smooth functioning at each juncture.

It is the responsibility of the Council to ensure that all events, activities and interactions on campus are conducted in a manner acceptable to the culture and norms of the College.

Members of the student council act as volunteers during Teachers Day , Independence Day , Republic Day , Founders Day , public function, cultural activity, sports, debates and various competitions and other major events in the College . They help in organizing seminar workshops and conferences. The Council will assist all clubs and committees on campus with their functioning and conducting of

various other activities.

Placement secretary plays an active role by coordinating with professionals, candidates and by managing campus placement processes. Anti -Ragging Committee secretary ensures the transparency in decision making.

The student council of Meston College of Education has a Cultural Secretary and Assistant Cultural Secretary who play an active role in organizing various cultural events like, Fresher's Day, Teachers day, College Day, Independence Day, Republic Day etc.

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

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

11

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

### 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the

development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Meston College Alumni Association cultivate and foster friendly and cordial relations between ex-students and the past and present student teachers of the college.

Alumni are included as members in the Board of external examiners, Board of studies, Academic council and internal quality Assurance cell. They are invited for meetings at the college and interact and express their suggestions on curriculum revision.

Our alumni are invited to give demonstration in macro teaching. Mr. J. Marshal, B.T. Assistant (Science), Wesley Higher Secondary School, Royapettah, Chennai gave a Physical science demo class on the topic "Periodic Table" on 13 th March, 2023.

Ms. G.G. Sri Suvetha, P.G. Assistant (Physics), General Cariappa Higher Secondary School, Saligramam, Chennai gave a Physical Science demo class on the topic "Heat and Thermodynamics" on 03 rd March, 2023. Mrs. Samundeewari, B. T. Assistant, Wesley Higher Secondary School, Royapettah, Chennai gave a History demo class on the topic 25 th March, 2023.

Our alumna Mrs. Thulasi Manogaran, CEO of Giant Leap, Heal Your Life Teacher (Louise Hay Philosophy), CBT EI & NLP Practitioner, Grief & Student Counselor, Chennai delivered a lecture on the theme "Emotional Intelligence for Teachers" on 2 nd March, 2023 by for Extension Service Department of our college.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum**

Five/Six of the above

**delivery Student mentoring Financial contribution Placement advice and support**

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Meston college alumni association act as an effective support system in motivating young talents, nurturing special talents. They are extending their moral support whenever needed. They provide guidance and counseling to the alumni for brighter future prospects. By seeking innovative ways to serve the institution, the alumni provide social, educational and professional advice to the junior.

They also provide lifelong learning through lectures, discussion sessions, on campus conferences conducted by eminent alumni and current students through different mentoring opportunities either being a part of on campus lectures or through online mode by providing internships, recruit fresh graduates, present career

programs, etc.

They focus on promoting career guidance in order to provide assistance in all arrangements for all round development of the college

Best Alumni talk was delivered by Mr. J .Robinson, Member Board of Studies of our college and Principal of kaligi Ranganathan Matriculation Higher secondary School, Chennai on 3 rd November 2022 another alumnus talk on "My memories at Meston" by Mr. Jason Manuel (Physical Science -2017 -2019 batch) was delivered on 13 th February, 2023.

Our alumnus Dr.R.Asir Julius, Assistant professor, SCERT was the chief guest of teachers day celebration on 3 rd September 2022.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. All permanent staff members are part of IQAC meeting. As the Head of the institution, the Principal takes all the responsibilities to interact with the Governing Body, Central and State governments, UGC and other different stakeholders. The Principal receives reports from different committees which offers advice in various matters. The admission committee has on its panel, the Secretary, Academic Dean, Principal and two senior staff members as its members supported by clerical staff. Student Representative and Alumni are members of IQAC meeting. Feedback from students are obtained by the management regularly to know more about their needs and their suggestions are considered to improve the quality of the

institution. Suggestion box is kept to enable the students to express their views. Non-teaching staff member (Head Clerk) attends IQAC meeting, staff meeting and Board of studies conducted periodically. Every academic year, students are elected as leaders and are ordained as leaders every academic year for developing professional values among students. Students participate actively through the students' fellowship, PTA and alumni of the college. Students interact with the faculty as well as with the Principal to maintain a cordial relationship. Suggestions for holistic development of the wards are discussed during PTA meeting.

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

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

The college 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 principal is in-charge of maintaining overall discipline in the college and planning the events to the students well in advance. In the admission committee, two to three senior faculty are included so that they may be involved in the selection of students to the college. Two senior faculty are included in the governing body so that they could be involved in planning and evaluating all the activities of the college. The department of the Controller of



Examinations functions in order to decentralise the Exam invigilation duty to the staff. Curriculum Development cell involves various department heads in syllabus revision periodically. Allocation of duties for various academic tasks have been distributed to the staff at the beginning of the academic year.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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).

#### Financial Transparency:

The members of the Finance Committee are Principal, Controller of Examinations 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.

#### 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.

#### Transparency in Administrative and auxiliary functions:

Regular staff meetings, institutional IQAC and Research review meetings are conducted. Periodic review meeting at various levels is conducted to ensure transparency, accountability and corrective measures.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

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

**Name of the Committee: IQAC**

**Major decisions taken: The meeting of 32nd Internal Quality Assurance Cell (IQAC) of Meston College of Education held in Media Centre at 03.00 p.m. on Friday, 22nd July, 2022.**

**Suggestion: The following Plan of Action has been proposed:-  
Upgrading College Website**

### WEBSITE UPDATION

Upgrading our website is a continuous commitment to quality rather than an occasional chore of an organisation. Regular updates ensure our website to stay effective, safe, and consistent with stakeholders expectations and modern digital trends. They are necessary to remain updated in the rapidly changing digital world. It is a dynamic entity that ought to change to meet the demands of individuals, technology, and our institution.

In essence, a website serves as a vital communication and an expression of our identity for those who visit. By making consistent updates and enhancements, we strengthen our commitment by giving our stakeholders valid information and reports. We also continue to reap the advantages of a strong and interesting online image of Meston College of Education.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://mestoncollege.edu.in/">https://mestoncollege.edu.in/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Governing Body:** The 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.

**Administrative Set Up:** The Secretary and the Principal form the nucleus of the administration with the former being the final authority in all financial matters. The Principal who is the Joint Secretary shares this work and vets all financial projects before the latter endorses the same. The Principal is vested with the day-to-day running of the college. She has her team of Departmental Heads, the IQAC Co-ordinator, the staff Secretary and the Head Clerk to assist him in the discharge of this work.

**Functions of Various Bodies:** 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 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.

File Description	Documents
Link to organogram on the institutional website	<a href="https://mestoncollege.edu.in/organogram/">https://mestoncollege.edu.in/organogram/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The meeting of 32nd Internal Quality Assurance Cell (IQAC) of Meston College of Education was held in Media Centre at 03.00 p.m. on 22nd July, 2022.

Plan of Action: Tie up with sister institutions and other teaching practice schools to celebrate / observe the significant days as Extension work. Suggestion: Dr. (Mrs.) Vimala Punitha kumar, (Representative from Local Society) suggested that case study (Individuals) can be administered in sister concerned institution for effective handling of students in the future. In accordance to that Dr. N. Vijayan (Nominee from Employers) said that, male student teachers could be sent to Wesley Hr. Sec. School and girls student teachers to Emma Foulger Mat. Hr. Sec. School. This monitoring work can be named as "Root and Shoot system".

The meeting of 33rd Internal Quality Assurance Cell (IQAC) of Meston College of Education was held in Media Centre at 03.00 p.m. on 20th April, 2023.

**Action taken:** The Initial step for having tie up with our sister institution has been taken by sending our students for observation in the first year for a period of ten days.

**Implementation:** Health and Fitness Club of our college organized an awareness programme on the theme "Alcohol and Drug Abuse" for school children's of Wesley Higher Secondary School and Emma Foulger Matric Higher Secondary School on 25th January, 2023.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

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

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.
- Technological training is provided to our staff.

Thus, 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	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

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

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

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Performance appraisal of faculty 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.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

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

The 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. The team does thorough checking and verification of all vouchers of the transactions that are carried out in each financial year.

**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 external auditor makes sure that no errors exist in the financial statement which is important for regulatory requirements.

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	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

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

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

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

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

## 6.5 - Internal Quality Assurance System

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

The IQAC meetings were held on 22nd July, 2022, 20th April, 2023 and 12th October, 2023 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 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.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The IQAC 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.

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.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

7

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

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

Four of the above

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

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

**Example No.: 1**

Health and Fitness Club organized a Health Camp on "True Wellness". The camp was inaugurated on 04th April, 2022 by Thiru. Ln. Marianathan, Director, Grematics Hospital, Chennai - 600 030. Various testing were available in the medical camp like Skin Care Testing, Eye Testing, Ortho Section and Diabetes Section. Respected Member Rev. Fr. Maria Louis, SDB, Dean, Wesley Higher Secondary School, Chennai graced the occasion.

**Example No.: 2**

Research enables the development of new information, innovations, and insights for extension efforts as well as the creation of dynamic and lively education. Therefore, one Research publication have been made mandatory for the teaching staff per year.

Major decisions taken: The meeting of 32nd Internal Quality Assurance Cell (IQAC) of Meston College of Education held in Media

Centre at 03.00 p.m. on Friday, 22nd July, 2022.

**Plan of Action:**

- To enrich the academic ambience, minimum one Research publication have to be made mandatory for the teaching staff per year.

Major decisions taken: The meeting of 33rd Internal Quality Assurance Cell (IQAC) of Meston College of Education held in Media Centre at 03.00 p.m. on Thursday, 20th April, 2023.

**Action taken on the recommendations of the previous IQAC meeting:**

Some of the Research Publication of our staff have been published and some have submitted and waiting for their papers to be published.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 - Institutional Values and Social Responsibilities**

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

Our institution has embarked on a comprehensive energy policy which aimed at optimizing energy conservation and embracing sustainable alternatives to meet its power demands. This policy entails a multi-faceted approach to minimize energy consumption, such as implementing energy-efficient technologies and practices. Staff and students are encouraged to utilize natural light and benefit from ample cross ventilation in classrooms to minimize electricity usage. It also includes the adoption of renewable energy sources like solar panels to generate clean power. Through this policy, under the Swachhta Action Plan, our college has established an Energy Management Committee, chaired by our Principal and staff - in charge and students. This committee plays a vital role in raising awareness

among students about all aspects of energy conservation. We also employ energy-efficient technologies such as CFLs, LCD/LED lighting and star-rated power equipment to enhance illumination and reduce energy consumption. Our college maintains Annual Maintenance Contracts for UPS, printers, and photocopier machines, facilitating periodic servicing to minimize unnecessary energy wastage.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Our institution has a robust waste management policy and a well-defined implementation procedure to ensure efficient and environmentally responsible waste handling. The policy focuses on the principles of waste reduction, recycling, and sustainable practices. To facilitate compliance, our college mandates that all teaching and non-teaching staff, students adhere to this policy. Throughout the campus, we have yellow and green waste bins strategically placed to separate dry and wet waste, respectively. Yellow bins are designated for recyclable waste like plastic bottles, while green bins are meant for biodegradable and paper waste. Pictorial representations on the bins provide clear guidance on the types of waste to deposit into each receptacle. Our college is dedicated to the principles of maximum sustainable waste management in all aspects of its waste handling services. Compliance with this policy is expected from all teaching and non-teaching staff, as well as students and anyone utilizing the premises. We take a comprehensive approach to manage waste generated within the campus, ensuring responsible handling at every step. Our campus actively works towards achieving to attain an eco-friendly status by following the "reduce, reuse, and recycle" approach.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.3 - Institution waste management practices include Segregation of waste E-waste**

Four of the above



**management Vermi-compost Bio gas plants  
Sewage Treatment Plant**

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Our institution enforces the Prime Minister's "Swachh Bharat Mission", a rigorous cleaning schedule to ensure that its premises are consistently clean and well-maintained. Regular garbage disposal and waste management practices are maintained for a hygienic environment. We use dust bins in each classrooms to provide the college campus a clean ambience. Our institution actively promotes green initiatives by planting trees. This contributes air quality improvement, providing refreshing and eco-friendly atmosphere. Through these collective efforts, the institution is dedicated to creating a sustainable, clean and healthy environment that benefits its entire community and upholds its commitment to environmental

stewardship. We are endorsing and enforcing measures to make our college a carbon negative campus. Our building has been made compatible for rain water harvesting. Since the campus is located on a sandy shore, the natural rain water percolates into the soil and restores the ground water table. The building architecture of our college is designed in such a manner that permits the free flow of air and allows natural light to cover all corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

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

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

0

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

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

Our college is situated at the heart of the city with proper transport facility. Parking lot and vast ground area is used out for conducting other events like exhibitions and sports activities. Additionally, local people use college campus for running, walking, and play grounds are used for every day sports practice for their development.

The Meston Educational Rehabilitation and Research Centre (MERRC) provides social care to Muttukadu's mentally challenged children as a way to encourage social responsibility. Their main goal is to change their state from "hopelessness to hopefulness" by giving them access to basic necessities like food and shelter and teaching them practical skills. Our students, in turn, go to the center on the weekends and provide assistance by presenting cultural programs, teaching health and hygiene, cleaning the campus, and presenting their basic need materials, etc. under the supervision of the co-ordinator of Extension Services Department.

The college provides quality education and opportunities for intellectual and emotional growth through different programmes which are relevant and responsive to the needs of the society.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website**

**A. All of the above**

**There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

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

## 7.2 - Best Practices

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

### Best Practice 1- MESTON STAFF STUDY CIRCLE (MSSC)

The Meston Staff Study Circle stands as a pioneering initiative within our college, designed to elevate the competence of teacher educator and foster excellence among educator professionals.

In adherence to the directives of our esteemed Principal, we have designated the second Wednesday of each month for this enlightening forum. This monthly event spans duration of one hour and is structured to feature a distinguished lecture by one of our esteemed faculty members. This platform serves as a nexus for the amalgamation of diverse experiences and perspectives, contributing to the enhancement of our professional skills and, consequently, enriching the teaching and learning processes for our students. Through this concerted effort, we strive to create a dynamic environment that nurtures continuous learning, growth, and the

collective pursuit of excellence in education.

#### Best Practice 2- All India Tour

Our second-year students of B.Ed. programme participated in the All India Tour. Educational tour gave them the opportunities to visit prestigious places that helped them to visualize what they have learnt in their classroom.

Every student acquired more knowledge through actual exposure to the different places of visit. Various committees are formed to run this strategy in an effective manner. The student teachers understand the basic unity underlying the diversities in the Indian culture. Our student teachers acquire knowledge about places of historical importance, ecological centres, normal and special schools and arts/cultural places of importance.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

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

Our Institution's distinctiveness is rooted in its unwavering dedication to environmental sustainability, which harmonizes seamlessly with its vision, priorities, and aspirations for a more eco-friendly future. Our Institution has notably reduced its carbon footprint by integrating renewable energy sources like solar panels and embracing energy-efficient technologies. Our institution's remarkable performance in the realm of environmental sustainability underscores its unwavering commitment to its vision, priorities, and aspirations. It stands as a trailblazer in green education and a beacon of hope for a more sustainable future, ensuring its competitive edge in the rapidly evolving 21st-century global landscape.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>