



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**CHRISTIAN COLLEGE OF EDUCATION**

**CHRISTIAN COLLEGE OF EDUCATION SINCLAIR STREET MARTHANDAM  
629165**

**[www.christiancollegeofeducation.edu.in](http://www.christiancollegeofeducation.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The pages of history of Christian College of Education is glad to inform eighteen years of service, eighteen years of steady growth and eighteen years of journey towards excellence.

Eighteen batches of teachers in multiples of hundreds have stepped out to the wide world from the edifice of teacher education to take the right responsibility in the society. The National Council for Teacher Education approved the college by their notification dated **22/11/2005** to be owned and administered by Kanyakumari diocese as self financing institution. For the first three academic years the college was affiliated to Manonmaniam Sundaranar University and since August 2008, the college has been affiliated to the newly established Tamilnadu Teachers Education University, Chennai.

Hundred eligible students are admitted in the following optional English, Physical science, Biological science, Mathematics, Commerce, Tamil and History. The motto of our institution is "**Empowered to Empower**".

- The main objective of our institution is to impart value based education leading to holistic development and preparing enlightened citizens.
- It also aims to empower the rural talents with professional skills and values for dispelling darkness of ignorance and also to provide quality education at affordable cost.
- The college possesses sufficient infra structure for co curricular and extracurricular activities.
- The institution has well qualified teaching faculty.
- The institution reflects the sincerity and devotion of teachers towards institute and commitment of the welfare of education.
- The institution provides educational concession to the physically and visually challenged students.
- The college aims at over all development of the students irrespective of the socio economic background.
- Democratic environment prevails in the college.
- Well furnished and digitalised library with E-resources, national and international journals, encyclopaedias, text books etc, are available.
- Various clubs like literary club, Mathematics club, science club, commerce club, eco-shalamite, counseling corner, consumer club, universe club, Good Samaritan club, red ribbon club, health club, are functioning in the college.
- These clubs enable the students to take part in various activities and develop the personality.
- Outreach programmes, medical camps, seminars, debate are conducted, so as to develop the students socially, psychologically, and help them to meet the challenges.

### Vision

- The vision of our college is to empower the rural talents with professional skills for dispelling darkness of ignorance.
- Our college aims to tap rural human capital and transform them into productive resources for nation building.
- The main aim is to impart professional skills to rural youth.
- Our vision is to provide holistic education at affordable cost and hence to boost up the employment

opportunity of the educated youth.

- The institution aims to prepare teachers with commitment for the sacred endeavour.
- It also encourages the emergence of creative individuals for professional excellence
- It aims to bring out the hidden talents in the minds of pre service teachers.
- Providing Quality based education at affordable cost is the major objective of our institution

## **Mission**

1. Tap rural human capital and transform them into productive Resources for nation building.
2. Impart professional skills to rural youth to have an edge in the Employment market.
3. Provide holistic education at affordable cost.
4. Boost up the employment opportunity of the educated youth.
5. Prepare teachers for a genuinely local, globally acceptable and culturally model of education.
6. Equip the youth with passionate commitment for the sacred endeavor.
7. Encourage the emergence of creative individuals

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- Supportive management with a vision and mission
- Dedicated leadership of the Principal
- High morale is maintained
- Well qualified and dedicated faculty members
- Transparency and accountability in governance
- Decentralised administration
- Traversed 18 years with perseverance and determination
- Adequate learning resources
- Digitalized library
- Well equipped laboratories
- Well furnished auditorium
- Spacious administrative office with the Principal's chamber and Secretary's room is available.
- Existence of green environment
- Playground facilities are available.
- Resources for Art and Craft, ICT, Physical and Health education are available.
- Fee concession for the economically weaker section.
- TET coaching is provided to the pre service teachers

- College academic calendar is published every year.
- Memorandum of Understanding (MoU) with the Green Agri Club
- UBA projects are carried out in five villages
- Medical camps conducted in collaboration with CSI Mission Hospital, Neyyoor under UBA
- "Anti- plastic and Manjapai Awareness program" is organised in the college
- Two sewing machines were distributed to the beneficiaries at Eenthikaalai village at free of cost under UBA
- "Home for the Homeless" project is completed at Perumpulli village.
- Visually challenged pre-service teachers are admitted in the institution.
- The personality of the pre- service teachers is improved through sports and games, orientaion classes, organisation of various competitions, outreach programmes and community work.
- Faculty are encouraged to take up self-learning courses for the enhancement of professional competence.
- Field trip to different places inorder to acquire knowledge.
- Educational tour is arranged for the student teachers.
- Mentoring system prevails in the college
- College magazine is published every year.
- IQAC is established
- Placement cell is actively functioning in our college
- It promotes the pre service teachers to get jobs in reputed schools.
- Workshops and seminars are organised for academic development
- Soft skill development programmes are regularly conducted.
- Uniformity in dress code is mandatory for the pre service teachers
- Biometric attendance is compulsory for the pre service teachers and the faculty.
- Vision, mission, motto of the college are displayed in the quadrangle
- Full fledged teacing plan for B.Ed programme.
- Observing days of national and international importance to strengthen unity and integrity
- Registered and vibrant alumni association (TOSTA)
- CCTV surveillance is available in the college

### **Institutional Weakness**

- Lack of Research
- Number of volumes and journals in the library need to be increased
- Communication skills of pre service teachers may be improved
- Lack of UGC funds
- Inability to extend value-added courses to due to the long duration of intensive teaching practice and other practicum related activities
- Generation of funds is often a serious limitation in expansion and upgradation of campus facilities

### **Institutional Opportunity**

- Enhanced infrastructure to develop e-content and ICT resources
- A large number of spacious class rooms
- Scope for the stage presentation of all pre service teachers
- Internet facility for students to pursue online courses in SWAYAM
- Book bank facility for pre service teachers is available in the library
- Support systems to nurture the life skills of the students
- Well qualified and committed faculty
- Pre service teachers are provided the opportunity to serve in reputed schools in various districts through the placement cell.
- Pre service teachers are given the opportunity to involve in various activities related to the society under UBA
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### **Institutional Challenge**

- No equal distribution of pre service teachers in the pedagogy courses
- High cost involved in procuring and maintaining instructional and informational resources
- Funding facility is not available
- More facilities for visually challenged pre service teachers
- Enhancement of ICT resources in every class rooms.
- Transport facility to be arranged

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Education is a very good weapon to change the future world.

Education should be provided to the forth coming generations through skilled teachers.

In this connection the institution is making strenuous effort to produce a good community of teachers in the light of the curriculum.

The Tamilnadu Teachers Education University has given a prescribed syllabus that is to be followed.

Every core course and pedagogical subjects highlight the implementation of recent issues, methods of teaching, implementation of ICT through seminars, discussions, debates, etc.

Utmost importance is given in implementing the curriculum in real classroom situations through proper planning, by the Principal and the teacher educators.

Various clubs like Science club, Mathematics club, Literary club, Universe club, Eco Shalamite, and

Commerce club are actively functioning in the college.

Through these clubs the students are encouraged to perform various activities like awareness programmes, seminars, mime, verse writing, recitation.

These activities inculcate values among students which is very helpful for the promotion of social development, diversity and cultural heritage.

Moreover students are given training in ICT, power point presentations, preparation of blogs, art and craft works and physical education.

This helps in the development of holistic education among students.

Students are encouraged to organise programmes based on the recent issues related to the society, environment and technology.

Micro teaching classes and demonstration classes help the student teachers to attain mastery in teaching.

Intensive teaching practice is carried out according to the norms given by the University.

The students are send to the schools as directed by the Chief Educational Officer of our district.

They undergo intensive teaching for sixteen weeks..

During the course of teaching the students are guided by the school teachers and the Headmaster.

Students are trained during the course of intensive teaching.

They also conduct different programmes like awareness programmes on environmental issues, gardening, planting of saplings in the school campus.

Teacher educators provide feedback to the students during their visits to the school.

Students are taken to field trips so as to enable them to be acquainted with various concepts, ideas, that they learn through curriculum.

### **Teaching-learning and Evaluation**

The institution follows the rules laid down by the Tamilnadu Teachers Education University and NCTE to ensure transparency in the admission procedure.

The institution level admission committee constituted by the institution monitors the admission process.

The application forms are issued at a nominal cost to the applicants from the date of the publication of the results of the qualifying examination.

Differently abled students are also admitted.

The institution provides educational concessions to the economically backward and visually challenged students.

All the students are treated equally irrespective of their caste, creed, culture, religion, language, economy and gender in the institution.

Students from diverse linguistic backgrounds from Kerala and Tamilnadu are admitted.

Female candidates constitute predominant majority of students(80% to 90%)

The institution conducts orientation courses, life skills and personality development programmes before the commencement of intensive teaching practice.

Democratic environment prevails in the college campus.

The students can meet the teacher educators at any time and utilize all the resources of the institution.

Along with lecture method, the teacher educator use the learner centered, instruction such as seminar, symposium, workshop, demonstration method, project method and group discussion for interactive teaching and learning.

Students are encouraged to participate in various curricular, co-curricular and extra curricular activities.

Teacher educators identify the slow and advance learners through observation and by conducting tests.

Special attention is given towards the academically weak students.

After identification of the academically weak students, guidance is provided by the teacher educators.

Spoken English programmes are arranged for the students.

For the visually impaired students, scribes are made available by the institution during the examination.

They are provided with all the necessary help so as to achieve the required standards.

Library books are procured on specific demand of such students

Efforts are made to enhance the learning process through seminars, assignments, quiz programmes, project work, medical camp, web based learning and self learning.

Members of the faculty participate in seminars and conferences organised by other institutions and Tamilnadu Teachers Education University.

This helps them to update regarding the new trends and contemporary issues.

Well equipped library with internet facility is available

## **Infrastructure and Learning Resources**

The college is spread over 3 acres of total area out of which the built up area comprises 29,713 square feet.

The following physical facilities are available: Administrative office, Principal's chamber, Secretary's room, separate staff rooms for gents and ladies, canteen cum stationary, reception room, library with rich collection of books and spacious reading hall, multi- purpose room, common lecture rooms, auditorium, physical education room, physical science lab, biological science lab, technology lab, computer lab with internet surfing facilities, psychology lab, classrooms, ladies and gents waiting room, work experience lab.

Parking space for vehicles is also available.

Playground for outdoor games is also available.

Every year, funds are earmarked in the budget to meet the existing needs and for augmentation in college building for renovation and maintenance.

Funds are allotted for enhancing the resources in library, ICT lab, psychology lab and science lab

The greenery of the campus is maintained by planting more trees.

The college management takes into account the emerging and changing needs for procuring new installations, instruments and equipments to be made available to the students and other required infra structure to keep pace with the academic growth.

The college has fully equipped sound and projection system, fire extinguishers, generator, CCTV, drinking water facility.

The college has separate restrooms for boys and girls.

Two staff rooms with attached toilet for the teaching faculty members are available.

Common playground is available for all the students.

During the pandemic, online classes, e-books, google classrooms, WhatsApp, were extensively used for individualised and effective teaching-learning and evaluation purposes.

Pre-service teachers undergo Swayam online courses as per the norms given by the Tamilnadu Teachers Education University.

Pre-service teachers are given coaching for TET examinations.

M.Ed scholars from other institutions are provided the opportunity to undergo observation, access the library and carryout research projects related to the field of education.

Pre-service teachers are given training in ICT, power point presentations, blogs.

In order to make the pre-service teachers solve the classroom problems, pre-service teachers are asked to undergo case study in classroom situations.

### **Student Support and Progression**

The B.Ed course of the institution begins with the orientation programme where they are given information about the course.

In order to make the freshers acquainted with the new environment, Ice breaking session, talent hunt are conducted.

Experts from different areas and the teacher educators provide wide range of knowledge to the pre-service teachers to face the challenges ahead.

Micro teaching classes are conducted in order to help the pre-service teachers acquire the skills of teaching.

Core skills are demonstrated by the Teacher Educators.

Pre-service teachers acquire the knowledge about the particular skill and are made to practice the same with their peer group.

Feedback is given by the teacher educators for their improvements.

Students are encouraged to take seminars, in the respective subjects.

Demonstration classes, are organised in order to help the pre-service teachers learn the methods of teaching.

Training is provided in the preparation of different teaching aids.

Pre-service teachers are given the opportunity to perform psychological experiments.

More importance is given in maintenance of green environment within the campus.

Different clubs are functioning in the college

All the pre-service teachers get involved in various activities through these clubs.

Every week on all Fridays, different programmes are organised by different clubs.

Career guidance and counseling is provided.

Internal and Model examinations are conducted .

Marks obtained by the pre-service teachers are displayed on the notice board.

Academic toppers who secure first three places in the University Examination are honoured with cash awards

and mementoes in the college day function.

Every year overall championship trophy is awarded to individual and group competitions during arts and sports day celebrations.

National important days and festivals are celebrated.

Best library user award is presented to the pre service teacher who makes the maximum usage of our library.

Sick room is available.

Medical kit with necessary medicines is available in the college office.

Playground facilities are available.

Braille books are available in our library for visually challenged pre service teachers

TET coaching classes are provided to the pre service teachers in order to help the students prepare for the TET examinations

### **Governance, Leadership and Management**

The Christian College of Education is owned and administered by the Church of South India, Kanyakumari Diocese.

The management takes care of the overall governance of the college.

The executive takes all the policy decisions and issues required objective=need based directives which are to be enforced.

It has all the power required to frame rules, for the functioning of the college.

The chairman is the representative of the college executive board and it is he who is vested with all the managerial powers concerning the college.

The principal plays the key leadership role. She provides the required direction for the development of the college.

The motto of our college is "Empowered to Empower".

Our vision is to empower the rural talents with professional skills and values for dispelling the darkness of

ignorance.

The mission of our college is to tap rural human capital and transform them into productive resources for nation building.

Imbibing values in the personality of our pre service teachers is the core consideration of the college.

The college aims at holistic development of its pre service teachers and seeks to equip them with knowledge and potentialities to compete.

The following are the committees functioning in our college.

Alumni association (TOSTA), Eco shalamite, IQAC, Community work, Health and Physical Education, Library, Youth welfare, Student council, Committee for out reach programme, Academic activities, Magazine committee, Anti-Ragging, Placement Committee, Discipline Committee and so on.

The academic responsibilities are defined by the principal in the beginning of the new academic year to the faculty.

The principal distributes the work schedule to each member of the staff.

Each faculty is equally involved in extra curricular activities.

Each of them are assigned "In-charge ships" to look into specific areas.

Frequent staff meetings are formerly organised.

The management looks after the working in totality and provides resources.

The day to day functioning of the college is looked after by the principal.

Principal regularly conducts the feedback session for various academic activities with the staff.

Feedback is collected from the pre service teachers, faculty, stake holders, and alumni for the quality enhancement of the institution.

### **Institutional Values and Best Practices**

The institution has established IQAC.

The IQAC is headed by the Principal, Co-ordinator.

All the teaching faculty are the members of IQAC.

Meetings of IQAC are conducted in order to carry out the academic activities meticulously.

Discussions and decisions are taken in the meeting.

Staff meetings are conducted at least once in a month in presence of the Secretary and the Principal

During the meetings, suggestions are invited for the improvement of the academic and non-academic activities.

In order to maintain discipline and inculcate values among the pre service teachers morning assembly is conducted by the pre service teachers.

During the assembly, Thought for the Day, highlights of the day, important news, Thirukural presentation are given by the students.'

Prescribed timetable for both the first year and the second year is strictly followed.

The absentees are asked to submit the casual leave form by getting signature from the coordinator, optional teacher and the Vice Principal.

Drinking water facility, canteen cum stationary is available.

Fire extinguishers, compost pit, rain water harvesting facility is available.

Whatsapp groups for the first and second year pre service teachers, alumni, staff members are installed.

Biometric attendance is compulsory for the pre service teachers and the faculty.

College publishes academic calendar every year.

'Home for the Homeless' project was undertaken at Perumpulli village.

UBA projects are undertaken at five villages.

In order to improve the skills of pre service teachers training is given in arts and craft.

Sports facility is available.

Students' feedback on course, subject, syllabus, grievance redressal are collected.

Important matters are displayed on the notice board.

Counseling is provided to the needy pre service teachers.

Good Samaritan club of our institution helps the economically weaker sections of the community, who are in need.

Good samaritan club met the medical expenses of a visually challenged student teacher who met with an accident

The management takes into consideration the grievance of economically poor students and gives fee concession

Educational tour has been arranged for the pre service teachers .

Pre service teachers along with the faculty members visited different places in and around India.

Technological advancements are available.

### **Research and Outreach Activities**

Our college encourages faculty members to pursue degrees on part time basis.

The college encourages the faculty members to pursue higher education.

National, International journals and magazines related to research are available in the library for reference.

Computer and internet facility in the college are made available for the faculty members.

Pre service teachers are made to conduct case study in classroom situations during intensive teaching practice.

Classroom problems like indiscipline, absenteeism, maladjustment and other similar problems are analysed and remedial measures are suggested in order to overcome the problems faced by students.

It helps to improve teaching learning effectiveness in schools.

Two books related to the curricular aspects are published by one of our faculty member.

The extension activities undertaken by the pre service teachers are considered as the part of the curriculum.

Extension programmes like awareness campaign, community work, medical camp, debates, skits, celebration of important days, maintenance of medicinal garden, plantation programmes are conducted.

Field trip, is conducted in order to make the students acquire the intellectual ability and social skills that promote all round development of personality.

Every week, the pre service teachers are given opportunity to perform different activities like elocution, mime, skit related to various social issues, debate and awareness programmes.

Health club conducted free medical checkup for our pre-service teachers.

In order to develop the pre service teachers physically utmost importance is given for the inclusion of physical activity on all days.

Pre service teachers are encouraged to participate in indoor and outdoor games.

Moreover pre service teachers participate in various arts and sports competitions conducted by the college, other institutions and the university.

Our institution undertook a project entitled as "Home for the Homeless".

Our institution joined hands with our alumni, sponsors and built a home for a needy person at Perumpuli village.

We undertook Unnat Bharat Abhiyan projects at five villages.

Two sewing machines were distributed to the beneficiaries at free of cost at Nadunilaivilagam village.

Free medical camps in collaboration with CSI Mission Hospital, Neyyoor was organised at Kanniyanvilai and Mondaicadu.

Anti plastic and Manjapai awareness programme was conducted at Paalavilai village

## 2. PROFILE

### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	CHRISTIAN COLLEGE OF EDUCATION
Address	CHRISTIAN COLLEGE OF EDUCATION SINCLAIR STREET MARTHANDAM
City	Marthandam
State	Tamil Nadu
Pin	629165
Website	<a href="http://www.christiancollegeofeducation.edu.in">www.christiancollegeofeducation.edu.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	Beulah Jeyanthi.n	04651-271967		-	
IQAC / CIQA coordinator	Robert Joan D R	-	9486140767	-	drsj Joan@yahoo.com

<b>Status of the Institution</b>	
Institution Status	Self Financing

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">2023-06-02 - Minority Status - Corporate Management Schools compressed (1)-compressed compressed (1).pdf</a>
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Tamil Nadu	Tamil Nadu Teacher Education University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	22-11-2005	100	

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	CHRISTIAN COLLEGE OF EDUCATION SINCLAIR STREET MARTHANDAM	Urban	3	2761.46

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	22	Under Graduate B.A or B.Sc.	English + Tamil	100	100

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	4	11	0	15
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	4	11	0	15
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				6
Recruited	4	2	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	5	0	9
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	3	0	0	0	3
	Female	97	0	0	0	97
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	1	1	0	0
	Female	2	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	2	4	0	2
	Female	64	94	88	96
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	1	1	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>69</b>	<b>100</b>	<b>89</b>	<b>98</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>Our institution considering the policies of National Education Policy so as to provide high quality education, in order to develop human resources as global citizens is under process. Discussions have been carried out with the faculty members regarding this. Our Institution is affiliated under Tamilnadu Teachers Education University. The semester pattern which is implemented by the university is based under Choice Based Credit System.(CBCS). SWAYAM online course is made compulsory for the pre service teachers in semester III. The pre service teachers have to complete any one of the course related to pedagogy/ Education/Basic Discipline skills.</p>
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2. Academic bank of credits (ABC):	No bank of Academic Bank of Credits has been created so far. In near future, it has been decided to do the same.
3. Skill development:	<p>Our institution has established Youth Welfare department. The aim of this department is to enhance the skill development of the pre service teachers in various aspects. Pre service teachers organise variety of programmes through this department. It gives more importance for the development of personality of an individual. Various competitions are conducted during the Arts day celebration. Pre service teachers participate in different cultural programmes organised by other colleges. More over emphasis is laid on the improvement of soft skills among student community. Communication classes, orientation programmes, seminars, invited lectures and awareness programmes are organised. Physical activities are given more importance in order to help the pre service teachers improve their physical development. Playground facility is available. Different sports and games are conducted during the sports day celebration. Our pre service teachers participate in various sports and games conducted by the University. 'Hands on Training' is provided in the preparation of Socially Useful Productive Works. Pre service teachers are prepared to conduct awareness programmes, to involve in community works and also to organise various programmes. The pre service teachers are guided by the Teacher Educators in organising various programmes. Every pre service teacher takes seminar classes for the topics assigned. Feedback is given by the Teacher Educators.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Our institution is located in semi urban area. We have admitted pre service teachers from nearby rural areas. In order to help the pre service teachers understand the concept, ideals, and values presented to them during the course teaching -learning process, Bi-lingual language is used. This makes communication more easier and effective. In order to preserve and promote cultural heritage, traditions and customs of the society, utmost importance is given in celebration of National days and festivals</p>
5. Focus on Outcome based education (OBE):	<p>Our institution is affiliated with Tamilnadu Teachers Education University. The guidelines provided by the university are carried out and implemented in teaching learning process through variety of</p>

	<p>approaches like lectures, seminars, workshops, practical works, field work, technology enabled learning and community based learning. Internal examinations, model examinations for the theory courses and model practical examinations are conducted in order to evaluate the performance of the pre service teachers. Rank list is displayed on the notice board. Pre service teachers who perform well are motivated through verbal reinforcement. Pre service teachers who are backward in studies are given proper guidance so as to improve their level of learning.</p>
6. Distance education/online education:	<p>During Covid -19, the teaching learning process was carried out through different online modes such as Google Meet, google Classrooms and Whatsapp. Discussions, seminars, model examinations, valedictory meet was conducted through online. Alumni meet has also been conducted through online mode. Seminar on Mental health was organised by our college. Delegates from other institutions also participated in the seminar. Our pre service teachers participated in the National level quiz competitions conducted by our University through online and have won prizes. During the pandemic, the inaugural function, talent show was organised for the freshers through online mode. Introduction about the course of study was given extensively.</p>

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No. Electoral Literacy Club has not been setup.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Not applicable
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of	An awareness programme was conducted on the major concept of voting. This programme was conducted with the aim to create awareness among our student community to be aware of their voting rights. Cultural programmes like Mime presentation and skit were organised.

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>To create awareness on stressing the importance of developing the democratic values, special programmes are conducted by our pre-service teachers. Just before the election, a rally was organized by our student council members.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The pre-service teachers are already graduates and hence there arise no need for organizing such mechanisms in our Institution.</p>

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	200	176
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	69	69	69	61
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

**1.4**

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	96	96	98	88
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5**

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	96	96	98	88
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	99	98	89
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	14	14
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Copy of the appointment orders issued to the tea		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

**3 Institution****3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2022-23	2021-22	2020-21	2019-20	2018-19
31.16	30.56	19.00	59.44	44.30
File Description		Document		
Audited Income Expenditure statement year wise d		<a href="#">View Document</a>		

**3.2****Number of Computers in the institution for academic purposes..****Response: 11**

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

**Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.**

**Response:**

The institution has the mechanism for adapting the curriculum to the local context through planning, revising and evaluating various aspects. An academic calendar is prepared in advance. Regular staff meetings are organised by the principal along with the faculty members. Discussions are carried out regarding the implementation of various activities based on the curriculum prescribed by the university. Micro teaching classes are conducted in order to provide knowledge about important skills in the field of teaching. Demonstration classes are conducted by experts and the teacher educators in order to help the pre-service teachers understand the methods of teaching. The curriculum is carried out by using ICT, powerpoint presentations and also through lecture method. Moreover different activities are done with the involvement of pre service teachers based on the curricular as well as the co-curricular aspects. Different activities that are done by the pre service teachers are evaluated by getting feedback. The feedback is then analysed. Based on the results, adequate steps are taken to overcome the shortcomings.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	<a href="#">View Document</a>
Plan developed for the last completed academic year	<a href="#">View Document</a>
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 Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</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 last completed academic year**

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

**Response:** E. Any 1 or none of the above

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**

**4. Orientation programme for teachers****Response:** C. Any 2 of the above

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

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

**1.2.2****Average Number of Value-added courses offered during the last five years****Response:** 0**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 0**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

**five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 1.2.4

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

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

**Response:** B. Any 3 of the above

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

#### 1.2.5

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

**Response:** 9.94**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
97	0	0	0	0

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

**Response:**

The college aims at over all development of the pre service teachers.

Along with the lecture method the teacher educators use the learner centered instructions such as seminars, demonstrations, projects and group discussions for interactive teaching and learning.

The pre service teachers are taught various skills for developing their professional acumen through micro teaching classes.

Model classes for different skills are given by the teacher educators.

Every pre service teacher is encouraged to prepare a lesson and practice the important skills under the guidance of teacher educator with the peer group.

Feedback is provided in order to help the pre service teachers gain mastery in teaching

Demonstration classes are conducted by experts and teacher educators.

These classes enable the pre service teachers to understand the methodology implemented in the teaching process.

Moreover training is provided to the pre service teachers in the preparation of various teaching aids such as charts, models, flash cards and flannel boards

Feedback is given to every pre service teacher individually so as to bring out the best performance.

They are also given training in the preparation of socially useful productive works.

Pre service teachers are encouraged to take seminars, to participate in group discussions and also to conduct debates under the guidance of teacher educators.

Pre service teachers are given assignments for every course of study.

They acquire and demonstrate knowledge, skills and values from the various programmes organised by the institution.

Pre service teachers participate in community works, organisation of rally, awareness programmes and UBA projects.

Various clubs are functioning in our college.

Each club aims at the holistic development of our pre service teachers

Every club is headed by a teacher educator with a secretary and a joint secretary.

Many number of pre service teachers are enrolled as members of each club.

Each club organises special programmes like quiz competitions, mime, skit competitions, programmes related to the community, invited lectures and awareness programmes.

Mass cleaning campaign , rally on drug abuse, conduction of medical camps in rural areas, anti plastic awareness programme, celebration of important days, festivals, are the important events organised by various clubs of our college.

Inorder to promote the communication skills, lectures are provided by Resource persons.

Pre service teachers are provided the opportunity to display valuable and inspirational quotes in the bulletin board.

They acquire wide range of knowledge through the library established in the college.

The library is well furnished with large number of resources like journals, references, encyclopedias, E-resources and several books.

Book bank facility is also available in the library.

Pre service teachers inculcate positive attitudes by participating in physical education activities.

They are given the opportunity to involve in various sports and games.

Facilities for Indoor and out door games are available.

Skill development in preparation of socially useful productive works is given

They are provided training in soap making, toys, flower making, clay modelling, preparation of artistic works from waste materials and preparation of lotion,.

Several competitions are conducted for the pre service teachers in account of arts day and sports day.

Pre service teachers are provided the opportunity to serve the community by conducting awareness programmes in special schools, visit to the leprosy colony and involving in various projects in rural villages

A project on 'Home for the Homeless' was completed with the help of our pre service teachers and our Alumni members.

Campus cleaning programmes and mass cleaning campaign are conducted in order to make the pre service teachers involve in social activities.

More importance is provided for the physical development of the pre service teachers.

For this purpose, pre service teachers are given chances to involve in physical activities daily.

Provisions are available for playing indoor and outdoor games.

Many sports and games are conducted during the sports day celebration and prizes are distributed to the winners

Hundred students are divided into five groups namely Apple blossom, Birds of Paradise, Blue Bells, Cherry Blossom and Golden Bells.

Overall championship is presented to the group which secures the highest number of points.

Moreover individual championship is presented to the pre service teacher who stands first in maximum number of activities.

Inorder to develop the creative abilities of our pre service teachers ample opportunities are given so as to expose their talents.

Variety of programmes are organised every year.

Several competitions like Hair-do, mime, singing (solo and group), elocution, cooking without fire,

preparation of Arts from waste, vegetable carving and flower arrangements are conducted.

Prizes are distributed to the winners.

Moreover individual championship is provided to the pre service teacher who secures maximum number of points.

Pre service teachers are taken for field trip in order to help them acquire knowledge about historical places, artistic works and planetarium

Green environment is maintained within the college campus.

Eco Shalamite maintains medicinal garden.

Awareness about the environment, planting of saplings is done by the eco shalamite club.

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

### 1.3.2

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

#### **Response:**

During intensive teaching practice, the pre service teachers undergo their training in the allotted schools by the Chief Educational Officer of our district.

During the course of training, the pre service teachers undergo their observation in the classes conducted by the Guide teacher and also the peer group.

Moreover visit to special schools were organised in order to make the pre service teachers familiarise with the diversities in school system in India.

Our student teachers visited Excel Central school, Thiruvattar, for the above mentioned purpose.

Through this visit the students acquire wide knowledge about diversities in school system.

Besides the above mentioned school, our pre service teacher have also visited the special schools established for the hearing impaired children.

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

### 1.3.3

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

##### **Response:**

Pre service teachers gain professional acumen through various resources provided in the college. Experts are invited to provide knowledge in wide range of areas. Moreover pre service teachers participate in seminars, debates and discussions conducted in the college.

They are also encouraged to participate in seminars and workshops and present papers related to various topics in other colleges and institutions.

The creative talents are enhanced by organising various competitions like skit competition, mime competition, recitation, essay writing and elocution.

Students are encouraged to participate in programmes related to the society like awareness programmes, involving in social activities like building home for the needy, involving in various projects in rural areas.

Model classes are conducted with the help of experts and teacher educators in order to help the pre service teachers learn the methodology of teaching.

Moreover the skills in preparing various teaching aids like chart writing, preparation of models are also given.

Training in ICT is provided in order to enhance the students the knowledge of using the technology in the class room situations.

Feedback is given to them in every area in order to improve their skills to the maximum.

Guidance and support is given to the students who find difficulty in coping up in completion of various works related to the curriculum.

Special programmes like celebration of important days, important festivals are organised by the pre service teachers under the guidance of the teacher educators.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

**Structured feedback is obtained from**

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

**Response:** C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stakeholders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.4.2

**Feedback collected from stakeholders is processed and action is taken; feedback process adopted**

**by the institution comprises the following**

**Response:** B. Feedback collected, analysed and action has been taken

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 97.2

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

#### 2.1.2

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

**Response:** 74.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	52	50	50	50

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

### 2.1.3

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

**Response:**

Pre service teachers having different back ground are admitted for the B.Ed programme. They are given the option of selecting either English or Tamil medium based on their interest and ability in learning. During the beginning of every academic year, ice breaking sessions are conducted in order to make the pre service teachers familiarise with the new environment. Moreover orientation classes and communication classes are conducted by the teacher educators and the experts in order to make the pre service teachers get adapted to the teaching learning process. Motivational sessions are also organised. In our institution, mentor system is established. Pedagogical subject teachers serve as mentors. They provide guidance to the pre service teachers who are in need and also who find difficulty in coping up with the prescribed curriculum. The performance of pre service teachers is evaluated through internal and model examinations. The marks scored by the pre service teachers are informed to their parents in Parent Teacher Association meeting. This helps the pre service teachers for further improvement.

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

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

**Response:** C. Any 3 of the above

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

**2.2.3**

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

**Response:** As an institutionalized activity in accordance with learner needs

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

**2.2.4**

**Student-Mentor ratio for the last completed academic year**

**Response:** 28.57

**2.2.4.1 Number of mentors in the Institution**

Response: 7

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

**Response:**

B.Ed programme is of two years duration. The curriculum prescribed by the University deals with multiple mode approach to teaching learning process. In order to accomplish this approach, different methodologies in teaching is focussed. Pre service teachers are given training to improve in various skills of teaching through micro teaching classes. Core skills such as skill of introducing, skill of reinforcement, skill of stimulus variation, skill of blackboard writing, skill of probing questions, skill of explaining and skill of closure are explained and demonstrated by the teacher educators. Demonstration classes are conducted by the teacher educators and experts in order to provide training to the pre service teachers regarding the methodology to be followed during teaching in class room situations. In order to enhance the problem solving ability, experiential learning, participative learning, group discussions are organised. "Swayam Online course" is implemented as prescribed by the university. This helps the pre service teachers enhance their knowledge regarding different concepts and ideals. Training is provided to the pre service teachers in preparation of various teaching aids. Variety of club activities are given in order to promote different types of learning, develop problem solving skills and also to develop creativity. Hands on Training is provided in chart writing and preparation of Socially Useful productive Works.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2

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

**Response: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 2.3.3

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

**Response: 0**

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

Response: 00

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

### 2.3.4

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

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

**Response:** E. None of the above

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

### 2.3.5

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

##### **Response:**

Mentoring system is established in the college. Pedagogical subject teacher educators serve as mentors. The teacher educators motivate the pre service teachers to carry out the academic activities in a stress free environment by providing guidance. Pre service teachers are encouraged to express and share their thoughts, difficulties and challenging situations freely with the mentor. A counselling department is actively functioning in our college. It offers guidance to the needy students and also organises different programmes in order to help the pre service teachers face the challenges of the present scenario. In addition to this stress free environment is provided by organising programmes of different clubs, celebrating national important days, inviting experts to deliver speech on various topics and organising various arts and sports activities. Pre service teachers are given training in ICT, Power point presentations and preparation of blogs.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.6

#### **Institution provides exposure to students about recent developments in the field of education through**

##### **1. Special lectures by experts**

2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** D. Any 2 of the above

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

### 2.3.7

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

**Response:**

Teaching learning process nurtures creativity and innovativeness. It also promotes thinking skills among pre service teachers. Life skills are developed among pre service teachers by organising orientation programmes. Orientation programmes are organised by inviting experts in various fields and also by the teacher educators. During the orientation programmes feed back is collected in order to find out the pros and cons of the programme organised. Communication classes are conducted in order to help the pre service teachers improve their skill of language ability. Training in arts and craft is provided in order to nurture creativity. Pre service teachers are given training in the preparation of arts from waste, preparation of models and also in the preparation of socially useful productive works. Competitions like hair do, elocution, verse writing, cooking without fire are conducted in order to make the pre service teachers expose their talents. Out reach programmes like conducting awareness programmes in schools, involvement of pre service teachers in various projects like "Home for the Homeless" and involvement in UBA projects. The experiences gathered in the college by participating in various extra curricular activities help the pre service teachers to undergo intensive teaching practice in an effective manner.

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

## 2.4 Competency and Skill Development

### 2.4.1

**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**

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

**Response:** D. Any 2 or 3 of the above

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

- 1. Formulating learning objectives**

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

**Response:** D. Any 2 or 3 of the above

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

**2.4.3**

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

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

**Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.4

**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

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

**Response:** B. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.5

**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** C. Any 3 of the above

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

#### 2.4.6

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

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

**Response:** D. Any 1 or 2 of the above

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

#### 2.4.7

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

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**

**5. Identifying and using the different sources for study****Response:** A. Any 4 or more of the above

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

**Other Upload Files**

1	<a href="#">View Document</a>
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**2.4.8****Internship programme is systematically planned with necessary preparedness..****Response:**

In order to prepare the pre service teachers for internship programme, the lesson plan writing is taught by the teacher educators. Pre service teachers learn to write the lesson plans of different concepts related to the school curriculum. Teacher educators make corrections found in the lesson plans and also provides guidance to the pre service teachers. Training is provided to the pre service teachers in the preparation of models, chart writing and also in the preparation of variety of teaching aids. Internship programme is planned by getting the options of the school selected by the pre service teachers. Then the list is forwarded to the chief educational officer of our district. After getting prior permission from the chief educational officer, pre service teachers are send to the respective schools to get the permission of the headmaster / headmistress. After getting the permission from the respective schools, the pre service teachers are send for intensive teaching practice for the duration of 16 weeks as stipulated by the University.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 4.55

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

Response: 22

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.10**

**Nature of internee engagement during internship consists of**

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

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.11****Institution adopts effective monitoring mechanisms during internship programme.****Response:**

Our institution adopts effective monitoring mechanism during internship programme. During the course of internship, the teacher educators visit the pre service teachers in the respective schools and observe their class room teaching. Corrections in the lesson plans, teaching aids are given. Moreover feedback is provided to them in order to help them improve their skill in teaching. Teacher educators undergo many visits in order to observe the methodology adopted by the pre service teachers. Marks are allotted for their teaching. Moreover observation schedule prepared by the institution is provided to every pre- service teacher. During their course of teaching, the observation schedule is filled in by their guide teacher. The pre service teachers submit their observation schedule to the teacher educators after the completion of intensive teaching practice.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

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

**Response:** C. Any 2 or 3 of the above

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

**2.4.13**

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

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

**Response:** A. All of the above

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

**2.5 Teacher Profile and Quality****2.5.1**

**Percentage of fulltime teachers against sanctioned posts during the last five years**

**Response:** 91.25

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
English translation of sanction letter if it is in regional language	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.2**

**Percentage of fulltime teachers with Ph. D. degree during the last five years**

**Response:** 68.49

**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 10

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

**2.5.3**

**Average teaching experience of full time teachers for the last completed academic year.**

**Response:** 1.2

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

Response: 18

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

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

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

**Response:**

In the beginning of every academic year, discussions on current developments and issues in education implemented by TNTEU are discussed with the Principal and the Teaching faculty. Based on the discussions, several measures are taken in order to bring changes and also implement the same in the curriculum. In case of necessity ideas are exchanged with colleagues and with other institutions on the implementation of new policies and regulations. Experts are invited to give lectures on various issues. Seminars are also conducted. Regular meetings are conducted in order to carry out the current developments and issues in education through various programmes. Pre service teachers are encouraged to organise seminars, debates, group discussions on different issues in education.

<b>File Description</b>	<b>Document</b>
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.6 Evaluation Process****2.6.1****Continuous Internal Evaluation(CIE) of student learning is in place in the institution****Response:**

The main aim of our institution is to instill the skills involved in teaching learning process among the pre service teachers. For this purpose micro teaching skills are taught to the pre service teachers by the teacher educators. Explanations regarding micro teaching and various skills of micro teaching are given. Demonstration classes are conducted. Pre service teachers are asked to prepare the lesson plans for different micro skills. The teacher educators provide guidance to the pre service teachers in the preparation of lesson plans. Then the pre service teachers are asked to teach a particular skill in presence of the pre service teachers and the teacher educator. Marks are given based on the evaluation done by the teacher educator.

Internal examinations and model examinations are conducted every year. The performance of the pre service teachers is evaluated and the marks are displayed on the notice board. Toppers in the examinations are motivated by giving ranks. Pre service teachers are given tasks and assignments. They

are also given seminar topics. Separate marks are allotted for the seminar classes and also for the assignments submitted. Moreover the pre service teachers are made to complete all the prescribed records on time. All the records submitted are continuously evaluated by the teacher educators.

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

### 2.6.2

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

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

**Response:** B. Any 3 of the above

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

### 2.6.3

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

Grievance redressal related to examination is effective. Grievance box is located near the college office. Pre service teachers are asked to post their grievances in the grievance box. Moreover feedback system is readily available. Principal of our institution collects feedback from every individual in order to know about the difficulties faced by the pre service teachers in the course of learning. Adequate steps are taken in order to overcome the difficulties through the discussions with the principal and the teaching faculty. Moreover, after the completion of internal and model examinations the marks received by the pre service teachers are brought to the notice of their parents through PTA meeting. Guidance is provided to the pre service teachers who face difficulty in teaching learning process.

Mentor system is well established. Teacher educators find the pre service teachers with learning difficulty and provide guidance.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

The institution prepares the academic calendar for every year. It includes the tentative schedule of various activities like micro teaching, demonstration classes, period of intensive teaching practice, celebration of important days, conduction of internal and model examinations.

Institute is taking continuous efforts to improve quality in academics. Since its inception the institution plans the teaching, learning and evaluation schedules by preparing the academic calendar. The teaching, learning and evaluation activities in the institution are implemented according to the academic calendar, which is planned by the Principal and the teaching faculty. During the course of teaching learning, variety of programmes such as seminars, debates, discussions, invited talks and many other cocurricular activities are also organised.

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

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

The teaching learning process of the institution are aligned with the stated PLOs and CLOs as prescribed by the Tamilnadu Teachers Education University. The curriculum is implemented in order to meet the philosophical trends and recent issues that prevail in the society. In the process of teaching learning, adequate importance is given for carrying out various co curricular activities. Pre service teachers are made aware of the current trends, social issues that exist in the society. Various clubs are established in order to make the pre service teachers aware of the societal issues, environmental problems etc. During the intensive teaching practice, pre service teachers organise awareness programmes related to cleanliness, avoidance of plastics, drug abuse, planting saplings. They conduct case study among students in their class room and prepare a brief report of the student who has a problem or difficulty. Seminars are organised so as to help the pre service teachers acquire wide range of knowledge about various issues. Celebration of important days and festivals make the pre service teachers inculcate values and also in preservation of the traditions and culture. Programmes related to the community are also organised.

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

### 2.7.2

**Average pass percentage of students during the last five years**

**Response:** 99.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	96	97	98	89

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

##### **Response:**

Pre service teachers attain the professional attributes through various programmes organised during the course of study. Orientation programmes are organised in order to make the pre service teachers acquaint with the new course of study. Experts in various fields and teacher educators provide valuable lectures in different areas that help the pre service teachers improve their communication skill as well as the wholesome personality. Micro teaching classes and demonstration classes are conducted so as to make the student teachers attain the professional attributes of teaching. The cognitive abilities of the pre service teachers are enhanced through lecture method, discussions, seminars and assignments. Creativity which involves divergent thinking is promoted among the pre service teachers by providing hands on training in various arts and craft works. The intellectual ability is enriched by providing various resources inside the college. Adequate library facility, ICT and other laboratories are available. Over all development of personality is given utmost importance by conducting many number of activities such as field trips, community works etc.

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

## 2.7.4

### Performance of outgoing students in internal assessment

**Response:** 30

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

Response: 30

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

## 2.7.5

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

**Response:**

Pre service teachers are given training in various micro skills. The micro skills are first taught by the teacher educators and are demonstrated by them. The pre service teachers learn the components of different micro skills and write lesson plans on their own. Guidance is provided by the teacher educator in times of need. Each skill is practiced by the pre service teacher in presence of the peer group and the teacher educator. Feedback is given regarding their performance. If required, the pre service teachers re-plan, re-teach the particular skill until they acquire mastery in it. All the microskills practiced by the pre service teachers are assessed and marks are displayed on the notice board. This helps the pre service teachers to improve further. Internal and model examinations are conducted and evaluated. The marks scored by every pre service teacher is evaluated. The best performers who score the highest marks are

given ranks. The pre service teachers who do not score the required marks for passing are provided guidance by the teacher educators. Remedial teaching is provided if required. Pre service teachers undergo intensive teaching practice for 16 weeks. Their performance is assessed by the guide teacher and the feedback is given through the observation schedule. Teacher educators visit the schools where our pre service teachers undergo intensive teaching practice. during their visits, the teaching of our pre service teachers are observed and feedback is given whenever necessary. Model practical examination is conducted and the performance of pre service teacher is observed and evaluated.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.55**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

#### 3.1.2

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
500000	0	0	0	0

<b>File Description</b>	<b>Document</b>
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.3

**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

**Response:** E. None of the above

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

### 3.1.4

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

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

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

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Copyrights or patents filed	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.2 Research Publications

### 3.2.1

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

**Response:** 0.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

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

### 3.2.2

**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

**Response:** 0.14

**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	2

<b>File Description</b>	<b>Document</b>
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</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 year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.3 Outreach Activities

### 3.3.1

**Average number of outreach activities organized by the institution during the last five years..****Response:** 1.6**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	0	0

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

**3.3.2****Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 20.49**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	0	0	0

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

**3.3.3**

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

**Response:** 0.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	0	0	1

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

**3.3.4**

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

**Response:**

Pre service teachers are encouraged to participate in various outreach programmes in order to serve the community and also to make aware of the pre service teachers about the social issues that prevail in the society. Conduction of rallies in order to provide awareness about drug abuse, awareness about pollution are organised. Our institution involves the pre service teachers to take part in social activity such as construction of 'Home for the Homeless' to the needy person. Our pre service teachers involve in various projects under Unnat Bharat Abhiyan in rural areas. Projects like free tailoring camp, free medical camp, anti plastic awareness programme, yellow bag awareness programmes were conducted. Programmes related to the Environmental protection is carried out by conducting 'Mass cleaning campaign' in collaboration with the Green Agri Club and the Municipality. Our pre service teachers visit the leprosy colony and provide the essential things like soap, oil, toothpaste, bucket, etc.

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

**3.3.5**

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

**Response: 1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.4 Collaboration and Linkages****3.4.1**

**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

**Response: 1.2**

**3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	0	0

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4.2

**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

**Response: 1**

**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4.3

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**

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

**Response:** C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered**

#### Response:

The institution has well furnished classrooms in order to facilitate effective teaching learning process. The classrooms are well ventilated, furnished with required number of seating arrangements, black boards, bulletin boards, fans and lights. In pedagogy classrooms the teaching aids prepared by our Pre-service teachers are neatly displayed and preserved. Different laboratories for the pedagogy subjects like Physical Science and Biological Science are established. In the Physical Science laboratory scientific instruments and apparatus related to the subjects are available. In the Biological Science laboratory models, specimens and various teaching aids prepared by our Pre-service teachers are kept. Psychology lab is well furnished with proper seating arrangements for twenty five students. It is established with psychological tests and psychological instruments in order to carry out the prescribed experiments given by the university. The ICT resource centre is established with many computers with wi-fi connections. Pre-service teachers are given training in MS office (Power point presentation and word) and Blog. LCD and Interaction white board are available. They are used in the teaching-learning process. Physical and Health resource centre is established with the requirements for sports and games. In order to promote the physical fitness of our Pre-service teachers time is allotted for Physical Education on all days in the evening. Play ground is available for outdoor games like Volley Ball, Badminton, Throw Ball, Discus Throw, Javelin Throw and Shotput. Art and craft resource centre comprises of the collection of Socially Useful Productive Works (SUPW) prepared by our Pre-service teachers. In order to improve the creative ability of the Pre-service teachers many activities are done. The Youth Welfare Department carries out different programs in every week. We have well furnished, digitalised library with large number of books, national and international journals, references, e-journals, encyclopedias, etc.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.1.2

**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom,**

**LMS, video and sound systems etc. during the last completed academic year.**

**Response:** 16.67

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

Response: 2

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

Response: 12

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

**4.1.3**

**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

**Response:** 9.53

**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
7.22	2.28	2.67	3.22	2.19

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</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**

**Response:**

The Library of CCE is automated with Info Library - Library Management System 2.0. The Software is not fully automated, it is partially. Activities of the library such as data entry, issue and return and renewal of books etc are done through this software. The reading and reference section are provided in the library separately for Pre-Service Teachers and Teacher Educators. The Books are classified according to Dewey decimal classification. OPAC (Online public access catalogue) service is also provided where the users can search the collection of books by title, author, publisher etc.

The books are being bar coded and the users are given unique barcode ID. Apart from the printed books the library is having access to e resources of n list which is a part of e shodhsindhu consortium of INFLIBNET, where the users are given awareness and made to access browse and download e books, e journals, databases etc. The new books are displayed for two weeks on the display stand. User orientation is provided at the beginning of the year regarding the various facilities services and resources available in the library. The library provides internet service. The Internet room is provided with 05 systems with 40 Mbps. Three fire safety units are also available. Login and logout process is available through bar code reader and also helps in tracking the attendance of the members. The Library is provided with Wi-fi facility.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.2.2

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

**Response:**

**No Institution has remote access to library resources which students and teachers use frequently.**

**The institution subscribed four imanager international journals. These journals are access by Pre-Service Teachers and Teacher Educators. the username and the password are circulate for Pre-Service Teachers and Teacher Educators.**

The Library of CCE is automated with Info Library - Library Management System 2.0. The Software is not fully automated, it is partially. Activities of the library such as data entry, issue and return and renewal of books etc are done through this software. The reading and reference section are provided in the library separately for Pre-Service Teachers and Teacher Educators. The Books are classified according to Dewey decimal classification. OPAC (Online public access catalogue) service is also provided where the users can search the collection of books by title, author, publisher etc.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 4.2.3

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

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

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

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

#### 4.2.4

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

**Response:** 0.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.78	0.55	0.05	0.37	0.11

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

**4.2.5**

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

**Response:** 2.31

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

Response: 95

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

Response: 104

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

Response: 99

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

Response: 99

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

Response: 100

<b>File Description</b>	<b>Document</b>
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</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="#">View Document</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**

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

Response: E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.3 ICT Infrastructure****4.3.1**

**Institution updates its ICT facilities including Wi-Fi**

Response:

In our institution the broadband facility is converted to fibre optics. Moreover updation of wifi is done as per the need. Our college has its own website. The programmes carried out every academic year are updated. It also consists of various information regarding our management, teaching faculty, infra structure, upcoming events and details about the course of study. Seminar hall is furnished with smartboard and it is made use of by the teacher educators during class room teaching. LCD projector is installed in the auditorium. Teacher educators and pre service teachers make use of it while conducting various programmes, seminars and class room teaching.

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

#### 4.3.2

##### **Student – Computer ratio for last completed academic year**

**Response:** 18.18

<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.3

##### **Internet bandwidth available in the institution**

**Response:** 100

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

Response: 100

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

#### 4.3.4

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

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

**Response:** E. None of the above

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

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1

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

**Response:** 5.69

#### 4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
5.10	1.27	0.94	2.30	0.88

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

##### Response:

Well established laboratories for various pedagogical subjects like physical science and biological science laboratories are available. Physical science laboratory contain various scientific instruments and apparatus related to scientific concepts. Chemical solutions are also available.

Biological laboratory consists of various models, specimens and various teaching aids required for teaching Biology. These provisions help the pre service teachers learn various concepts and ideas related to their pedagogical subjects effectively.

Psychology lab is well furnished with the seating capacity for 25 pre service teachers. It consists of various psychological tests and psychological instruments. 100 pre service teachers are divided into four groups. Each group consists of 25 members. They are given the opportunity to perform psychological tests and experiments as prescribed by the TNTEU.

Well furnished library is established in our institution. It consists of large number of book volumes, E-journals, National and International Journals, different newspapers, encyclopedias, references and many other resources. The library is digitalised. The attendance of the students is biometric. Everyday the library is open to the pre service teachers from 9.30 am to 4.00 pm. Moreover the pre service teachers are divided into four groups. Timetable is scheduled in such a way that each group gets the provision to make use of the library. New arrivals and journals are displayed separately. Book bank facility is available for the needy pre service teachers. Computers are available for the pre service teachers and also for the faculty in the library. There are provisions for making use of E-Resources.

Physical education room is available. Varieties of sports and games equipments related to indoor and outdoor games are available. In order to promote the physical activities of the pre service teachers, physical education classes are scheduled on all days in the evening. Pre service teachers are encouraged to participate in various physical activities and also involve in community works. They are encouraged to participate in sports and games conducted by the University. Sports day is celebrated in our college every year. Pre service teachers eagerly participate in various sports activities like volley ball, throw ball, chess, badminton, shot put, high jumb, long jump, javelin throw, discus throw and so on.'

Computer laboratory is equipped with many computers. Pre service teachers are given training in power point presentation and preparation of blog. This serves as a great help for the pre service teachers in making use of technology in classroom teaching and also in intensive teaching practice. Our computer laboratory is wifi connected. Computer facilities are available in faculty rooms for the purpose of teacher educators.

Adequate class rooms are available in our institution. There are separate classes for each pedagogical subject. The class rooms are well ventillated and are furnished with proper seating arrangements, light arrangements, fan, blackboard and bulletin boards. Models of teaching aids are preserved in the pedagogical classrooms. Seminar hall, auditorium, separate waiting rooms for boys and girls, casito (stationary) with xerox machine and printer is also available. Toilet facilities are available for both boys and girls.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional inflrmation	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

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

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

#### 5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen**  
**10. Toilets for girls**

**Response:** D. Any 5 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.3

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

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

**Response:** D. Any 2 of the above

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

### 5.1.4

**Institution provides additional support to needy students in several ways such as:**

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

**Response:** C. Any 2 of the above

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

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 7.59

**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	3	3	5

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 41.67**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 40

**5.2.2.2 Number of outgoing students progressing from PG to M.Phil.****5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 1.48**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	3	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

#### Student council is active and plays a proactive role in the institutional functioning

#### Response:

Student council is actively functioning in the college (Christian College of Education, marthandam). The members of the student council are selected through election. Any Pre-service Teacher who is interested can contest in the election. The election is conducted under the guidance of the Teacher Educators. The Chairman, Vice-Chairman, Secretary are selected through election when more number of Pre-service Teachers contest. Otherwise they are selected unanimously. The members of the student council actively take part in the organisation of various programmes that include extra-curricular activities like Arts day, Sports day and College day. Moreover they extend their support in organising awareness programmes and outreach programmes

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

**5.3.2**

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

**Response:** 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	0	0	2

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

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

ALUMNI Association (TOSTA) of our college (Christian College of Education, marthandam) contributes significantly for the development of the institution. ALUMNI meetings are conducted and the executive members of the ALUMNI and the other members extent great support in the organisation of various programmes such as in conducting seminars, organising outreach activities, conducting demonstration classes, carryout UBA projects establishing 'Home for Homeless' etc. ALUMNI of our college render their support in carrying out various activities of the college. in the year 2022 our Alumni also helped in the construction of home for homeless project of cce (Christian College of Education, marthandam).

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.4.2

**Alumni has an active role in the regular institutional functioning such as**

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

**Response:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 5.4.3

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

**Response: 3****5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	0

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</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 Document</a>
Paste link for additional information	<a href="#">View Document</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.**

**Response:**

ALUMNI association acts as an effective support system to the institution in motivating the Pre-service Teachers by giving positive feedback about the college, about the Teacher Educators, the course of study, so that the present Pre-service Teachers are highly inspired and motivated. Moreover, the experienced shared by the members of ALUMNI serve as a great inspiration to the present Pre-service Teachers, they also get involved in conducting Demonstration Classes and also in organising various outreach programmes like summer Volley Ball Camp, home for homeless project, undergoing UBA projects like Free Tailoring Camp, Free Medical Camp and so on with their economical support.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission**

#### Response:

The Christian College of Education does its ministry of imparting professional skills in a proper way. The motto of our college is “Empowered to Empower”.

#### PURPOSE

- To bring out the hidden talents in the minds of student teachers.
- To provide knowledge and quality based education to the student teachers.
- To provide quality education at affordable cost.

#### VISION

- To empower the rural talents with professional skills and values for dispelling darkness of ignorance.

#### MISSION

- Tap rural human capital and transform them into productive resources for nation building.
- Impart professional skills to rural youth to have an edge in the employment market.
- Provide holistic education at affordable cost.
- Boost up the employment opportunity of the educated youth.
- Prepare teachers for a genuinely local, globally acceptable and culturally model of education.
- Equip the youth with passionate commitment for the sacred endeavor.
- Encourage the emergence of creative individuals.

The College is very particular in Imbibing values in the personality of our student teachers is the core consideration of the College. Our college is trying to retain traditional values by providing that kind of cultural environment in the organization. The college emphasizes morally based education. The college also strives to develop gender equality, dignity of labor and scientific attitude. In today’s fiercely competitive scenario, being a book worm alone does not suffice. To help the students to exhibit their **multifarious talents**, the college organizes various clubs such as Eco-shalamite, the Science, the Universe, Youth welfare club, Red Ribbon club, Literary Club, Library Club, Commerce Club, Health club, Good Samaritan Club and Counseling Corner. The governance of the institution is reflective and participatory mechanism is in tune with the mission and vision of the Institution. The ultimate goals of the institution are periodically monitored by the management and the governing board. After supervising

the development of the institution the management takes immediate steps for the further action to be implemented. The drawbacks of the programs will be immediately rectified with good and effective activities.

<b>File Description</b>	<b>Document</b>
Vision and Mission statements of the institution	<a href="#">View Document</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 Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

Christian College of Education practices decentralization and participative management. In the beginning of every academic year, the Principal distributes the responsibilities of academic programs to all the faculty members. Academic Plans are developed by examining the requirements of curriculum prescribed by TNTEU University. Keeping in mind about the number of working days, the annual plan is prepared and systematically executed. A bridge course continued by micro teaching, macro teaching (External teaching practice in schools), training of core papers, Internal Exams, Term exams, model exams followed by university exam. The student teachers are sent to various schools for teaching practice. The school teachers act as guide teachers to the student teachers. They do the necessary corrections in the teaching of the student teachers. Their observations about the performance of student teachers during the preceding academic year are taken into consideration.

<b>File Description</b>	<b>Document</b>
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

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

#### Response:

The institution maintains transparency in its financial, academic, administrative and other functions. With the required Human resource and infrastructure the management maintains a good strategy for implementing the governance and leadership in the institution. Keeping the vision, mission, purpose and values of the institution in mind the objectives are implemented. Transparency is maintained in all aspects of the functioning of College through a process of broad-based consultation and involvement of stakeholders in implementation. Periodical staff meetings are conducted and all the updates regarding the fee structure, the proposed budget, allotted funding for each committee etc are clearly explained to them. The convenors of each committee is responsible for finalizing the proposed budget within the limits. The faculties of the institution contribute their level best for the efficient transition of co-operation, decision making, knowledge sharing, innovative techniques and performance improvement. Staff development programs are conducted with the main goal of student centered activities. Each committee is working regularly with sincerity considering all the aspects for the smooth functioning of the College.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

#### Response:

The Institution meticulously puts forward the strategic plans within its own limits and moves towards its effective deployment. '**Creating Eco-friendliness among the Students and the Public**' was one of the strategic plans put forward in the year 2019. Hence a MOU was signed with Green Agri Club to promote eco awareness to the schools and Colleges nearby.

#### 1. Purpose and Objectives

The parties recognize the benefits to be derived from mutual collaboration co-operation and interaction towards creating Eco- awareness among the schools and colleges . Hence the parties desire to work together with the following objectives:

1. To encourage the student community to develop eco-awareness

- 2.To develop Eco-friendly atmosphere our College Campus
- 3.To develop Eco-friendly atmosphere in the nearby schools

### 1. Discretion

The memorandum of Understanding will remain valid for five (5) years from the date of signing with the possibility of further renewal. The functionaries shall meet at least once in four months for planning and implementation of programmes.

**This MoU is signed in the presence of Adv. Dr. P. Kingsly Goldwin, the correspondent , Christian college of Education, Marthandam**

#### Signature

**Dr. N. Beulah Jeyanthi,**

**Dr. E. Asha Prayline,**

**Principal**

**Staff Advisor,**

**Christian College of Education,**

**Eco Shalomite,**

**Marthandam, Kanyakumari District,**

**Christian College of Education,**

**Tamilnadu, India.**

**Marthandam, Kanyakumari District,**

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</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.**

#### Response:

The National Council for Teacher Education approved the college by their Notification dated 22-11-2005, to be owned and administered by Church of South India, Kanyakumari Diocese as Self –financed Institution. The management has a clear cut administrative policies, appointment and service rules and procedures as follows.

## RECRUITMENT POLICY

- Recruitment of teaching and non-teaching staff is preceded by the supreme body of the C.S.I. K.K. Diocese which is named as Employment Bureau.
- The president of the Employment bureau is the Bishop of K.K. Diocese.
- Recruitment is done as per UGC guidelines and corresponding norms of the

### Employment bureau.

- Candidates who are qualified for the post will register their names in the office of the employment bureau.
- Following strictly the norms of U.G.C. and Diocese the application of the candidates will be scrutinized and listed in the notice board and website of employment bureau.
- Based on the vacancies, the eligible candidates are called for an Interview with all original certificates and if posses they will be appointed.

### SALARY STRUCTURE

- The salary structure of the institution is fixed under the guidelines of the college governing board.
- Governing board decision will be final.

### SERVICE CONDITIONS

- The appointed staff will be under 1 year probation period with a regularized scale of pay with all other allowances

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.3

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

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

**Response:** E. Any 1 or none of the above

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

#### 6.2.4

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

#### Response:

In today's fiercely competitive scenario, being a book worm alone does not suffice. To help the students to exhibit their multifarious talents the College organizes various clubs such as Eco-shalamite, the Science, the Universe, Youth welfare club, Red Ribbon club, Literary Club, Library Club, Commerce Club, Health club and Counselling Corner. The various clubs organize special programmes on every Fridays. Moreover, to develop a system of conscious, consistent and catalytic improvement in the overall performance of the institution and to channelize all efforts and measures of the institution towards promoting its holistic excellence, Internal **Quality Assurance Cell**, is actively functioning in the college. The IQAC arranges special programmes. **The Campus Recruitment Cell, CCE TOSTA, and the Parents Teachers Association** are actively functioning in our college. Every year 20 % of teachers are being placed in schools in and around Tamil Nadu through our Campus Recruitment Cell. Each body/cell /Committee has a executive committee. They have set rules, periodically they meet and have minutes of the meetings and they implement their resolutions. Each committee is working regularly with sincerity considering all the aspects for the smooth functioning of the College.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

#### Response:

The college enables its faculty to attend seminar, symposia and workshops organized by different organizations and associations. Faculty members are also encouraged to go for higher research studies. They are encouraged to work on their Ph.D/M.Phil in their particular area of interest. A reasonable budget for the development of faculty is allocated every academic year. The management motivates the researchers, by rewarding prizes and mementos those who go for research study. O.D and T.A is permitted for the faculty those who participate in seminars, conferences and workshops. The management frequently at every stage extends their motivation and reward for the development of the faculty. Any achievement or progress of the staff member of the college is always appreciated at the functions of the college. Prizes are issued to those who produce cent percent result in the University examinations. Staff members are awarded by giving timely incentives and they are honoured during functions.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.3.2

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

Response: 2.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	0	0

<b>File Description</b>	<b>Document</b>
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Certificate of membership	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.3

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

**Response: 2**

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

<b>File Description</b>	<b>Document</b>
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.4

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

**Response:** 0

**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.5**

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

**Response:**

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

Christian College of Education strictly follows the UGC Regulations on Minimum Qualifications for Appointment of teaching faculty together with all amendments made therein from time to time, for its teaching and non-teaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

The performance of each faculty member is assessed according to the Annual Self-

Assessment for the Performance Based Appraisal System (PBAS).The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment. All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal. The various parameters for staff members are assessed under different categories i.e.Character and Habits, Departmental Abilities, Capacity to do hard

work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, efficient organization of documents and technical abilities

The comprehensive Annual Confidential Report comprises of 11 parameters. Each one of them is graded on a four -point scale, i.e., Very Good, Good, Average and Poor. The overall assessment is based on the cumulative grade by the Reporting Officer/HoD, which is then forwarded to the Director by the forwarding officer. On satisfactory performance, all employees are granted promotions and financial up gradation under the ACP Scheme. The Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

#### **Response:**

The Institution's accounts are audited regularly. The Institution's account is audited at the end of every financial year externally. The outcome of the last five audits is enclosed. There has been no major audit objection. The management has the sole responsibility in maintaining the balanced account statement. The institution is managed by church of South India, Kanyakumari Diocese and the Chairman of the College appoints the Correspondent/Secretary of the College. Once in three years, the management appoints the Secretary. The Principal and the Correspondent both operate the joint account. Hence transparency is maintained in accounting. The only major source of income is the fee raised by the students.

<b>File Description</b>	<b>Document</b>
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.4.2**

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.4.3**

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

**Response:**

The management has the sole responsibility in maintaining the balanced account statement. the institution is managed by church of South India, Kanyakumari Diocese and the Chairman of the College appoints the Correspondent/Secretary of the College. Once in three years, the management appoints the Secretary. The Principal and the Correspondent both operate the joint account. Hence transparency is maintained in accounting. The only major source of income is the fee raised by the students. The operational budget of the institution is adequate enough to cover all the day-to-day expenses. Even if any deficit occurs, it may be fulfilled by the management. The institution is very particular in providing education at the very affordable cost.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies**

**Response:**

IQAC is responsible for initiating, coordinating and monitoring the academic activities to ensure the quality of the teaching-learning process. The IQAC together with the Academic Committee meet on a regular basis to review the different practices, structures and methodologies of operation employed to ensure the quality of the teaching-learning process. Based on the review, new initiatives, new systems and efforts are put in place for continuous improvement.

The IQAC reviews and monitors the academic activities in Planning and implementation of academic calendar as per the directions of CCE, Curriculum delivery plans and its follow up for adherence to University standards, Conduct and evaluation of all internal assessment activities, and Effectiveness of the delivery process through feedback collected through class committee meetings, feedbacks and passing on the information to the concerned through Staff in-charge

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

### 6.5.2

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

**Response:**

The Institution reviews its teaching-learning process periodically by conducting regular meetings .The management frequently at every stage extends their motivation and reward for the development of the faculty. Any achievement or progress of the staff member of the college is always appreciated at the functions of the college. Prizes are issued to those who produce cent percent result in the University examinations. Staff members are awarded by giving timely incentives and they are honoured during functions. In the beginning of the academic year, the annual plan of all the academic and extracurricular activities is prepared.The co-curricular activities and extracurricular activities are implemented by the various committees. The workload for the curricular activities like teaching, observation of lessons, practical work and internal assessment is equally distributed among all the faculty members. The faculties wholeheartedly work for the development of the institution by supporting other office staff in typing and data processing. The faculty extends their work by involving them in the social awareness programmes like free medical camp, community work, special school visits.

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

### 6.5.3

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

**Response: 4.6****6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	3	5	6

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

**6.5.4****Institution engages in several quality initiatives such as**

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

**Response: C. Any 2 of the above**

<b>File Description</b>	<b>Document</b>
Supporting document of participation in NIRF	<a href="#">View Document</a>
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

### 6.5.5

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

**Response:**

With the required Human resource and infrastructure the management maintains a good strategy for implementing the governance and leadership in the institution. Keeping the vision, mission, purpose and values of the institution in mind the objectives are implemented. Transparency is maintained in all aspects of the functioning of College through a process of broad-based consultation and involvement of stakeholders in implementation. The faculties of the institution contribute their level best for the efficient transition of co-operation, decision making, knowledge sharing, innovative techniques and performance improvement. Staff development programs are conducted with the main goal of student centered activities. Each committee is working regularly with sincerity considering all the aspects for the smooth functioning of the College. The leadership qualities of the students and faculty are deployed through various orientation programs and skill development activities. The management transforms the ideas and information to the staff by practicing it in a proper way. The financial and resource management is well looked upon. Motivation and encouragement are given to the faculty by rewarding them and enhancing the salary periodically. Curricular development programs are conducted for the staff and students inside the campus to develop the innovative skill and knowledge. On the whole, the College is working for the achievement of set mission and vision and to compete at the national and international levels.

<b>File Description</b>	<b>Document</b>
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements**

**Response:**

The institution makes effort for energy conservation by reducing the consumption of energy and using less of an energy service. Energy conservation is a practice of reducing the quantity of energy use. It may be attained through reducing the consumption of energy services by using Light-emitting diode (LED) bulbs. It is a way to help the world to conserve the power energy. Conservation of energy has been done by various methods.

- **Planting trees in the campus it gives fresh air so that we can avoid air conditioners.**
- **Building design with proper ventilation so that it reduce the use of light.**
- **Light emitting diode bulbs, fluorescent lighting are also help to reduces the amount of Power energy.**
- **Imparting education about how to reduce electricity at Institutes many students will proudly contribute to the efforts to make their campus a little more green.**
- **Switching the lights and fans off when the students leave the classrooms.**
- **Unplugging projectors, computers and smartboards after the use.**

<b>File Description</b>	<b>Document</b>
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 7.1.2

**Institution has a stated policy and procedure for implementation of waste management**

**Response:**

Waster management is carried out at the institute in compliance with local and state guidelines. The culture of following waste management practices that environment is preserved, recycling is carried out effectively. Waste tank was build in our campus to collect all type of waste and destroy.

**Solid Waste Management:** The institution dumps the waste and waste is allowed to degrade or decompose. Usage of plastic bags is discouraged within the premises of the College. Dustbins are kept on every floor and in classrooms. Garbage is picked daily.

**Liquid Waste Management:** Well-constructed drainage systems leading to the closed collection tanks, the toilets are regularly cleaned to avoid stagnation of water.

**E-Waste Management:** Electronic waste or e-waste describes discarded electrical or electronic devices. Used electronics which are resale to the required agency.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.3

#### **Institution waste management practices include**

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

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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</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**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

**7.1.5**

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

**Response:**

**Cleanliness**

The institute maintain cleanliness at all time. In our institution Sweeper collect all the waste and dispose it or store in the waste pit.

**Sanitation**

Institution ensures uninterrupted water supply in all washrooms. The washrooms are cleaned and disinfected regularly. All required toiletries are made available and replenished from time to time. Separate bins for disposable materials are available for the convenience of the students. These are emptied every day. Public health conditions are very necessary. Our institution has RO system to purify the water for drinking proposes. Wash Basins are provided for hand washing.

**Green cover**

Green Cover has been conveying cover crop seed, edification, and assets to people who want to re-establish God's foundation for future generations. A campus located right in the center of the city is prone to various pollutions mainly air and noise pollution. To address to these issues, many plants and trees are grown around the campus with a number of species of plants. Regular pruning and trimming is done to maintained by designated gardeners. The college is surrounded by beautifully landscaped gardens.

### **Providing a pollution free healthy environment**

Many plantations programmes are organised in our college campus to make pollution free healthy environment. Smoking and using tobacco are strictly prohibited in the campus.

### **Landscaping with trees and plants**

Trees and plants are in the environment to make pollution free to safeguard the health of all the benefiterers.

<b>File Description</b>	<b>Document</b>
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **7.1.6**

**Institution is committed to encourage green practices that include:**

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

**Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.7****Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0.62**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.38	0.42	0.13	0.16	0.06

<b>File Description</b>	<b>Document</b>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.8**

**Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.**

**Response:**

Christian college of Education is proactively taking efforts in providing skill based education to enhance communal harmony among the budding teachers. The institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. The initiatives are to promote leveraging local environment, locational knowledge and resources, community practices and challenges. CCE organizes extension activities in villages and schools. The extension activities are targeted towards enabling a holistic environment for student development.

1. A **Covid awareness programme** was conducted to develop awareness on health.
2. Different sports and cultural activities organized inside the college promote harmony towards each other. A **volley ball training programme** has been conducted by the institution annually during the summer holidays to generate the sportsmanship among the public.
3. The institution has **donated money** for the needy persons in the community as well as to the student teachers.
4. The institution has contributed a **home for the homeless** through the good Samaritan club to level up the socio economic conditions of the community.
5. The institution has been contributing saplings of various kinds in the schools around Marthandam city to establish a sustainable growth of biodiversity.
6. Commemorative days like (1) Women's day (2) Environment day, (3) consumer day, (4) AIIDS day along with many regional festivals like **Christmas** and **Pongal** are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds.
7. **Unnat Bharat Abhiyaan (Under Ministry of HRD)**-Adopted 5 villages in kanyakumari district to conduct activities for their socio-economic development. The institution has conducted lectures in these villages for increasing their environmental and ethical awareness. The institution has also conducted medical camps to generate health awareness among the public. The institution as well conducted eco awareness programmes and issued **manjapai** to the community to maintain the cultural heritage.
8. There are different grievance redressal cells in the institute like Student grievance redressal cell, Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.9**

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

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

**Response:** A. All of the above

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**1. TITLE OF THE PRACTICE: OPTIMISTIC APPROACH –LIFE SKILL PROGRAMMES**

**2. OBJECTIVES OF THE PRACTICE:**

- To tap out the rural potentials
- To promote stress-busters

**3. THE CONTEXT**

Most of the pre-service teachers are from rural area as the College is situated in the southern end of Western Ghats. The geographical land area is clustered with rubber trees. The parents are rubber tappers

and the students are first generation learners. Hence they undergo various problems in every aspect of their life – Physically, Psychologically, Intellectually and Socially.

#### **4. THE PRACTICE.**

- Inaugural session is adorned with a motivational speaker
- A well designed Orientation session at the beginning of the course
- Ice breaking session carried out by the seniors by bringing the innate potentials
- Talents show is organized for the freshers
- Conducting special programmes highlighting the importance of each day
- Morning Assembly is conducted by the pre service teachers
- Talent oriented programmes are conducted on every Fridays

#### **5. EVIDENCE OF SUCCESS**

Evidence of success of the practice includes increased participation in co-curricular and extra-curricular activities, better performance in many of the programmes conducted by various other Organizations, Colleges and Universities and better performance in the teaching practice. Many numbers of students are placed in the Campus drive conducted by various established schools in and out of our state.

#### **6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

This practice requires highly potential teaching faculty who could stir up the innate potentials of the students. Meticulous planning with great vision is needed. Resource persons with high potentials are needed.

#### **BEST PRACTICES- 2**

##### **1. TITLE OF THE PRACTICE: CREATING ECO-FRIENDLINESS**

##### **2. OBJECTIVES OF THE PRACTICE:**

- To know the importance of protecting nature
- To instill a positive attitude on cultivating various types of gardens

##### **3. THE CONTEXT**

Though the College is situated in the heart of the town Marthandam, it is away from the busy area. The college has a serene campus with lush green atmosphere. Marthandam is in Kanyakumari District and is full of greenery with favorable climatic conditions. The students hail from farming background and are much interested in cultivation. Most of the pre-service teachers are from rural area as the College is situated in the southern end of Western Ghats. The geographical land area is clustered with rubber trees. The entire area is covered with fertile soil. Hence students are motivated to promote eco awareness.

##### **4. THE PRACTICE.**

- MOU is signed with Green Agri Club.
- A proper functioning of the Club- Eco Shalamite.

- Formal introductory note about the function of the Eco Club to the Pre service teachers
- Allot areas for cultivation
- Plantation programmes

## 5. EVIDENCE OF SUCCESS

Evidence of success of the practice includes increased participation in promoting eco- awareness among the school children and to the public. CCE students' involvement and interaction with community leads them to be agents of transformation.

## 6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

This practice requires extra time and work among the teachers and students. Good climatic conditions are needed. Time to time Guidance from the experts is also required.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

**VISION: To empower the student- teachers with professional and life skills for dispelling darkness of ignorance.**

Christian College of Education imparts education to develop wholesome personality among its students with moral, civic, and human-rights consciousness. We Involve and interact with community as agents of transformation and Promote exploration in the realm of Teacher Education in the light of Christian understanding of World and Society. As part of the best practices prevailing in teacher education institutions the Associations and various committees serve to widen the interest of the members, enrich their social and spiritual experience and to develop leadership, initiative and good citizenship qualities. Engaging students to be a part of active learning experience with high meaningful expectations and timely specific feedback is considered as good practice. Our college provides to help students navigate through social activities successfully, including academic activities. Students have opportunities to improve their leadership and interpersonal skills while also increasing their self-confidence and maintaining good emotional health. Connecting with others helps and keeps them in a positive mood, which in turn wards off depression and improves physical health. The growth

potentials are also visible in the functioning of this college. Education is a human endeavor to dispel the darkness of ignorance. Educating the educators is the everlasting ministry that ought to be implemented without sacrificing quality amidst the sprouting challenges. The Christian College of Education does this ministry in a proper way.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

- Christian College of Education is administered by the Church of South India
- Our college is established to provide holistic education to the student community
- Our college is at prime location with green environment.
- Ample opportunities are given for the pre service teachers for the all round development of personality
- Our college conducts several cultural, sports and community-based outreach programmes to enable the pre service teachers face the challenges that prevail in the society.
- More importance is given for the establishment of green environment by conducting awareness programmes, maintenance of medicinal garden, planting saplings.
- Every pre service teacher is encouraged to plant a fruit yielding tree or flowering plants in the college campus.
- Our institution has drinking water facility, fire extinguishers, waste disposal pit, generator, photocopy machine, CCTV , Wi-fi connection within the campus.
- Sanitary hygiene is given due importance.
- Different cells and committees have been formed for the effective functioning of the institution
- Inorder to enhance the creative ability of the pre service teachers, training is provided in art, preparation of socially useful productive works.
- ICT training is provided in the ICT lab
- Pre service teachers perform psychological experiments and tests in the psychology lab.
- Pre service teachers are given the chance of organising the assembly, seminars and programmes related to various events.
- Members of the student council actively involve in the execution of various programmes organised in the college.
- Good Samaritan club extends financial support to the needy person.
- Biometric attendance is compulsory for the faculty and student teachers.

### Concluding Remarks :

- The college envisions a just and harmonious society.
- It aims at forming well integrated persons who will strive to transform society by meeting the challenges of life.
- The college offers Tamil, English, Mathematics, Physical Science, Biological Science, History and Commerce Education.
- Educating the educators is the everlasting ministry that ought to be implemented without sacrificing quality amidst the sprouting challenges.
- Our robust work ethic, the continued effort to improve our educational effectiveness through a relevant curriculum and the sound Spirituality within the framework with intense commitment.
- Joining hands together, we try to create **Pollution-free, Corruption-free and Crime-free society** at all levels.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li>1. Faculty of the institution</li> <li>2. Head/Principal of the institution</li> <li>3. Schools including Practice teaching schools</li> <li>4. Employers</li> <li>5. Experts</li> <li>6. Students</li> <li>7. Alumni</li> </ol> <p>Answer before DVV Verification : C. Any 3 of the above            Answer After DVV Verification: E. Any 1 or none of the above            Remark : DVV has made changes as per the report shared by HEI.</p>
1.1.3	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. Website of the Institution</li> <li>2. Prospectus</li> <li>3. Student induction programme</li> <li>4. Orientation programme for teachers</li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above            Answer After DVV Verification: C. Any 2 of the above            Remark : DVV has made changes as per the report shared by HEI.</p>
1.4.1	<p><b>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</b></p> <p><b>Structured feedback is obtained from</b></p>

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

Answer before DVV Verification : A. All of the above

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

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

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

Answer before DVV Verification : C. Feedback collected and analysed

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	99	98	88	88

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	52	50	50	50

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

2.2.2 **Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through**

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**

**6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs**

Answer before DVV Verification : A. Any 5 or more of the above

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	9	5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

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

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

Answer before DVV Verification : 100

Answer after DVV Verification: 00

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

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: E. None of the above  
 Remark : DVV has made changes as per the report shared by HEI.

2.3.6 **Institution provides exposure to students about recent developments in the field of education through**

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

Answer before DVV Verification : B. Any 4 of the above  
 Answer After DVV Verification: D. Any 2 of the above  
 Remark : DVV has made changes as per the report shared by HEI.

2.4.1 **Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**

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

Answer before DVV Verification : B. Any 6 or 7 of the above  
 Answer After DVV Verification: D. Any 2 or 3 of the above  
 Remark : DVV has made changes as per the report shared by HEI.

2.4.2 **Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**

1. **Formulating learning objectives**
2. **Content mapping**

	<p><b>3. Lesson planning/ Individualized Education Plans (IEP)</b></p> <p><b>4. Identifying varied student abilities</b></p> <p><b>5. Dealing with student diversity in classrooms</b></p> <p><b>6. Visualising differential learning activities according to student needs</b></p> <p><b>7. Addressing inclusiveness</b></p> <p><b>8. Assessing student learning</b></p> <p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : C. Any 4 or 5 of the above          Answer After DVV Verification: D. Any 2 or 3 of the above          Remark : DVV has made changes as per the report shared by HEI.</p>
<p>2.4.3</p>	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li><b>1. Workshop sessions for effective communication</b></li> <li><b>2. Simulated sessions for practicing communication in different situations</b></li> <li><b>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li> <li><b>4. Classroom teaching learning situations along with teacher and peer feedback</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: E. None of the above          Remark : DVV has made changes as per the report shared by HEI.</p>
<p>2.4.6</p>	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li><b>1. Planning and scheduling academic, cultural and sports events in school</b></li> <li><b>2. Planning and execution of community related events</b></li> <li><b>3. Building teams and helping them to participate</b></li> <li><b>4. Involvement in preparatory arrangements</b></li> <li><b>5. Executing/conducting the event</b></li> </ol> <p>Answer before DVV Verification : C. Any 3 of the above          Answer After DVV Verification: D. Any 1 or 2 of the above          Remark : DVV has made necessary changes.</p>
<p>3.1.2</p>	<p><b>Average grants received for research projects from government and / or non-government</b></p>

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50,000	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
500000	0	0	0	0

Remark : DVV has made necessary changes.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	0	0

Remark : DVV has considered the data from prescribed format provided by HEI as the links in the supporting document is unclear.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	99	98	89

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

100	100	0	0	0
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Remark : DVV has considered the data from prescribed format provided by HEI as the links in the supporting document is unclear.

### 3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

#### 3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	0	0

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

### 4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

#### 4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
188408	80100	122557	70000	130400

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.22	2.28	2.67	3.22	2.19

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

84698	65572	151496	50243	40125
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.78	0.55	0.05	0.37	0.11

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

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

**4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
510019	127043	94217	230047	88410

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.10	1.27	0.94	2.30	0.88

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

**5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:**

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

Answer before DVV Verification : C. Any 2 or 3 of the above

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

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

**5.1.2 Available student support facilities in the institution are:**

1. Vehicle Parking
2. Common rooms separately for boys and girls

3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Answer before DVV Verification : B. Any 7 of the above  
 Answer After DVV Verification: D. Any 5 of the above  
 Remark : DVV has made changes as per report shared by HEI.

5.1.4 **Institution provides additional support to needy students in several ways such as:**

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

Answer before DVV Verification : B. Any 3 or 4 of the above  
 Answer After DVV Verification: C. Any 2 of the above  
 Remark : DVV has made changes as per report shared by HEI.

5.4.2 **Alumni has an active role in the regular institutional functioning such as**

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Answer before DVV Verification : B. Any 4 or 5 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above  
 Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	0

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

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

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

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

Answer After DVV Verification: E. Any 1 or none of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	0	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	3	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

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

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

**6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	5	5	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

**6.5.4 Institution engages in several quality initiatives such as**

**1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**

**2. Timely submission of AQARs (only after 1st cycle)**

**3. Academic Administrative Audit (AAA) and initiation of follow up action**

**4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

Answer before DVV Verification : A. Any 4 or more of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38070	42559	13100	16470	6800

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.38	0.42	0.13	0.16	0.06

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

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of students on roll year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>88</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>200</td> <td>200</td> <td>176</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	88	2022-23	2021-22	2020-21	2019-20	2018-19	200	200	200	200	176
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	100	88																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
200	200	200	200	176																	
1.4	<p><b>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>96</td> <td>97</td> <td>98</td> <td>89</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	96	96	97	98	89										
2022-23	2021-22	2020-21	2019-20	2018-19																	
96	96	97	98	89																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	96	96	98	88

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	96	97	98	88

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	96	96	98	88

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	14	14

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2184814	2003535	1737317	2396534	2340157

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31.16	30.56	19.00	59.44	44.30