



# YEARLY STATUS REPORT - 2020-2021

## Part A

### Data of the Institution

#### 1.Name of the Institution

CHRISTIAN COLLEGE OF EDUCATION

- Name of the Head of the institution **Dr.N.Beulah Jayanthy**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
  
- Alternate phone No. **04651271967**
- Mobile No: **9894036860**
- Registered e-mail ID (Principal) **ccentm@yahoo.co.in**
- Alternate Email ID **ccentm@gmail.com**
- Address **Christian College of Education  
Sinclair street Marthandam**
- City/Town **Marthandam**
- State/UT **Tamil Nadu**
- Pin Code **629165**

#### 2.Institutional status

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

- Financial Status **Self-financing**
- Name of the Affiliating University **TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI**
- Name of the IQAC Co-ordinator/Director **Dr. D.R. ROBERT JOAN**
- Phone No. **04651271967**
- Alternate phone No.(IQAC) **04651271967**
- Mobile (IQAC) **9894036860**
- IQAC e-mail address **ccentm@gmail.com**
- Alternate e-mail address (IQAC) **ccentm@gmail.com**

**3.Website address**

<https://www.christiancollegeofeducation.edu.in/>

- Web-link of the AQAR: (Previous Academic Year) [https://www.christiancollegeofeducation.edu.in/uploaded\\_images/image\\_648854b578c92.pdf](https://www.christiancollegeofeducation.edu.in/uploaded_images/image_648854b578c92.pdf)

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

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: [https://www.christiancollegeofeducation.edu.in/uploaded\\_images/image\\_64ccac2fc1795.pdf](https://www.christiancollegeofeducation.edu.in/uploaded_images/image_64ccac2fc1795.pdf)

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.64</b>	<b>2016</b>	<b>17/03/2016</b>	<b>16/03/2021</b>

**6.Date of Establishment of IQAC**

**01/08/2008**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>00</b>

**8. Whether composition of IQAC as per latest NAAC guidelines** **No**

- Upload latest notification of formation of IQAC **No File Uploaded**

**9. No. of IQAC meetings held during the year** **1**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

**10. Whether IQAC received funding from any of the funding agency to support its activities during the year?** **No**

- If yes, mention the amount

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

Preparing for the quality enhancement.

Teacher Educators are Enhancing them self for technology based teaching.

Frequently encourage the Teachers Educators to present more papers and publish more journals.

Collected upgrade information

Collected the report of Club activities

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

Plan of Action	Achievements/Outcomes
To Collect upgrade information	Collected upgrade information from majority of faculty
To collect Annual Reports of every clubs	It also done by majority of club Staff-Incharge

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

- Name of the statutory body

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

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

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>CHRISTIAN COLLEGE OF EDUCATION</b>
• Name of the Head of the institution	<b>Dr.N.Beulah Jayanthy</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>04651271967</b>
• Mobile No:	<b>9894036860</b>
• Registered e-mail ID (Principal)	<b>ccentm@yahoo.co.in</b>
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• City/Town	<b>Marthandam</b>
• State/UT	<b>Tamil Nadu</b>
• Pin Code	<b>629165</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Semi-Urban</b>
• Financial Status	<b>Self-financing</b>
• Name of the Affiliating University	<b>TAMILNADU TEACHERS EDUCATION</b>

	<b>UNIVERSITY, CHENNAI</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr. D.R. ROBERT JOAN</b>				
• Phone No.	<b>04651271967</b>				
• Alternate phone No.(IQAC)	<b>04651271967</b>				
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• IQAC e-mail address	<b>ccentm@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>ccentm@gmail.com</b>				
<b>3.Website address</b>	<a href="https://www.christiancollegeofeducation.edu.in/">https://www.christiancollegeofeducation.edu.in/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.christiancollegeofeducation.edu.in/uploaded_images/image_648854b578c92.pdf">https://www.christiancollegeofeducation.edu.in/uploaded_images/image_648854b578c92.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.christiancollegeofeducation.edu.in/uploaded_images/image_64ccac2fc1795.pdf">https://www.christiancollegeofeducation.edu.in/uploaded_images/image_64ccac2fc1795.pdf</a>				
<b>5.Accreditation Details</b>					
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<b>6.Date of Establishment of IQAC</b>			<b>01/08/2008</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
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<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>	<b>No</b>				
• Upload latest notification of formation of IQAC	No File Uploaded				

<b>9.No. of IQAC meetings held during the year</b>	<b>1</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
Preparing for the quality enhancement.		
Teacher Educators are Enhancing them self for technology based teaching.		
Frequently encourage the Teachers Educators to present more papers and publish more journals.		
Collected upgrade information		
Collected the report of Club activities		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		
Plan of Action	Achievements/Outcomes	
To Collect upgrade information	Collected upgrade information from majority of faculty	
To collect Annual Reports of every clubs	It also done by majority of club Staff-Incharge	
<b>13.Whether the AQAR was placed before statutory body?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>		

Name of the statutory body	Date of meeting(s)
Nil	Nil
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2020-2021	13/04/2022
<b>15. Multidisciplinary / interdisciplinary</b>	
NIL	
<b>16. Academic bank of credits (ABC):</b>	
NIL	
<b>17. Skill development:</b>	
<p>Teaching skills among the pre service teachers was developed by organising talent show through online mode due to pandemic. Moreover after pandemic, awareness programmes were conducted in the college by different clubs in order to promote the creative ability, divergent thinking, intellectual ability among the student community by inviting experts in various fields.</p>	
<b>18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>	
NIL	
<b>19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):</b>	
<p>In order to attain outcome based education (OBE), the Teacher Educators taught the curriculum prescribed by the TNTEU through Lecture method by using technological supports like PPT, Videos, etc. The pre service teachers were encouraged to take seminars through online mode. In order to enhance the creativity of the pre service teachers assignments were given. This helped the pre service teachers to achieve the expected outcome.</p>	
<b>20. Distance education/online education:</b>	
<p>Due to the pandemic situation, as per the regulations received by the Tamilnadu State government and the university classes were conducted through online mode by using whatsapp, google classroom and google meet. The model examinations and the university examinations were conducted through online.</p>	

<b>Extended Profile</b>	
<b>1.Student</b>	
2.1 Number of students on roll during the year	<b>99</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	<b>100</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	<b>NA</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	<b>98</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	<b>98</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	<b>99</b>
File Description	Documents
Data Template	<a href="#">View File</a>

<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	206684
4.2 Total number of computers on campus for academic purposes	32
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	15
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	16
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Yes the institution has a regular in house practice of planning and/or reviewing and adapting it to local context /situation. Every year in the first staff meeting or the second meeting it was discussed. In the current year, because of pandemic the regular classes were replaced as online classes. Critical thinking was encouraged through debates, co-curricular activities, group discussion and class discussions. The Principal conducted meetings with the faculty members or pedagogy faculty members to ensure that the plans are being implemented. The progress of the student teachers were maintained through regular tests, seminars and internal examinations through online. The College also focused on value oriented education to the student teachers to enhance their</p>	

overall development. For the current academic year, the academic suggestions were received through whatsapp by the head of the institution to the faculty members. Moreover, the instructions from the head also was given through whatsapp to the faculty members and the student teachers. Some of the details are uploaded for verification.

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

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

**D. Any 2 of the above**

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

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

**C. Any 2 of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.christiancollegeofeducation.edu.in/curricular.php">https://www.christiancollegeofeducation.edu.in/curricular.php</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2 - Academic Flexibility**

<b>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b>	
<b>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</b>	
14	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://www.christiancollegeofeducation.edu.in/curricular.php">https://www.christiancollegeofeducation.edu.in/curricular.php</a>
<b>1.2.2 - Number of value-added courses offered during the year</b>	
00	
<b>1.2.2.1 - Number of value-added courses offered during the year</b>	
00	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
00	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
00	

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

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

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

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

00

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

000

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

### 1.3 - Curriculum Enrichment

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

**A fundamental or coherent understanding of the field of teacher education**

The institution follows the curriculum which was prepared by TNTEU, Chennai. Inorder to make the student teachers to understand the fundamentals of the field of teacher education corecourses related to the educational field, pedagogy subjestts and elective subject are taught.

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

Procedural knowledge generates teachers for different levels of school education. Apart from pedagogical subjects, a vital part of teacher education programme is pre-service training. The organization prepares its pre-service teachers in teaching skills by providing practicing in micro skills and then the macro skills are practiced.

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

An important part of training is the provision to provide internship training which makes the pre-service teachers more efficient. The pre-service teachers get direct experience from schools. In this year online based training exists because of pandemic.

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

The development of Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills are very essential in every individual. Seminars, Activity on pronunciation of words, Various Competitions were conducted. Some of these are National security day, Women's Day and Awareness programme.

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

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

- Development of school system
- Functioning of various Boards of School Education
- Functional differences among them
- Assessment systems
- Norms and standards
- State-wise variations
- International and comparative perspective

The main part of the teacher education is the internship practices. The pre service teachers spent four months in the schools and observe the school system to become familiar in it. Moreover they visit innovative schools and understand the

functions of various Boards of School Education. Assessment systems taught in the institution and they apply it in their practicing schools. This creates and provides the first hand practical experience among pre service teachers. Norms and standards for the preparation and planning of the examinations are taught in the institution. This makes them to prepare a model question paper based on the norms and standard. In their internship practice they prepare question paper for their respective classes. These are the areas that make our pre service teachers familiar with the diversity in school system in India. Due to the pandemic limits, in this academic year the pre service teachers were given a virtual internship training programme.

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

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

The teacher educators of our institution, after planning the curriculum, implemented it with a perfect delivery for the development of professional attitude and knowledge of the pre-service teachers. The contents are highlighted by programmes. Theoretical and practical knowledge was provided to the Student teachers. School experience, internship and involvement in co-curricular activities ignite pre-service teachers for their professional acumen. Enriching learning experience among the pre-service teachers is the concern of the teacher educators. A course on inclusive education prepares pre-service teachers to know the needs of special children in the regular classroom. Assessment for learning prepares pre-service teachers to assess the students in their academics. Language across curriculum prepares pre-service teachers to know and accept the diversity among the students in Schools. During the Teacher Education Programme, training is given to develop the micro and macro skills in order to make the pre-service teachers gain confidence in teaching. Pre-service teachers

maintain reflective journal to record all the activities in their training programme. The institution also provides placement services for the outgoing pre-service teachers.

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

#### 1.4 - Feedback System

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

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Feedback collected, analyzed and action taken

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

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

99

<b>2.1.1.1 - Number of students enrolled during the year</b>	
99	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</b>	
00	
<b>2.1.2.1 - Number of students enrolled from the reserved categories during the year</b>	
00	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year</b>	
00	
<b>2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year</b>	

NA	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.2 - Honoring Student Diversity</b>	
<p>2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.</p>	
<p>At the beginning of every year the college organises orientation programs in different topics. It helps the students to refresh them and create a rapid relation between the pre-service teachers and the Teacher Educators. The institution may be use the marks of their school education or college education examination to know the entry level of the pre-service teachers. Also the college organisedIce breaking sessions in which the pre-service teachersexpressedtheir talents. These helpedthe Teacher Educators to identify the talents and the inability of the the pre-service teachers. As it was pandamic situation, the regular process of conduction of various programs was not carried out</p>	
File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic</b>	<b>Two/One of the above</b>

**Counselling Peer Feedback / Tutoring  
Remedial Learning Engagement Learning  
Enhancement / Enrichment inputs  
Collaborative tasks Assistive Devices and  
Adaptive Structures (for the differently  
abled) Multilingual interactions and inputs**

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

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

All of the above

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

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

1:20

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

10

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

**2.3 - Teaching- Learning Process**

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

Multiple mode of teaching-learning process was adopted by the Teacher Educators of our College. Really it enhanced the knowledge of the Pre-Service Teachers.

**Group Discussion**

Group discussions were organised in our college to discuss the academic content in detail. The Pre-Service Teachers participated and provided various informations about the content. This developed the habit of listening and responding.

**Seminars**

Seminars were organised by the Pre-Service Teachers in the College as an academic activity. Pre-Service Teachers participated with enthusiasm. It was based on the curricular aspects. So they attained mastery in the content.

**Online mode**

Digital library is available in the College. The student teachers who are willing to make use of digital library are permitted to use it by prior permission from the College Librarian.

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

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

3

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

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

199

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

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

Five/Six of the above

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

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

Our institution provide continual mentoring for developing professional artibutes amongstudents through different activities of teachers. The Teacher Educatoruse various wayto develop professional competencies in students.

The Teacher Educator of our institution are working in team and alsoprovide the opportunities in classroom activities like group tasks like to organise the seminar, social awarness programme and many more group activities. To deal with student diversities the teacher organise many programmes like orientation programme, social visits, celebration of different festivals, theam based cocurriculum activities etc. The Teacher Educator also provide proper guidance to students for balancing their works andactivities. The Teacher Educatorprovides the skill development based activities like special guest lectures, motivational speech, spiritual and technical sessions of outside visitors. To develop the students as in present senerio the Teacher Educatorput efforts through various technical teaching- learning methods. Students are also encouraged by the Teacher Educator to prepare ppt presentation for developing online teaching learning methods for specially in covid situation.

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

<b>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading &amp; discussion on it Discussion on recent policies &amp; regulations Teacher presented seminars for benefit of teachers &amp; students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b>	<b>Three of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p>2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students</p>	<p>The college has regularly conducting outreach program through the club activities. Some of the activities which are done by our college is rallies, awareness Programs and campus cleaning. These activities develop a humanitarian attitude among the students, pre-service teacher and society. This helps the pre-service teachers to become constructive and practical in taking up concerns in their actual lives also. They inculcate values like brotherhood, tolerance, democratic values, communal harmony, social service, human rights and so on. Youth Red Cross, Red Ribbon Club and Eco shalamite of the college organise various programmes. Most of the classes during this year are conducted through online. The entire society is affected with the fear of corona virus and there is a complete lock down in every sector. This created psychological</p>
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imbalances such as depression and mood swing among the youth especially. The counselling corner of our college conducts periodic online sessions in order to sensitize the preservice teachers to overcome these crucial psychological problems.

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

## 2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing**

Ten/All of the above

<p><b>with student diversity in classrooms</b>  <b>Visualising differential learning activities according to student needs</b>  <b>Addressing inclusiveness</b>  <b>Assessing student learning</b>  <b>Mobilizing relevant and varied learning resources</b>  <b>Evolving ICT based learning situations</b>  <b>Exposure to Braille /Indian languages /Community engagement</b></p>													
<table border="1"> <thead> <tr> <th data-bbox="86 510 539 577">File Description</th> <th data-bbox="539 510 1436 577">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 577 539 645">Data as per Data Template</td> <td data-bbox="539 577 1436 645"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 645 539 745">Reports and photographs / videos of the activities</td> <td data-bbox="539 645 1436 745"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 745 539 887">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 745 1436 887"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 887 539 987">Documentary evidence in support of each selected activity</td> <td data-bbox="539 887 1436 987"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 987 539 1055">Any other relevant information</td> <td data-bbox="539 987 1436 1055"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Reports and photographs / videos of the activities	<a href="#">View File</a>	Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>	Documentary evidence in support of each selected activity	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	
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Documentary evidence in support of each selected activity	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<p><b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication</b>  <b>Simulated sessions for practicing communication in different situations</b>  <b>Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b>  <b>Classroom teaching learning situations along with teacher and peer feedback</b></p>	<p>Three of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1525 539 1592">File Description</th> <th data-bbox="539 1525 1436 1592">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1592 539 1659">Data as per Data Template</td> <td data-bbox="539 1592 1436 1659"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1659 539 1839">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 1659 1436 1839"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1839 539 1906">Any other relevant information</td> <td data-bbox="539 1839 1436 1906"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>					
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Data as per Data Template	<a href="#">View File</a>												
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<p><b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement</b></p>	<p>Three of the above</p>												

**provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

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

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

**Four of the above**

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

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

**All of the above**

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

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

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

Three of the above

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

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

The college has regularly conducting outreach program through the club activities. Some of the activities which are done by our college is rallies, awareness Programs and campus cleaning. These activities develop a humanitarian attitude among the students, pre-service teacher and society. This helps the pre-service teachers

to become constructive and practical in taking up concerns in their actual lives also. They inculcate values like brotherhood, tolerance, democratic values, communal harmony, social service, human rights and so on. Youth Red Cross, Red Ribbon Club and Eco shalamite of the college organise various programmes. Most of the classes during this year are conducted through online. The entire society is affected with the fear of corona virus and there is a complete lock down in every sector. This created psychological imbalances such as depression and mood swing among the youth especially. The counselling corner of our college conducts periodic online sessions in order to sensitize the preservice teachers to overcome these crucial psychological problems.

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

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

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

**98**

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

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

**Seven/Eight of the above**

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

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

The college has regularly conducting outreach program through the club activities. Some of the activities which are done by our college is rallies, awareness Programs and campus cleaning. These activities develop a humanitarian attitude among the students, pre-service teacher and society. This helps the pre-service teachers to become constructive and practical in taking up concerns in their actual lives also. They inculcate values like brotherhood, tolerance, democratic values, communal harmony, social service, human rights and so on. Youth Red Cross, Red Ribbon Club and Eco shalamite of the college organise various programmes. Most of the classes during this year are conducted through online. The entire society is affected with the fear of corona virus and there is a complete lock down in every sector. This created psychological imbalances such as depression and mood swing among the youth especially. The counselling corner of our college conducts periodic online sesions inorder to sensitize the preservice teachersto overcome thesecrucial psychological problems.

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

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

Four of the above

such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal B. Ed Students / School\* Students (\* 'Schools' to be read as "TEIs" for PG programmes)

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

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

Four of the above

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

## 2.5 - Teacher Profile and Quality

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

13

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

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

6

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

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

15

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

15

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

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

The management of Christian College of Education motivates its staff members to update themselves professionally. they also put

forth efforts to keep themselves updated professionally. Since the year is fully meant for online classes, teachers discuss among themselves and keep them efficient in conducting online classes. Conducting online classes through Zoom Platform and Google classes was quite difficult for some of the senior staff members. Hence discussions was made at the beginning through conference calls and whatsapp group calls and current developments on E-learning and teaching and issues related towards that are being promoted. It was made easier to all the staff members by conducting so many demonstration classes by the staff who are well versed with the online classes.

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

## 2.6 - Evaluation Process

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

The continuous Internal Evaluation (CIE) of student learning is in place in the College. annual assessment is done through an examination conducted by the university. Even at the very beginning of the course, Orientation Courses are being conducted and at the end of the programme, the student teachers are asked to prepare a report on that. That is being assessed by the concerned staff and marks are allotted. Then Micro teaching classes are handled and they are also closely observed and marks are entered. The total marks are put up on the notice board.

Internal tests and attendance are the main criteria of their evaluation. Detailed feedback for their possible updation is discussed with students by their teachers. However, Internal tests marks are added for the final assessment since the College follows the University regulations. In all the subjects where practical exams are part of the curriculum, it is mandatory to submit a practical record that is evaluated, and marks are added during the final consolidation of results. The College ascertains full transparency in the process of conducting the Internal examinations. The answer books are provided from the College, and the evaluation process is transparent. An analysis of the results of the University Examinations reveals that the institution has consistently maintained a desirable position in its achievements.

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

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

Five of the above

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

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

The Christian College of Education is affiliated with TAMILNADU Teachers Education University, Chennai. It follows an annual examination scheme as per the University calendar. Internal Examinations are being conducted periodically. Common question paper is set by the senior staff members which is being verified and finalised. Most of the grievances related to the examination are received after the declaration of marks and ranks to the student teachers. The errors in their results like marks of the assessments, attendance sheets, error in the bio-data etc. are immediately addressed, corrected and quickly disposed. Each and every superintendent and staff members concerned are instructed

for due care and cooperation for the quick disposal of student grievances at their respective quarters. Where ever deemed necessary, the relevant documents are submitted through the candidate personally or through their parents to Co ordinator Examination for speedy Redressal of the issue. The close and continuous communication is maintained by the Coordinator before every examination.

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

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

Christian College of Education is very much particular in maintaining the academic Calender. The academic calender of the institution has a detailed framework especially for the conduction of Internal Examination.The institution adheres to academic calendar for the conduct of Internal Evaluation. Every academic year begins with a staff meeting. All the curricular and co curricular programme which are to be conducted for the academic year are carefully planned. Hence special attention is given in framing time table for conducting the Internal Examination. Maximum possible steps are taken to conduct the Ineternal assessment on the right time.All the staff members are very much co operating in carrying out this venture.

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

## 2.7 - Student Performance and Learning Outcomes

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

The Christian College of Education strictly follows its prescribed curriculum. The learning outcomes of each course are built into

the curriculum of each discipline. The teaching learning process of the institution is aligned with the stated PLO's and CLO's. The program's outcomes and course outcomes are clearly stated to the student through the syllabus available on the University website. The College website also displays academic calendar, the timetable for all the courses offered by the College, exam schedules. The faculty members also offer regular formal and informal guidance to students about the courses. Therefore, both Students and teachers have clarity on the learning outcomes of the subjects taught in every course. The faculty members discuss and evaluate the program outcomes in their respective departments. The department-wise timetable is discussed, and further, a detailed teaching plan is prepared to keep in mind the results of the specific programs. Moreover each student teacher has a copy of the copy of the Hand book of the College in which the detailed instruction is given.

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

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

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

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

The program outcomes and course outcomes primarily aim to impart knowledge and skills critical for building students' competence and personality. The program and course outcomes are evaluated, and corrective measures are taken, it involves analyzing feedback on curriculum, teaching, progression to higher education, skill development programs, placements, and updated curriculum for

competitive exams. Program and course outcomes are also discussed and evaluated in the Academic Staff Meeting. The faculty is encouraged to update their subject knowledge and keep pace with changing teaching methodology and delivery trends by pursuing higher studies and participating in faculty development programs and seminars. Few optional groups have a mandatory field trip. Other forms of experiential learning events like workshops/seminars are used to evaluate the outcomes indirectly. The performance of students is reviewed, and faculty members take corrective measures. Corrective measures include adopting new pedagogical methods, greater attention to weak students, change in evaluation techniques, etc.

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

#### 2.7.4 - Performance of outgoing students in internal assessment

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

97

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Performance of student teachers on various assessment tasks reflects how far their initially identified learning needs are

catered to. In the times of covid 19, our college quickly shifted to online mode of lecture delivery to the students. Our college Created YouTube channel where the syllabus related videos were regularly uploaded so as to evolve a quick and effective way of continuing the work of teaching. It must be mentioned that in a short span of time all our faculty members learnt the skills of online video presentation. The ever increasing number of academic videos collected by our student teachers on the basis of the University syllabus. Various online assessment tasks are adopted in ways of novelty.

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

## 2.8 - Student Satisfaction Survey

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

[https://www.christiancollegeofeducation.edu.in/news\\_description.php?id=160](https://www.christiancollegeofeducation.edu.in/news_description.php?id=160)

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

00

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b>	<b>Two of the above</b>

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

### 3.2 - Research Publications

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

Nil

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

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

00

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

### 3.3 - Outreach Activities

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

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

**Nil**

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

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

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

**00**

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

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

00

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

00

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

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

The college has regularly conducting outreach program through the club activities. Some of the activities which are done by our college is rallies, awareness Programs and campus cleaning. These activities develop a humanitarian attitude among the students, pre-service teacher and society. This helps the pre-service teachers to become constructive and practical in taking up concerns in their actual lives also. They inculcate values like brotherhood, tolerance, democratic values, communal harmony, social service, human rights and so on.

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

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

00

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

### 3.4 - Collaboration and Linkages

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

2

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

2

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

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

00

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

<p><b>3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges</b></p>	<p>One/Two of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>INFRASTRUCTURE AND LEARNING RESOURCES</b></p>
<p><b>4.1 - Physical Facilities</b></p>
<p>4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words</p>
<p>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</p>

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, Specimen and various teaching aid prepare 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. 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 times is allotted for Physical Education on all days in the evening. Play ground is available for out door games like Volley Ball, Badminton, Throw Ball, Discus Throw, Jawelin Throw and Shotput.

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

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.christiancollegeofeducation.edu.in/campus.php">https://www.christiancollegeofeducation.edu.in/campus.php</a>
Any other relevant information	<a href="#">View File</a>

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

122557

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

## 4.2 - Library as a Learning Resource

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

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.

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

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

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

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

One of the above

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

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

151496

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

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

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

11

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://www.christiancollegeofeducation.edu.in/news_description.php?id=156">https://www.christiancollegeofeducation.edu.in/news_description.php?id=156</a>
Any other relevant information	<a href="#">View File</a>

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

None of the above

<b>as gifts to College</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>4.3 - ICT Infrastructure</b>	
4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words	
<p>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.</p>	
File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>4.3.2 - Student – Computer ratio during the academic year</b>	
<b>1:9</b>	
File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:</b>	<b>D. 50 MBPS - 250MBPS</b>

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

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.christiancollegeofeducation.edu.in/">https://www.christiancollegeofeducation.edu.in/</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://www.christiancollegeofeducation.edu.in/">https://www.christiancollegeofeducation.edu.in/</a>
Any other relevant information	<a href="#">View File</a>

#### **4.4 - Maintenance of Campus and Infrastructure**

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

94217

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

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

Well established laboratories for various pedagogical subjects.

Physical science laboratory contains 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.

Psychology lab is well furnished with the seating capacity for 25 pre service teachers. It consists of various psychological tests and psychological instruments.

Well furnished library is established in our institution. It consists of a large number of book volumes, E-journals, National and International Journals, different newspapers, encyclopedias, references and many other resources.

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. Pre service teachers eagerly participate in various sports activities like volley ball, throw ball, chess, badminton, shot put, high jump, 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.

Adequate class rooms are available in our institution.

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

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

One/Two of the above

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

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls**

Seven/Eight of the above

<b>Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b>													
<table border="1"> <thead> <tr> <th data-bbox="86 342 539 409">File Description</th> <th data-bbox="539 342 1436 409">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 409 539 477">Geo-tagged photographs</td> <td data-bbox="539 409 1436 477"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 477 539 544">Any other relevant information</td> <td data-bbox="539 477 1436 544"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>							
File Description	Documents												
Geo-tagged photographs	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>C. Any 2 of the above</b>												
<table border="1"> <thead> <tr> <th data-bbox="86 1014 539 1081">File Description</th> <th data-bbox="539 1014 1436 1081">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1081 539 1182">Data as per Data Template for the applicable options</td> <td data-bbox="539 1081 1436 1182"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1182 539 1283">Institutional guidelines for students' grievance redressal</td> <td data-bbox="539 1182 1436 1283"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1283 539 1462">Composition of the student grievance redressal committee including sexual harassment and ragging</td> <td data-bbox="539 1283 1436 1462"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1462 539 1574">Samples of grievance submitted offline</td> <td data-bbox="539 1462 1436 1574"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1574 539 1641">Any other relevant information</td> <td data-bbox="539 1574 1436 1641"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template for the applicable options	<a href="#">View File</a>	Institutional guidelines for students' grievance redressal	<a href="#">View File</a>	Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>	Samples of grievance submitted offline	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	
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Samples of grievance submitted offline	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</b>	<b>Three of the above</b>												

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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>3</b>	<b>97</b>

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

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

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

**12**

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

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

2

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

### 5.3 - Student Participation and Activities

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

The college has regularly conducted outreach program through the club activities. Some of the activities which are done by our college are rallies, awareness Programs and campus cleaning. These activities develop a humanitarian attitude among the pre-service teacher and the society. This helps the pre-service teachers to become constructive and practical in taking up concerns in their actual lives also. They inculcate values like brotherhood, tolerance, democratic values, communal harmony, social service, human rights and so on. Youth Red Cross, Red Ribbon Club and Eco shalamite of the college organise various programmes. Most of the classes during this year are conducted through online. The entire society is affected with the fear of corona virus and there is a complete lock down in every sector. This created psychological imbalances such as depression and mood swing among the youth especially. The counselling corner of our college

conducted periodic online sessions in order to sensitize the preservice teachers to overcome these crucial psychological problems.

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

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

0

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

### 5.4 - Alumni Engagement

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

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 etc. ALUMNI of our college render their

support in carrying out various activities of the college.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

One/Two of the above

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

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

0

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

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

The college has regularly conducting outreach program through the club activities. Some of the activities which are done by our college is rallies, awareness Programs and campus cleaning. These activities develop a humanitarian attitude among the students, pre-service teacher and society. This helps the pre-service teachers to become constructive and practical in taking up concerns in their actual lives also. They inculcate values like brotherhood, tolerance, democratic values, communal harmony, social service, human rights and so on. Youth Red Cross, Red Ribbon Club and Eco shalamite of the college organise various programmes. Most of the classes during this year are conducted through online. The entire society is affected with the fear of corona virus and there is a complete lock down in every sector. This created psychological imbalances such as depression and mood swing among the youth especially. The counselling corner of our college conducts periodic online sesions inorder to sensitize the preservice teachersto overcome thesecrucial psychological problems.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

words.

Our College is situated in the rural area hence it has greater vision to empower the rural talents. The mission of the college are, To tap human capital and transform them into productive resources for nation building. To impart professional skills to student - teachers for having an edge passionate commitment for the sacred endeavour. To provide holistic Education at affordable cost, .To equip the student-teachers with provide holistic education at in the employment market, To encourage the creativity among individuals.

In order to achieve the mission and objectives of college various academic and coacademic activities are being organised by the college through the preservice teachers to the assisted given by the faculty members.

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

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

Our College practices decentralisation and participating management. The success of our College is because of combined efforts of the management the faculty members along with the various committees. The committees take the responsibility of conducting various programmes based on their discipline. The quality of the institution is smoothly maintained by the initiative reforms suggested by the senior faculty members. The Principal of the College acts as the member of University Affiliation Commission and therefore she has representation in the University. The important strategy of the College are being decided at the beginning of each academic year in the staff meeting presided by the secretary of the College. The Student

Council meeting is held periodically and suggest measures for improving the teaching learning system.

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

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

Our College maintainstransparency in its financial , academic, administrative and other functions

**Financial affairs:-**

Our Collegeis functioning as self finance institution. Income and expenditure are directly controlled by the Trust management. Fees are collected for students as per the norms of the University. Present self generated financial resource is spent for the salary and other expenditures. Audit isconducted periodically to ensure complete transparency. Payments are made inBank Account. National Scholarship received bythe eligible studentsare directly credited into their bank accounts.

**Academic Affairs:-**

Our College affairs B.Ed Course with the intake of 100. Admission is done as per the guidelines issued by the Tamil Nadu Teachers University from time to time.

**Administrative Affairs:-**

Every Employee is part of the College Administration. Teaching and Non teaching staff is given additional task in addition with their normal duty at the beginning of the academic session. The employees are motivated to complete the assigned task on time. Various committees are formed at the beginning of the session to promote various activities of the college.

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

## 6.2 - Strategy Development and Deployment

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

The College follows proper steps in implementing the strategic plan effectively. As the year is fully planned for online classes, a well planned system was observed. At the beginning of the academic year senior faculty members framed short term and long term plans by keeping the time bound limits in mind. The management planned to conduct the inauguration, the orientation and the micro teaching session through online. Zoom classes, Google classes are being organised by the faculty members. Regular timetable for the online classes are framed and the teachers meticulously follow the time table. The staff incharge are very careful in executing the tasks especially by covering the syllabus, maintaining the students' attendance, conducting ICT, Educational Classes and handle the task in smooth manner. Prospective plans are implemented for the internal assessments using the information and technology .

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

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

The Christian College of Education has a systemised organisational structure. The Chairman is the overall head of the management of the institution. The Secretary of the College is the mediator between the management and the institution. The Principal is the

academic head of the institution. She is assisted with the Vice principal and senior faculty members. The Principal delegates the duties to all the staff members. The entire organisation structure follow the rules and regulations as prescribed by NCTE and TNTEU . The faculty members are directly responsible for the curricular and co-curricular development of the students. The management is the proper set rule for the appointment of teaching and non teaching staff. List of qualified candidates is maintained in the employment bureau of the management .The service rules are common for all the management staffs. As per the necessity, interviews are conducted and suitable candidates are appointed by the management .

File Description	Documents
Link to organogram on the institutional website	<a href="http://www.csikkdeb.org/Admin/Home.asp">http://www.csikkdeb.org/Admin/Home.asp</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Five/Six of the above

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

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

The College has various committees /clubs

1.Anti Ragging, 2.Students Grievance Cell, 3.Student council  
4.Placement Cell 5.Internal Quality Assurance Cell  
6.Harrassment Committee 7.Ecoshalamite 8.Red Ribbon Club 9.Youth Red Cross  
10.Consumer Club 11.Science Club 12.Maths Club  
13.Universe 14.Literary Club 15.Youth Welfare Department  
16.Couselling Corner 17.Health Club. The Clubs conduct various activities through well organised planning and execution. The committees maintain minutes of their meeting. At the beginning of the academic year the common staff meeting is held through online. Discussions and suggestions are made and their by decisions are taken. Effective efforts are taken to execute the class in successful manner. The circulars regarding the various committees and clubs are successfully put up in the notice board. They are published in the whatsapp group to the students and the staff. Individual tasks are submitted through google classrooms.

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

### 6.3 - Faculty Empowerment Strategies

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

The College implements welfare measures for the teaching and nonteaching staff in an effective manner.

For Teaching staff:- Employees Provident Fund, House Rent Allowance, Medical Allowance, Employees State Allowance are properly maintained and allotted to all staff in common. The festival allowance is given to all the staff members. In case of necessity, advance is given to the staff members. Faculty members are encouraged to attend seminars and conferences. They are allowed to pursue higher education by giving permission to avail On Duty.

**For Non Teaching Staffs:-** Employees Provident Fund, House Rent Allowance, Medical Allowance, Employees State Allowance are properly maintained and allotted. They are encouraged to participate in promoting their professional activities.

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

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

0

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

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

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

Our College has the performance appraisal system for both teaching and nonteaching staff. College analyses annual appraisal outcome of both teaching and non teaching staff. The college has a suggestion box for volunteering suggestions about the performance of the faculty from any stakeholder.

The students are given opportunity to express to their views about different academic curricular and co-curricular programmes. Getting feedback periodically is a regular practice of the college. The college collects written feedback from the students at the end of the academic year. The faculty is required to submit the self appraisal report. The principal prepares evaluation chart based on the feedback report and results. The analysis report is implemented for the betterment of the faculty and other staffs. The entire session is dealt through online google forms and are used for the feedback purpose.

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

#### 6.4 - Financial Management and Resource Mobilization

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

The internal and external financial audit is conducted regularly at periodic intervals. Internal audit is conducted by the management at the end of every financial year. External audits are also conducted and the entire accounts are verified. After that, the external audit team visits the institution and verifies and inspects all the records. The external audit committee submits the findings and suggestions in the form of report at the end of the every financial year to the College. The college has to submit the audit statement to the management for every year for verification and sanction.

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

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

0

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

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

At the beginning of every year proposed budget is being prepared by the management after having careful analysis of the income and expenditure of the College. The various sources of income are carefully analysed and effective steps are taken to maintain the expenditure and income in order. Financial planning is done to ensure the allocation of required funds for all the activities of the college. The College is a self financed institution and does not receive any grant from any means. The fees collected from the students is the only source of income. The stipulated amount is collected from the students as per the norms of the Government. Certain amount is allotted for each lab and the library as per the necessity and it is being utilised systematically.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The Internal Quality Assurance Cell (IQAC) contributes significantly for institutionalizing the quality assurance strategies. In terms of Academic and Administrative aspects, the college has formal strategies to maintain the Quality Assurance. Quality Assurance in Christian College of Education is to provide the best possible educational service to students. It focuses on improving the processes to deliver quality education to the society. IQAC planned the process of offering life skills and employability skills to the students. Life Skills enable individuals to translate knowledge, attitudes and values into actual abilities. The Life Skills based on Education is being adopted as a means to empower students in challenging situations. The Life Skills based on education refers to an interactive process of teaching and learning that enables learners to acquire knowledge and to develop attitudes and support the adoption of healthy behavior. Life Skills education believes that early intervention and support at key moments in the lives of young people is vital.

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

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

IQAC strives to sustain and enhance quality measures in all academic endeavors in the institution, since its inception. It conducts student feedback on teachers. Feedback on curricular aspects from students, alumni, parents, employers are also collected. In student feedback on teachers, students evaluate subject knowledge, teaching skills, commitment, impartiality and attitude of the teachers. In feedback on curricular aspects from students, they voice their concern about relevance of syllabus, learning value in terms of skills and analytical abilities. In exit survey from final year students, our College gets opinion on all aspects of their campus life.

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

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

0

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

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.christiancollegeofeducation.edu.in/news_description.php?id=154">https://www.christiancollegeofeducation.edu.in/news_description.php?id=154</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://www.christiancollegeofeducation.edu.in/news_description.php?id=152">https://www.christiancollegeofeducation.edu.in/news_description.php?id=152</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Our College keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives for first cycle. With the required human resources and infrastructure, the management maintains a good strategy for implementing the governance and leadership in the institution.

The Faculty of the institution contribute their level best for the efficient transition of co-operation, decision making, knowledge sharing, innovative techniques and performance improvement.

Staff Developmental Programs are conducted with the main goal of student centered activities. Various committees are working regularly with sincerity considering all the aspects for the smooth functioning of the college.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

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 inthe campus it gives freshair 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.

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

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

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.

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

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

One of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

**usage/ reduced wastage**

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**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.

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

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

Two of the above

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

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

13100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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 volleyball 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 been contributing saplings of various kinds in the schools around Marthandam city to establish a sustainable growth of biodiversity.
5. Commemorative days like (1) Women's day. This establishes positive interaction among people of different racial and cultural backgrounds.

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

<p><b>7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized</b></p>	<p><b>A. All of the above</b></p>
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>7.2 - Best Practices</b></p>
<p>7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format</p>
<p><b>1. TITLE OF THE PRACTICE: OPTIMISTIC APPROACH -LIFE SKILL PROGRAMMES</b></p> <p><b>2. OBJECTIVES OF THE PRACTICE:</b></p> <ul style="list-style-type: none"> <li>• To tap out the hidden potentialities among the student community.</li> <li>• To promote various skills adequate for the process of teaching and learning by providing ample opportunities.</li> </ul>

### 3. THE CONTEXT

Most of the pre-service teachers are from rural area

### 4. THE PRACTICE.

- Inculcating ethical standards among the student community
- Regular assessment about the performance of pre service teachers.

### 5. EVIDENCE OF SUCCESS

Evidence of success of the practice includes increased participation in co-curricular and extra-curricular activities.

### 6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Due to pandemic, we were unable to carry out the regular classroom teaching.

### 2. TITLE OF THE PRACTICE: -EMPOWERMENTPROGRAMMES

#### OBJECTIVES OF THE PRACTICE:

- To empower the pre service teachers with multi talents
- To develop confidence among pre service teachers

### 3. THE CONTEXT

Most of the parents are rubber tappers and the students are first generation learners.

### 4. THE PRACTICE.

- Inculcating ethical standards among the student community

#### EVIDENCE OF SUCCESS

Evidence of success of the practice includes increased participation in co-curricular and extra-curricular activities.

### 6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Due to pandemic, we were unable to organise out reach programmes.

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

### 7.3 - Institutional Distinctiveness

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

Our institution caters the need of the student community by incorporating the theoretical aspect and the practical aspects related to educational field by organising various programmes such as seminars, competitions, debates and outreach activities. Pre service teachers are provided ample opportunities in order to promote their inherent potentialities by participating in different programmes. They are assigned the tasks of completing the entire curriculum by submitting relevant tasks and assignments, seminars, integrating ICT, preparation of Socially Useful Productive Works, arranging different programmes based on various clubs. More importance is given in the inculcating of ethical values among the student community. Pre service teachers are trained to develop the skills essential for classroom teaching.

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