



## YEARLY STATUS REPORT - 2021-2022

### 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 Jayanthi</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>
• Alternate Email ID	<b>ccentm@gmail.com</b>
• Address	<b>Christian College of Education Sinclair street Marthandam</b>
• 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 **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/news\\_description.php?id=179](https://www.christiancollegeofeducation.edu.in/news_description.php?id=179)

**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\\_64ccac5578614.pdf](https://www.christiancollegeofeducation.edu.in/uploaded_images/image_64ccac5578614.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** **Yes**

- Upload latest notification of formation of IQAC [View File](#)

**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 is done by Staff-Incharges of various clubs

**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 Jayanthi</b>
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• 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>				
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• Mobile (IQAC)	<b>9894036860</b>				
• IQAC e-mail address	<b>ccentm@gmail.com</b>				
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<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/news_description.php?id=179">https://www.christiancollegeofeducation.edu.in/news_description.php?id=179</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_64ccac5578614.pdf">https://www.christiancollegeofeducation.edu.in/uploaded_images/image_64ccac5578614.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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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>Yes</b>				
• Upload latest notification of formation of IQAC	<a href="#">View File</a>				

<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 is done by Staff-Incharges of various clubs	
<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
2021-2022	01/08/2023
<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, in the beginning of the academic year, classes were conducted through online mode by using whatsapp, google classroom and google meet.</p>	



<b>Extended Profile</b>	
<b>1.Student</b>	
2.1 Number of students on roll during the year	<b>100</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>99</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	<b>96</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	<b>96</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	<b>100</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):	2003535
4.2 Total number of computers on campus for academic purposes	11
<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	
Yes, the institution has a regular in house practice of planning and/or reviewing and adapting it to local context /situation. In the beginning of every academic year, in the first staff meeting or the second meeting academic planning is done. The academic year begins with the inaugural function. Ice breaking session, orientation classes, micro teaching classes are conducted. Variety of programmes such as club activities, celebration of important days and outreach activities are also done. Critical thinking is encouraged through debates, co-curricular activities, group discussion and class discussions. The Principal conducts meetings with the faculty members or pedagogy faculty members to ensure that the plans are being implemented. The progress of the student	

teachers are maintained through regular tests, seminars and internal examinations..The College also focuses on value oriented education of the student teachers to enhance their overall development. During this year online revision classes are given and the University examination is also conducted through online.

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**

**C. Any 3 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>

<b>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</b>	<b>C. Any 2 of the Above</b>
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>
<b>1.2 - Academic Flexibility</b>	
<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>	
<b>8</b>	

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>

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

0

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

0

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

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

0

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

0

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**

One of the above

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

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

93

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

93

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 core courses related to the educational field, pedagogy subjects and elective subject are taught.

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 practice in micro skills and then the macro skills.

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.

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 and Various Competitions are conducted. Some of them are International Women's Day, Campus Recruitment programme, Motivational talks and outreach 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 system is taught in the institution and they apply it in their practising 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 familiarize with the diversity in school system in India.

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>
<b>1.4 - Feedback System</b>	
<b>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</b>	<b>Three of the above</b>
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>
<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected and analysed</b>
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>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of students during the year</b>	
<b>100</b>	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
<b>100</b>	

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

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

99

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

99

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

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

0

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

0

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

## 2.2 - Honoring Student Diversity

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

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

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>

<p><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 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</b></p>	<p><b>Six/Five of the above</b></p>
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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>

<p><b>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</b></p>	<p><b>Two of the above</b></p>
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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

1:16

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

6

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 is adopted by the Teacher Educators of our College. Really it serves as enhancement of knowledge of the Pre-Service Teachers.

#### Group Discussion

Group discussions are organised in our college to discuss the academic content in detail. The Pre-Service Teachers participate and provide various informations about the content. This develops the habit of listening and responding.

## Seminars

Seminars are organised by the Pre-Service Teachers in the College as an academic activity. Pre-Service Teachers participate with enthusiasm. It is based on the curricular aspects. So they attain 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 getting 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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://www.christiancollegeofeducation.edu.in/news_description.php?id=158">https://www.christiancollegeofeducation.edu.in/news_description.php?id=158</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

100

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>

<b>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</b>	<b>Four of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.christiancollegeofeducation.edu.in/campus.php">https://www.christiancollegeofeducation.edu.in/campus.php</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 provides continual mentoring for developing professional attributes among students through different activities provided to the student teachers. The Teacher Educators use various ways to develop professional competencies in students.**



The Teacher Educators of our institution are working in team and also provide various classroom activities such as organising seminars, conducting social awareness programmes and many more group activities. To deal with student diversities the teacher educators organise many programmes like orientation, celebration of different festivals, theme based co-curricular activities etc. The Teacher Educators also provide proper guidance to students for balancing their works and activities. The Teacher Educators provide various activities for skill development like special guest lectures, motivational speech, spiritual and technical sessions given by experts. To develop the students for the present scenario the Teacher Educators put forth various efforts and adopt different methods to accomplish the teaching-learning process effectively. Students are also encouraged by the Teacher Educators to prepare ppt presentations for seminars and other co-curricular activities.

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

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

Four of the above

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

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

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

File Description	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)**

Five/Six 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 possibl	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>	<b>Six/Seven of the above</b>
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>
<b>2.4.3 - Competency of effective communication is developed in students</b>	<b>Three of the above</b>

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

File Description	Documents
Data as per Data Template	<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>

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

Three of the above

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**

Three of the above

**devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

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

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

Two of the above

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

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

Two 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

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

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**

96

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**

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.

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

teaching. Moreover observation schedule prepared by the institution is provided to every pre-service teacher. During their course of teaching, the observation schedule is filled in by their guide teacher. The pre service teachers submit their observation schedule to the teacher educators after the completion of intensive teaching practice.

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

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

Three of the above

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

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

Three 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

15

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

10

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

18

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

18

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

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

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

presence of the pre service teachers and the teacher educator. Marks are given based on the evaluation done by the teacher educator.

Internal examinations and model examinations are conducted every year. The performance of the pre service teachers is evaluated and the marks are displayed on the notice board. Toppers in the examinations are motivated by giving ranks. Pre service teachers are given tasks and assignments. They are also given seminar topics. Separate marks are allotted for the seminar classes and also for the assignments submitted. Moreover the pre service teachers are made to complete all the prescribed records ontime. All the records submitted are continuously evaluated by the teacher educators.

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**

Three 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

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

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

File Description	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.

The institution prepares the academic calendar for every year. It

includes the tentative schedule of various activities like micro teaching, demonstration classes, period of intensive teaching practice, celebration of important days, conduction of internal and model examinations.

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

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

the pre service teachers inculcate values and also in preservation of the traditions and culture. Programmes related to the community are also organised.

File Description	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

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

File Description	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

30

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

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

Pre service teachers are given training in various micro skills. The micro skills are first taught by the teacher educators and are demonstarted by them. The pre service teachers learn the components of different micro skills and write lesson plans on their own. Guidance is provided by the teacher educator in times of need. Each skillis practiced by the pre service teacher in presence of the peer group and the teacher educator. Feedback is given regarding their performance. If required, the pre service teachers re-plan, re-teach the particular skill until they acquire mastery in it. All the microskills practiced by the pre service teachers are assessed and marks are displayed on the notice board. This helps the pre service teachers to improve further. Internal and model examinations are conducted and evaluated.The best performers who score the highest marks are given ranks. The pre service teachers who do not score the required marks for passing

are provided guidance by the teacher educators. Remedial teaching is provided if required. Pre service teachers undergo intensive teaching practice for 16 weeks. Their performance is assessed by the guide teacher and the feedback is given through the observation schedule. Teacher educators visit the schools where our pre service teachers undergo intensive teaching practice. during their visits, the teaching of our pre service teachers are observed and feedback is given whenever necessary. Model practical examination is conducted and the performance of pre service teacher is observed and evaluated.

File Description	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)

0



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>Three 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

1

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

0

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**

2

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**

100

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

100

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

100

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.

Pre service teachers are encouraged to participate in various outreach programmes in order to serve the community and also to make aware of the pre service teachers about the social issues that prevail in the society. Conduction of rallies in order to provide awareness about drug abuse, awareness about pollution are organised. Our institution involves the pre service teachers to take part in social activity such as construction of 'Home for the Homeless' to the needy person. Programmes related to the Environmental protection is carried out by conducting 'Mass cleaning campaign' in collaboration with the Green Agri Club and the Municipality. Our pre service teachers visit the leprosy

colony and provide the essential things like soap, oil, toothpaste, bucket, etc.

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

0

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**

**2**

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

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

**Three/Four of the above**

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

## **INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 - Physical Facilities**

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

**The institution has well furnished classrooms in order to facilitate effective teaching learning process. Different laboratories for the pedagogy subjects like Physical Science and Biological Science are established. In the Physical Science**

laboratory Scientific instruments and apparatus related to the subjects are available. In the Biological Science laboratory models, Specimen and various teaching aid prepared by our Pre-service teachers are kept. Psychology lab is well furnished with proper seating arrangements for twenty five students. LCD and Interaction white board are available. They are used in the teaching-learning process. Physical and Health resource centre is established with the requirements for sports and games. In order to promote the physical fitness of our Pre-service teachers time is allotted for Physical Education on all days in the evening. Play ground is available for outdoor games like Volley Ball, Badminton, Throw Ball, Discus Throw, Javelin Throw and Shotput. Art and craft resource centre comprises of the collection of Socially Useful Productive Works (SUPW) prepared by our Pre-service teachers. The Youth Welfare Department carries out different programs in every week. We have well furnished, digitalised library with large number of books, national and international journals, references, e-journals, encyclopedias, etc.

File Description	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)**

80100

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. The new books are displayed for two weeks on the display stand. User orientation is provided at the beginning of the year regarding the various facilities services and resources available in the library. The library provides internet service. The Internet room is provided with 05 systems with 40 Mbps. Three fire safety units are also available. Login and logout process is available through bar code reader and also helps in tracking the attendance of the members. The Library is provided with Wi-fi facility.



File Description	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

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

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

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

File Description	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)

65572

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

54

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 as gifts to College**

None of the above

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

### 4.3 - ICT Infrastructure

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

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.

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

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

11

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

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

D. 50 MBPS - 250MBPS

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)

One of the above

Teleprompter Editing and graphic unit	
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.youtube.com/watch?v=XDyfwmU654E">https://www.youtube.com/watch?v=XDyfwmU654E</a>
Any other relevant information	<a href="#">View File</a>
<b>4.4 - Maintenance of Campus and Infrastructure</b>	
<b>4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)</b>	
<b>127043</b>	
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	
<p>Well established laboratories for various pedagogical subjects like physical science and biological science laboratories are available. Physical science laboratory contains various scientific instruments and apparatus related to scientific concepts. Chemical solutions are also available.</p> <p>Biological laboratory consists of various models, specimens and</p>	

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 large number of book volumes, E-journals, National and International Journals, different newspapers, encyclopedias, references and many other resources. The library is digitalised. The attendance of the students is biometric.

Physical education room is available. Varieties of sports and games equipments related to indoor and outdoor games are available.

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. There are separate classes for each pedagogical subject. Seminar hall, auditorium, separate waiting rooms for boys and girls, casito (stationary) with xerox machine and printer is also available. Toilet facilities are available for both boys and girls.

File Description	Documents
Appropriate link(s) 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>

## 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**

Three of the above

<b>the two E-content development Online assessment of learning</b>	
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>
<b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b>	<b>Seven/Eight of the above</b>
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>E. None of the above</b>

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

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

Three of the above

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
12	96

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).

38

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)

3

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

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

File Description	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**

2

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, carryout UBA projects establishing 'Home for Homeless' etc. ALUMNI of our college render their support in carrying out various activities of the college. in the year 2022 our Alumni also helped in the construction of home for homeless project of cce (Christian College of Education, marthandam).

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

1

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

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

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

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

#### VISION

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

#### MISSION

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

The College is very particular in Imbibing values in the personality of our Pre-Service teachers is the core consideration of the College. The college also strives to develop gender equality, dignity of labor and scientific attitude. In today's fiercely competitive scenario, being a book worm alone does not suffice. To help the Pre-Service teachers, the college organizes various clubs such as Eco-shalamite Club, Science Club, the Universe Club, Youth welfare club, Red Ribbon club, Literary Club,

Library Club, Commerce Club, Health club, Good Samaritan Club and Counseling Corner.

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

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

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.

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

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

### 1. Purpose and Objectives

The parties recognize the benefits to be derived from mutual collaboration co-operation and interaction towards creating Eco-

awareness among the schools and colleges . Hence the parties desire to work together with the following objectives:

1. To encourage the student community to develop eco-awareness
2. To develop Eco-friendly atmosphere our College Campus
3. To develop Eco-friendly atmosphere in the nearby schools

1. Discretion

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

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

Dr. N. Beulah Jeyanthi, Dr. E. Asha Prayline,

Principal Staff Advisor,

Christian College of Education, Eco Shalomite,

Marthandam. Christian College of Education,

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.christiancollegeofeducation.edu.in/uploaded_images/image_6528d115ca7d7.pdf">https://www.christiancollegeofeducation.edu.in/uploaded_images/image_6528d115ca7d7.pdf</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 National Council for Teacher Education approved the college by their Notification dated 22-11-2005, to be owned and administered by Church of South India, Kanyakumari Diocese as Self -financed Institution. The management has a clear cut administrative policies, appointment and service rules and procedures as follows.



## RECRUITMENT POLICY

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

• Recruitment is done as per UGC guidelines and corresponding norms of the

Employment bureau.

• Candidates who are qualified for the post will register their names in the office of the employment bureau. • Following strictly the norms of U.G.C. and Diocese the application of the candidates will be scrutinized and listed in the notice board and website of employment bureau. • Based on the vacancies, the eligible candidates are called for an Interview with all original certificates and if posses they will be appointed. SERVICE CONDITIONS • The appointed staff will be under 1 year probation period with a regularized scale of pay with all other allowances

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**

One/Two 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.

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

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

File Description	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**

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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.**

00

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**

1

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.

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

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

The performance of each faculty member is assessed according to the Annual Self-Assessment for the Performance Based Appraisal System (PBAS).The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment. All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal. The various parameters for staff members are assessed under different categories i.e.Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, efficient organization of documents and technical abilities.

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

## 6.4 - Financial Management and Resource Mobilization

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

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

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)**

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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.

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

File Description	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

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

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

**Staff in-charge**

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

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

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

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**

5



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>
<b>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</b>	<b>Two of the above</b>
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=152">https://www.christiancollegeofeducation.edu.in/news_description.php?id=152</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

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

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 in the campus it gives fresh air so that we can avoid air conditioners.
- Building design with proper ventilation so that it reduce the use of light.
- Light emitting diode bulbs, fluorescent lighting are also help to reduce the amount of Power energy.
- 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.

Waste 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>
<b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b>	<b>One of the above</b>
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>
<b>7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage</b>	<b>Three of the above</b>
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	
<b>Cleanliness</b>	

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 benefiteres.

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>

<b>7.1.6 - Institution is committed to encourage green practices that include Encouraging use</b>	Three of the above
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**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**

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)**

**0.42**

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. The institution has donated money for the needy persons in the community as well as to the student teachers.
3. The institution has contributed a home for the homeless through the good Samaritan club to level up the socio economic conditions of the community.
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 (2) Environment day, (3) consumer day, (4) AIDS day are celebrated in the college. 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>

**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**

A. All of the above

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

## 7.2 - Best Practices

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

### 1. TITLE OF THE PRACTICE: LIFE SKILL PROGRAMMES

### 2. OBJECTIVES OF THE PRACTICE:

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

### 3. THE CONTEXT

The parents are rubber tappers and the students are first generation learners.

### 4. THE PRACTICE

- Talents show is organized for the freshers

### 5. EVIDENCE OF SUCCESS

Many numbers of students are placed in the Campus drive conducted by various established schools in and out of our state.

### 6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED



This practice requires highly potential teaching faculty who could stir up the innate potentials of the students.

**BEST PRACTICES- 2**

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

**2. OBJECTIVES OF THE PRACTICE:**

- To instill a positive attitude on cultivating various types of gardens

**3. THE CONTEXT**

The students are motivated to promote eco awareness.

**4. THE PRACTICE.**

- A proper functioning of the Club- Eco Shalamite.

**5. EVIDENCE OF SUCCESS**

Evidence of success of the practice includes increased participation in promoting eco- awareness among the school children and to the public.

**6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

Good climatic conditions are needed. Time to time Guidance from the experts is also required.

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

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

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

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>