



**St. Christopher's College of Education  
(Autonomous)**

**AQAR REPORT : 2021-2022**

*P. Nithi Devakanyam*

**PRINCIPAL**

**ST. CHRISTOPHER'S COLLEGE OF EDUCATION  
VEPERY, CHENNAI - 600 007**



## YEARLY STATUS REPORT - 2021-2022

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	St. Christopher's College of Education
• Name of the Head of the institution	Dr. Mrs. P. Nithila Devakarunyam
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	26618420
• Mobile No:	9841647087
• Registered e-mail ID (Principal)	stchristopherscollege@gmail.com
• Alternate Email ID	stchristophers@sccd.edu.in
• Address	No. 63, E.V.K.Sampath Road
• City/Town	Vepery, Chennai
• State/UT	Tamil Nadu
• Pin Code	600007
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Urban

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	Tamil Nadu Teachers Education University				
• Name of the IQAC Co-ordinator/Director	Dr. Jayasundari A				
• Phone No.	266178577				
• Alternate phone No.(IQAC)	26618387				
• Mobile (IQAC)	7358573990				
• IQAC e-mail address	iqac@scced.edu.in				
• Alternate e-mail address (IQAC)	aqar@scced.edu.in				
<b>3.Website address</b>	<a href="http://scced.edu.in/">http://scced.edu.in/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://scced.edu.in/pdf/AQAR2020-2021.pdf">http://scced.edu.in/pdf/AQAR2020-2021.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://scced.edu.in/pdf/2021-2022.pdf">http://scced.edu.in/pdf/2021-2022.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	A+	3.36	2022	27/12/2022	26/12/2027
<b>6.Date of Establishment of IQAC</b>	01/06/2005				
<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	
NIL	NIL	NIL	Nil	0	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>	Yes				

<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9.No. of IQAC meetings held during the year</b>	<b>4</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>	
Wi-Fi network has been upgraded to 2 GBps i.e 2048 MBps in the entire campus to increase the accessibility of digital content among staff and students.	
Firewall and Antivirus software has been upgraded this academic year to ensure the security of ICT infrastructure.	
ICT infrastructure included addition of Computers in advanced versions, Interactive touch panel for the technology lab and LED Display Panel in classrooms which helps to enhance digital learning endeavours of the students.	
All the faculty and students were encouraged to prepare E-Content using the E-Content Development facility (KIDS) available in the college to keep pace with the dynamic nature of learning and pedagogy in education.	
To actualize the learning experiences and to promote independent learning Self Study Courses to be offered by staff during the academic year 2022-2023 were listed.	
<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
Feedback from Students, Practice Teaching Schools, Employers, Alumni, Examiners, and other Stakeholders	Feedback was received, consolidated and shared with the respective faculty for decision making.
An Academic and Administrative Audit was planned to be conducted.	An Academic and Administrative Audit was conducted and the report was shared with the faculty for further action.
Conducting Examination Audit.	An Audit of the evaluation practices of the college was conducted and suggestions given were implemented .
Conducting Environmental Audit.	Environmental Audit was conducted and green initiatives were taken.
Conducting Staff Study Circle to enhance research activities.	Staff were encouraged to present papers at national and international level seminars, conferences and publish research papers in the UGC Care list journals and Scopus journals.
Revamping of the Faculty Self-Appraisal Process.	Format for the Faculty Self-Appraisal was designed to be more objective.
Introducing Self Study Courses.	Self-Study Courses to be offered by staff during the academic year 2022-2023 were listed.
E-Content preparation by the faculty	All the faculty were encouraged to prepare E-Content using the E-Content Development facility (KIDS) available in the college.
<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name of the statutory body	Date of meeting(s)
UGC-NAAC	19/12/2022

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

Year	Date of Submission
2022	01/01/2022

**15. Multidisciplinary / interdisciplinary**

Our institution being an autonomous institute has a vision of transforming itself into a holistic multidisciplinary institution as per the New Education Policy 2020. Our College is situated in the heart of the city and well connected to the other parts of the city. It has a sprawling campus of 5 acres and a built up area of 83456.72 Sq.Ft. We have the following plans to make our institution a multidisciplinary institution: 1. We have enough space to establish an Arts and Science college and convert our institution into a multidisciplinary institute. 2. We intend to collaborate with one of the prestigious Arts and Science College in the city and offer integrated B.Ed. Programme.

The B.Ed. curriculum is framed integrating humanities and sciences. The practicum component - Experimental Psychology, has experiments that are done by students of both humanities and science groups. The core courses - Testing, Assessment & Evaluation, and Educational Evaluation and Statistics in semester I & semester II, are the courses learnt by students of both humanities and science groups. The students employ mathematical calculations, and statistics to prepare assessment sheets, and mark registers. Value-added courses like Basic Computer Applications and Digital Technology in Pedagogy are offered to all students which can be applied in their teaching, learning and assessment. The above mentioned courses bring a human search for connectedness that helps our students to see the relevance of their learning to their life and helps generate an attitude of lifelong learning.

There are also projects in the areas of community engagement and service like Wealth Out of Waste, Service Learning where our students train the less privileged school children in content and train differently abled students in communication skills. Our students also record lessons for visually challenged students, serve and entertain old aged people by visiting them once in a week. As a part of the curriculum, Environmental Education Dyslexia and Intervention Strategies, Guidance and Counselling are

also given toward attainment of a holistic and multidisciplinary education.

When we start offering 4-year Integrated Teacher Education Programme, we ensure that there will be multiple entry and exits at the end of 1st, 2nd, and 3rd years of undergraduate education while maintaining the rigor of the content learnt. It will be taken into consideration, that the students will receive Certificates as per the "Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions" of the UGC.

Our institute has conducted workshops, seminars and also faculty development programmes for prospective teachers, in-service teachers to find solutions to society's most pressing issues and challenges. As we have understood the importance of giving multidisciplinary inputs to our students, we have started peer teaching practice in multidisciplinary groups in the year 2018.

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

The College has been functioning as an Autonomous institution for the past 2 decades. Hence the College has the practice of designing the curriculum for various programmes offered by the College. The curriculum is updated frequently according to the feedback given by the stakeholders. The faculty of the College are trained in curriculum designing. St. Christopher's College of Education has been following Choice Based Credit system since 2005. Hence each and every component of the programmes offered by the College has been allotted credits according to its importance in attaining the programme Learning Outcomes. The students can earn credits by completing all the components of the various programmes. The students have the freedom to select the elective courses according to their need and interest.

The College has already included self-study courses in its curriculum. A wide range of self-study courses are available for them to select courses and earn credits. By completing such courses offered by National Schemes, the students earn credits. The digital certificates of our students are also available with the College.

The College had been accredited by NAAC at five-star level in the first accreditation, 'A' level in the second cycle of reaccreditation and again at 'A' level in the third cycle of reaccreditation. Now the College is applying for the 4th cycle of accreditation. The College fulfils all the requirements needed to

be eligible for registering with Academic Bank of credits. Hence the College will register with Academic Bank of Credits. The necessary changes in the curriculum and existing credits will be modified in order to enhance academic flexibility. Multiple entry and exit will also be made possible when the College introduces integrated teacher education programme.

### **17.Skill development:**

The curriculum of our teacher education programmes have inbuilt components of skill development. As a part of the curriculum, the college is training our students through their respective pedagogy courses to acquire teaching skills, soft skills, communication skills and technological skills. Students practice these skills confidently and effectively in classroom situation under the supervision of a qualified teachers during school internship which is an integral part of the B.Ed. programme.

#### **Communication Skills**

We as a teacher education institute know the importance of good communication skills as it is the basic need of academic and professional success of students at college and in life. Since teaching is all about communication, regular Communication skills (Spoken English) for all the students is incorporated in the timetable for the first year students. The second year students are made to develop their interview skills, and writing skills. Both the first year and second year students are facilitated to communicate with concern and care towards students, communicate through verbal and writing to report student progress to parents. They are also involved in the process of doing action research, case study, preparation of different types of questions are used to solve real situations encountered in places of internship or at places of work.

#### **Teaching Skills**

A prospective teacher in our institute is provided with proper training of the teacher's learning skills. Essential teaching skills are practiced in the classrooms by our students through micro-teaching sessions. They are also updated with the information on classroom management, using technology tools, and execute lesson plans. They are made to organize programmes, lead a team through several co-curricular and extra-curricular activities, chalk out creative ideas and deliver them with commitment. As our students are given ample opportunities to improve their teaching skills, they are able to recognize their strengths, create their own list of skills



needed for their improvement, and enable them to determine specific, measurable, actionable, realistic and timely goals.

### Soft Skills

The teacher etiquette and professionalism are enhanced by the student teachers through modifying their attitudes and behavioural patterns during their participation in various extra and co-curricular activities. Ample opportunities are provided for the student teachers to collaborate with others to develop their life skills through sessions like camp activities and social service activities. Students are given opportunities to attend workshops, seminars and community service activities. The values like team spirit, tolerance and commitment are demonstrated and imbibed. The development of Emotional Intelligence is facilitated by the scope provided to organize assembly programme, sports, devotional sessions, and cultural activities. Speeches of experts, value education, spiritual education and social service activities allow the students to be self-aware and regulated. Our college is, thus, strengthening the vocational education and soft skills in alignment with National Skills Qualifications Framework.

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

Ours is a College of Education and we know very well about our responsibility of preserving the culture of our country. Teachers play a major role in transmitting culture of a country to the next generation. Hence teacher preparation programmes play a vital role in preparing teachers having positive attitude towards preservation of Indian languages and culture.

Being a College situated in Tamilnadu, our College is providing opportunities for student teachers to learn the courses in the regional language. Many of our students are capable of teaching various school subjects in Tamil. We also have Tamil department which prepares Tamil teachers. Tamil department helps students in preparing teaching-learning materials in Tamil which helps the students in preparing them to teach various subjects bilingually.

Tamilnadu is known for its rich heritage and culture. The classical music and dance forms of Tamilnadu are ancient art forms. Hence these are included in the curriculum designed by the College. The performing art classes create awareness among student teachers on various art forms of our country. They also get opportunities to use these art forms to make their teaching effective.

Students are given opportunities to develop their talents related to various art forms our country by participating in various co-curricular and extracurricular activities. Assembly programmes, House Parties, celebration of national days provide a platform for our students to integrate Indian culture in their teaching - learning process.

Our students are taken for Fieldtrips and Educational Tours to places of historical importance which helps our students to understand our culture and pass it on to the future generation. Trips to Mahabalipuram, Chennai Museum, Model village and Dhakshinchithra help our students understand the heritage of our country.

During celebrations of national days Independence Day and Republic Day, the students are made aware of the Indian traditions and students are motivated to integrate them in their teaching. The History Department of the College plays a major role in informing their peers about the heritage of our country by organising programmes and displaying relevant material. The Tamil Department conducts programmes on the importance of Tamil and the various art forms of Tamilnadu.

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

Education is the powerful tool that has brought radical change in society. The academicians and educational thinkers recommend different approaches from time to time to provide inclusive education to produce optimal results. The contemporary educational system insists on a learner-centred approach unlike the conventional educational practices.

Outcome Based Education is one of the learner-centred, recently evolved approaches that enables the academic planners and administrators to design programmes to contribute to the holistic development of learners. This approach facilitates the academic administrators to review and realign the courses in the light of tri-focal areas of higher education such as Teaching and Learning, Research and Extension.

St. Christopher's College of Education continues to adopt recent developments in curricular activities to ensure the programmes offered are upgraded. The college has already incorporated Outcome Based Education in both undergraduate and postgraduate programmes. The college was established with the Vision of serving the community through Women Teacher Education. Therefore, the college reviewed

all programmes through Outcome Based Education approach, to realign them to contribute to reach the ultimate aim of Women Teacher Education.

The college has synchronised the Course Learning Outcomes, Programme Outcomes, attributes to be developed in graduates, the Mission and the Vision of the college. The proposed Course Learning Outcomes of all undergraduate and postgraduate courses were reviewed by the course teachers and academicians and finalised. This process verified the sequential arrangements of units in syllabus and learning experiences to be designed for each unit of all theory courses. The Course Learning Outcomes are directly connected to competencies that enable students to initiate and carryout academic performances. The proposed Course Learning Outcomes of practical courses provide opportunities for the students to develop their competencies through hands-on training. All Course Learning Outcomes were verified and realigned with the revised taxonomy for cognitive objectives recommended by Bloom and Anderson. Each Course Learning Outcome makes a significant contribution to the attainment of Programme Outcomes.

The proposed Programme Outcomes of each programme indicate the competencies to be developed in students during the programme. All Programme Outcomes have been interlinked with Course Learning Outcomes to confirm that both curricular and co-curricular activities of Theory and Practicum components are synchronised with one another. All Programme Outcomes are interlinked with the intended attributes to be developed in graduates. The identified graduate attributes would enable the students to carry out their academic functions and serve the school community as per the Vision of our College. The mapping of the Course Learning Outcomes, Programme Outcomes, Graduate attributes with the Mission and Vision of the college were done to quantify the weightage of each Course Learning Outcome.

The monitoring system in our college is useful to analyse the attainment level and take steps to increase the attainment. The Outcome Based Education approach is an effective instrument to sustain quality in academic activities and it also develops insight to enhance quality in academic activities.

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

Science and Technology has been growing every day in the 21st century. The contemporary learners witness the rapid change in Technology that impacts the teaching-learning process. The evolution

of Fourth Generation Technology and its application in Data Transfer has started providing facilities for users through networking across the globe. Educational Software developers and Instructional designers launch many applications based on contemporary data transfer technology to reach global learners. Knowledge sharing through internet facilities has removed conventional barriers in the teaching-learning process.

#### Initiative towards ICT integrated Teaching and Learning

Recognising the radical changes in Information and Communication Technology, St. Christopher's College of Education planned to integrate the upgraded technology in pedagogy and it has been organising training programmes and workshops since 2017 for teacher educators who teach prospective teachers. Ten Trainings and workshops were exclusively organised for teacher educators to train them on using the digital Learning Management system. The objective of organising such training was to enable the teacher educators to use the updated ICT skills in Teaching, Learning and Assessment. Google Classroom and other Google applications, video creating applications, educational mobile applications were few applications learnt during the training to be mentioned.

#### Learning Support during Lockdown

Even though the lockdown due to Covid-19 pandemic restricted the teaching learning process, the college extended continual learning support to the student teachers using online platforms. St. Christopher's College of Education was the *pioneer college* in Tamil Nadu state that trained the student teachers for online internship during the lockdown. The college has included a short course on Digital Technology in Pedagogy in B. Ed programme to prepare our prospective teachers to be adequately trained in skills essential for both blended learning and online learning. The student teachers have produced approximately 100 videos on school subjects and shared them with schools.

#### Online Trainings

The college organized many online trainings for the faculty of colleges to equip them with necessary skills required for handling online classes. It also extended such virtual training for school teachers that would enabled them to provide learning support for pupils. Although the Professors and teachers were direct beneficiaries; the students were the ultimate beneficiaries as they could get learning support through online.

**ICT Infrastructure Facility and Future Plan**

The college has set up a video recording studio in 2021 to provide hands-on training for student teachers on creating video-lessons for both blended learning and online learning. Creating Open Educational Resources, offering online courses and creating e-content materials are few future plans of the college.

The college has developed an adequate infrastructure facility to support online learning and the teaching staff have been trained in using educational applications for virtual classes. Therefore, the trained human resource and material resource would enable the institution to reach learners across the globe through online education.

**Extended Profile****1.Student**

2.1	260
Number of students on roll during the year	

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

2.2	205
Number of seats sanctioned during the year	

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

2.3	52
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

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

2.4	104
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	104
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	150
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):	17588977
4.2 Total number of computers on campus for academic purposes	81
<b>3. Teacher</b>	
5.1 Number of full-time teachers during the year:	24
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	24
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The College is persistent in the preparation of competent and committed teachers with adequate skills and competencies. To achieve this, it follows a systematic approach.

The college designs curriculum for the programmes namely B.Ed. M.Ed. M.Phil. and Ph.D. to provide a holistic education for the future teachers and teacher educators. The autonomous status enables the college to enrich the curriculum continuously to make it relevant to current scenario.

The IQAC plays an important role by mobilizing feedback from different stakeholders, analyzing and quantifying the feedback, leading to its essence being reflected in the curriculum. In the process of planning, the IQAC conducts in house discussion regarding the changes to be made in the curriculum to arrive conclusions.

The proposed changes are placed before the experts of Planning and Evaluation Committee and the Board of Studies. The recommendations of Board of Studies are placed in the Academic Council and passed, following which the changes are implemented in the curriculum. The changes brought about are intimated to all concerned through the handbook, student orientation programme and through meetings. Thus, the college revises the curriculum regularly in accordance with the current trends and recent developments in the field of teacher education to train efficient teachers for the society.

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>

<p><b>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</b></p>	<p><b>A. All of the above</b></p>												
<table border="1"> <thead> <tr> <th data-bbox="86 483 550 548">File Description</th> <th data-bbox="550 483 1471 548">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 548 550 613">Data as per Data Template</td> <td data-bbox="550 548 1471 613"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 613 550 757">List of persons who participated in the process of in-house curriculum planning</td> <td data-bbox="550 613 1471 757"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 757 550 900">Meeting notice and minutes of the meeting for in-house curriculum planning</td> <td data-bbox="550 757 1471 900"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 900 550 1077">A copy of the programme of action for in- house curriculum planned and adopted during the academic year</td> <td data-bbox="550 900 1471 1077"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1077 550 1144">Any other relevant information</td> <td data-bbox="550 1077 1471 1144"><a href="#">View File</a></td> </tr> </tbody> </table>	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>	<p><b>B. Any 3 of the Above</b></p>
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>												
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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>												
<p><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></p>													



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="http://scced.edu.in/Learning%20Outcomes.html">http://scced.edu.in/Learning%20Outcomes.html</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

### 1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

#### 1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

15

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="http://scced.edu.in/collcal.html">http://scced.edu.in/collcal.html</a>

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

10

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

10

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**

245

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

245

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

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

All of the above

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

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

236

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

236

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.

**The College promotes holistic development of student teachers**

through a meticulously well-designed curriculum. A fundamental or coherent understanding of the field of teacher education. The curriculum familiarizes students with the latest techniques, approaches and strategies in teaching. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization. Student teachers in their respective pedagogy classes acquire teaching skills, soft skills, interpersonal skills, communication skills and technological skills. Students practice these skills confidently and effectively in classroom situation under the supervision of a qualified teacher during school internship. Capability to extrapolate from what one has learnt and apply acquired competencies. The process of doing action research, case study, preparation of different types of questions are learnt in the institution and the knowledge and skill so acquired is used to solve real situations encountered in places of internship. Skills/Competencies such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others etc. Critical thinking and emotional intelligence is enhanced through activities like quiz programme, extempore competition, Brainstorming sessions, discussions in the classroom and buzz sessions which give them the platform to analyze, evaluate and present their thoughts.

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

The College ensures that the student teachers familiarize the diversities in the school system in the Indian and International context.

Development of School system

The students cognize a deep understanding about different systems of education from the core paper in B.Ed. curriculum "Challenges in Education in the Indian Context".

In M.Ed. course, "Philosophy and Sociological Foundations" familiarizes students with Indian and Western Schools of Philosophy. The diversity in the school systems in India in particular and the world in general are taught.

Functions of Various boards of School Education and the functional differences among them

In the core paper titled "Challenges in Education in the Indian Context", Unit VII elaborates statutory bodies in the field of education. Internship in Schools of different Boards helps the students to decode differences in curriculum, transactional methodology, standards, norms and assessment procedures.

#### Assessment Systems

The M.Ed. students undertake a study on schools belonging to various boards. During internship the B.Ed. students gain thorough knowledge of the assessment systems in their practicing schools.

An international and comparative perspective

The M.Ed. students comprehend the scope and purpose of education in the international context and compares Indian education with other different countries.

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

**Interconnectedness of the various learning engagements:**

All the theory courses, co- curricular, extra-curricular and the learning experiences provided in the B.Ed. course have interconnectedness and aims at developing the students' professional acumen. Theoretical classes aim at enhancing the cognitive development of the student teachers.

The demonstration classes, micro teaching, peer teaching and internship undertaken by the students enhance the teaching skills and enable them to become wholesome teachers.

The assembly programme and quiz programme conducted by each department, project sports, cultural activities, celebration of important days and all the events organized in our college enhance the organisational, collaborative and creative skills that help them grow professionally.

Citizenship camp helps them to become better citizens. The active participation in

Community services enhances their empathy towards others and makes them become

socially responsible teachers. The moral and value education classes help the students to imbibe professional ethics and moral values which help them fit into the noble profession.

Therefore, the efforts made by the institution enable the student teachers to develop an understanding of the interconnectedness of the various learning activities arranged during B.Ed. programme to make them ready as professional teachers.

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

**1.4 - Feedback System**

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

All of the above

<b>Teaching Schools/TEI</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, analyzed, action taken and available on website</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>260</b>	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
<b>150</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**

237

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

237

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**

81

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

81

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.

The students are from rural and urban background and with different educational standards. To give them proper academic support in their professional education, the institution assesses teaching skills, communication skills, ICT skills and skill of using digital tools at the entry level

The students are divided into four groups based on their performances and suitable learning experiences are provided.

Spoken English classes are conducted to use the language correctly in their teaching and daily life.

Value added course on Basics in Computer Applications is offered to all the students to enable them students to become efficient in using ICT.

The Skills needed to use digital tools in teaching is acquired by hands-on training through the value-added course "Digital Technology in Pedagogy".

Their performances are marked as credits. Thus the students to be confident in the use of English language, proficient in using the ICT tools and effective in creating the e-content for their subjects.

To test the Teaching Skills, the students are allowed to teach a concept of their choice and are observed. The skill area where they need training is identified. They are trained to prepare short lesson plans. While practicing feedback and suggestions are provided to improve their teaching skills.

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

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis**

All of the above

**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**

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

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

One of the above

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

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

11:1

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

24

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.

The college gives importance to multiple mode approaches to enable students learning.

Experiential learning approach is adopted in "Basics in Computer Applications" and "Digital Technology in Pedagogy" courses, Students are trained hands-on, on varied digital tools. M.Ed. students learn to use Statistical Package for Social Sciences to analyse data.

Participative Learning is carried out to conduct department-wise quiz and assembly programs. In group discussions, debates, buzz sessions, panel discussions and Field-Trips participative learning is practiced.

Problem Solving methodologies - For Case Study, students identify a school student, talk to them periodically, guide them to resolve their learning difficulties and a report is prepared based on the observations done on that student for a month.

Action Research is taken up to identify classroom problems, locating the causes and to solve them scientifically.

To make students proactively think and give points as solutions to problems, brainstorming method is deployed using online tools like Jamboard and Word Cloud from Mentimeter.

To adopt Focussed group discussion, Students are divided into groups for discussing the given topics. Students' perceptions, attitudes, beliefs, opinions, ideas on the topic are prepared as report by the students and submitted for assessment by the teacher educators. This clarifies their views from others' point of view, understand the need of the concept, and also gets motivated through the peers' appreciation.

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

24

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://classroom.google.com/c/MjEyMzczNzE3NzYw">https://classroom.google.com/c/MjEyMzczNzE3NzYw</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

260

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>Five/Six of the above</b>
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://youtube.com/playlist?list=PLP_d3KwXk-KfjUEYJrCHFwVSBqZTVgWdQ">https://youtube.com/playlist?list=PLP_d3KwXk-KfjUEYJrCHFwVSBqZTVgWdQ</a>
Any other relevant information	<a href="#">View File</a>
<p>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</p>	
<p><b>The college prioritises continuous mentoring for developing effective professional attributes in student teachers.</b></p> <p><b>Working in teams:</b></p> <p>The micro teaching and the peer teaching activities the student teachers form teams within which they plan, practise and review to excel in content delivery Feedback improve their pedagogical proficiency, teaching competency and technological knowledge.</p> <p>Co-Curricular activities like Citizenship training camp, College Day, Project sports, Assembly programmes as teams enable them to excel in communication, Collaboration, Interpersonal skills, Emotional intelligence and Empathy.</p> <p><b>Dealing with Student Diversity:</b></p> <p><b>Regional and Geographical diversity are dealt by modifying students'</b></p>	

work culture, study habits, language and social behaviours which help them work in all environments.

Academic diversity is administered by allowing the students to choose the elective courses on their interest and capacity.

Conduct of self with Colleagues and Authorities:

During internship the students are trained to work with school teachers and to live up to the expectations of school authorities.

Balancing home and work stress:

During Family Life Education course the emotional well-being of the students and home-work balance are enhanced through various topics.

Keeping oneself abreast with recent developments in education and life:

The teacher educators are systematically trained on digital tools for teaching, learning and assessment techniques, Special lectures on National Educational Policy to make them aware of recent policies in education and workshops on Outcome Based Education to train in the attainment of PLOs and CLOs were 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>

**2.3.6 - 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**

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 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

The teaching learning process which is the strength of the college makes various skills among the students through multiple activities.

#### Intellectual and thinking skills

For department-wise Assembly Programmes the students discuss and select topics, plan and work together incorporate their creative thinking. Quiz Programmes on current topics are conducted to nurture intellectual and thinking skills. Creative Writing course develops short story writing and script preparing for speech. To promote creativity projects in special courses are carried out. Department bulletin boards decoration, working models, non-working models, charts, Flow charts, Picture cards and Flash cards are prepared for teaching based on the experience they gain from SUPW classes. Video lessons and activities using different educational apps are prepared during internships which provide scope for innovativeness.

#### Life skills

The Citizenship training programme is conducted for a week where the student teachers are trained to think critically about the world and this improves their life skills. The camp helps to instil a sense of discipline and punctuality and refine one's character through working in teams, giving awareness about women rights, citizen rights and ethical values. Talk on Transgenders helps them to accept the uniqueness of the individual.

Sessions on Understanding self, Interpersonal relationship and Emotional management, student challenges and Teacher Attitude develops in them the life skills through various activities. These skills enable them to manage the different situations in their

**professional life.**

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)**

**All 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>

**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**

**Ten/All of the above**



<b>learning situations Exposure to Braille /Indian languages /Community engagement</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 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</b>	<b>All of the above</b>
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>
<b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b>	<b>All of the above</b>

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

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

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

All of the above

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

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

**Internship programme is very important to shape the trainees into an effective teacher of tomorrow. Hence it is planned systematically and with much care.**

- Seven schools in and around our college campus are chosen and permission is obtained from the respective authorities. Teacher Educators handling special subjects allot the students in government, government aided, matriculation, CBSE, and ICSE Schools according to their calibre.
- School Incharge Teacher Educators meet the Head of the respective schools, and coordinates between the student teachers and the school management. The list of students with

a letter mentioning the dates and duration of practice teaching is sent to the schools.

- Principal and Vice-principal give instruction to all the student teachers regarding the expectations of schools.
- Teacher educators handling special courses help their students in writing lesson plans and prepare a check list for lesson plans and teaching aids. Student teachers are given instructions about the reports they have to prepare for scholastic and non - scholastic activities. Teacher educators observe the student teachers 4 times during practice teaching, and record their visit and give feedback for their improvement.
- At the end of every week Teacher Educator guides student teachers to discuss and share their school experiences with their peer group.

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

106

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**

Nine/All of the above

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

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

Monitoring mechanism is effectively inbuilt in the curriculum transaction process of various programmes. During internship the students are monitored regularly.

- All the practical work assigned for the students during internship is well explained and materials like observation sheets, student evaluation sheets, peer evaluation sheet and Reflective log (student self-analysis tool), are provided. Teacher educators prepare a check list to check the number of lesson plans. Student teachers are asked to submit a proposal for all Action Research, conduct of Achievement test, conducting Diagnostic test, and doing remedial measures and the Scholastic activities and non-Scholastic activities to the teacher educator. After the acceptance of the proposal, students proceed with their plan.
- Teacher educator observes and evaluates the teaching performance of the student teachers 4 times during internship, and gives suggestions for their improvement.
- Every day the student teachers sign the attendance register in the Principal's office of the School. School Principal observes the student teachers, visits the classrooms frequently and checks whether they are properly mentored by the guide teacher.
- The School mentor observes all the classes of the student teacher and evaluates their teaching using Teaching Assessment Scale attached with the lesson plan. Student teachers get an opportunity to be reviewed by the peers in their classroom

teaching and receive feedback. Student teachers regularly evaluate themselves using reflective journal every week and submit it to the teacher educator.

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

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

All of the above

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

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

Five 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**

24

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**

5

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**

277

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

277

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

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

colleagues and with other institutions on policies and regulations

The institution encourages teachers to update themselves professionally. Faculty members are trained in counselling techniques, digital tools, learning and assessment, Outcome based education and Research.

Teachers take initiative to learn and keep abreast with the latest developments. Teachers are trained in the usage of ICT. All the teachers have undergone training to use the most recent educational technology.

Five faculty members have completed Ph.D., two have submitted and nine are pursuing. Three staff members are doing M.Phil. Four staff members have completed MSc in Psychology, one staff member completed M.A. Sociology and three staff have passed the NET Examination.

All the staff members attend either on line or off line conferences and workshops at State, National and International level, webinars, quizzes, competitions and FDP regularly. Two staff members attended MOOC programme organized by Ramanujam University. One staff member attended a Refresher Course.

Research related sharing is done during Study Circle. The staff members present the report of their Action research. They guide research scholars of Ph.D., M.Phil., and M.Ed., programmes.

Staff members write articles related to Education and publish them in Journals and as conference proceedings. They do self-assessment and self-appraisal at the end of every year, identify their weak area and plan for the next year and share their expertise with other institutions by serving as resource persons.

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

St. Christopher's College of Education is an Autonomous institution hence it follows its own pattern of evaluation system. The



institution follows the Continuous Comprehensive Evaluation in which 40% of marks are for internal assessment and 60% for external assessment. A total of three internal tests with a minimum of two long tests and 3 short tests for each course are conducted each semester. It is mandatory for the students to submit two assignments and a project report or an album on current topics. The internal marks are the cumulative value of the three internal tests, two assignments, one MCQ test, model exam semester and marks for attendance. The final internal marks of the core courses, special courses and elective courses are verified by the students.

The continuous comprehensive evaluation helps the students to score good marks in the final semester examination. The student teachers are exposed to the various practical activities. They are monitored and given suggestions based on their performance. The teacher educators observe the classes of student teachers and guide them in doing action research, preparation of test items and conducting tests. The psychology teacher gives instructions regarding case study and paper pencil test.

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

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

Five of the above

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

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

The examination office of the institution has planned the procedures needed for the redressal of student's grievances related to examinations. The students have the right to check their marks at any stage.

They should possess a minimum of 85% of attendance to appear for the semester examination and 95% for Internship. If a student falls short of attendance, the student can compensate for the days with the permission of the Controller of Examination and Principal.

Those who fail can apply for re-evaluation or retotaling within one week of the publication of results.

After final semester, failed students can apply for the supplementary examination. Double Valuation system is being followed for B.Ed. from the academic year 2019 - 2020. The average of both the evaluations is the final score.

Students can have a track of their marks. Those who are not successful in a course in first semester examinations get an opportunity to appear at the end of the third semester and for second semester examinations at the end of the fourth semester. A student who is not successful in any of the course after completing the Programme can appear for the supplementary examination after the fourth semester. This enables them to complete the course on time and get placement immediately.

The students are permitted to approach the Controller of Examinations and get remedy for grievances.

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 academic activities of the college are well planned and all the details of the curricular, co-curricular and extra-curricular activities are marked in the academic calendar.

A minimum of 3 tests are conducted as per the dates given in the Academic Calendar. The time duration for model exam is 3 hours and the maximum mark is 100. Student teachers observe 15 demonstration classes taken by the teacher educators and submit reports. The student teachers observe classes of subject experts and write micro teaching lesson plans to practice various teaching skills. They practice the skills in peer groups and multi-disciplinary groups as per the calendar. In Level I Internship, the student teachers observe the classes of the mentors. In level II they complete all the practicum components.

Debates on latest issues and department wise Assembly Programmes are conducted on subject related topics. Student teachers are trained to organize field visits, educational tour and quiz programmes.

The internal assessment activities which include observation, micro-teaching, demonstration, Peer teaching, SUPW, orientation towards communication skills, social service activities, camp and model exams are mentioned in the academic calendar. All these help the teacher educators to assess the performance of student teachers in the practicum components in a systematic manner.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## 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.

Each programme offered by the College has clearly stated PLOs to be achieved at the end of the Programme. In order to achieve the PLOs, the college has various components in the curriculum namely Theory courses, Practicum Components, Value Added courses and Co-curricular Activities. Each of these has well defined CLO's to be achieved at the end of each course. All CLOs are linked with one or more PLOs. Hence attainment of each CLO contributes towards attainment of PLOs.

The faculty design the activities of the course in alignment with the CLOs to be achieved and monitor the progress of the students through various assessment techniques. The performance of the students indicates the attainment of the corresponding CLO. If a CLO is not achieved, the faculty undertake suitable remedial measures. The CCE system of the college helps the faculty in monitoring the progress of the students according to the stated PLOs and CLOs.

The faculty analyse the attainment of all CLOs and marks of the students. The attainment of all CLOs are mapped with PLOs, checked by the Examination office and necessary modifications are done. This systematic procedure helps the College to check whether the teaching learning strategies followed by the staff are aligned with the stated PLOs and CLOs of the programmes offered by the College.

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

During each semester, the B.Ed and M.Ed programmes have a set of theory courses, Practicum Components, Co-curricular activities and Value-added courses. The faculty prepare plan of work which indicates the academic work carried out every week during the semester. This plan includes CLOs to be achieved, course content, reference materials, teaching method used, Assessment plan to check the attainment of CLOs and Remedial teaching to attain the CLOs.

The attainment of PLOs and CLOs are monitored using the following process:

For each test conducted for internal assessment the faculty members analyse the performance of the students and check the attainment of the corresponding CLOs. Remedial measures will be carried out if the attainment of the CLO is not satisfactory.

At the end of the semester a model examination is conducted, the marks are analysed and the attainment of CLOs is checked. After end semester results, the marks are analysed to check the attainment of CLOs.

If the attainment is not satisfactory, the reasons are analysed and remedial teaching is done by the faculty.

The changes required will be discussed in the IQAC; proposal will be presented in the Board of Studies are finally the proposed changes will be discussed and recommended to the Academic Council.

If the changes are approved by the Academic Council, changes will be implemented.

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

8

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.

A pre-test is given to students at the beginning of the programme, to determine their proficiency in communication. Simple oral tests are conducted using five-point rating scale for assessment.

The students are divided into groups. Those who have scored Excellent and Good are grouped under Group 1 and the others under Group II. Practice in verbal communication is given to Group II. Challenging assignments are given to Group I. At the end of the course the teacher administers a post-test and based on the proficiency in the test the students are selected to do their internship.

For ICT, based on the entry level assessment on technological skills, the students are divided into four groups. The first and the second groups are identified with poor technological skills and the

third and fourth groups with good technological skills. The Group I and Group II students are given drill and practise and challenging tasks to students of Groups III and IV. The performance is assessed and credits are given.

The course "Digital Technology in Pedagogy" provides opportunities to use digital tools. They are grouped into four groups and given hands-on training in digital tools like LMS-GCR, Online Assessment tools, Video Conferencing tools, Video Recording, Editing and Uploading tools. At the end of the course, students are assessed and credits are given.

Teaching Skills are practised in their respective major subjects. They are trained to practice the identified teaching skills.

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://docs.google.com/spreadsheets/d/1wAFXlYmH9uvYQuVQQHqjqceGKwW2nqY2Jt-T6EKtcw/edit?usp=sharing>

## 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

2

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)

2

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>

**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**

All of the above

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>

**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**

All of the above



**try-outs Material and procedural supports**

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	No File Uploaded
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**

2

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

2

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

13

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

260

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

260

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

260

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.

Community service is a part of the curriculum of the B.Ed. programme which was intentionally included with the aim of sensitizing future teachers towards social issues and to make them contribute something good to the society.

#### Service Learning:

Our students give remedial coaching to slow learners in our Model School. Our students learn about slow learners and their needs in Psychology and in their special courses. They apply what they have learnt in helping slow learners in our Model School, Bentinck Higher

Secondary School. This teaches them empathy and understanding.

Our students are meticulously guided and oriented by our faculty to prepare audio lessons on topics related to the school curriculum according to the requirements of the learners and share them with the beneficiaries. In this process more than 150 audio lessons are prepared by our student teachers and effectively used by the children of the Model School. Visually impaired children are also benefited.

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

1

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

1

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

1

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

18

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

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<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 college campus is entirely Wi-Fi enabled. All the Classrooms and the Lecture halls are equipped with ICT facilities. KATHLEEN INSTRUCTIONAL DESIGNING SPACE (KIDS) is a well-structured E-Content Recording Studio. Laboratories are equipped with teaching learning materials and equipment. Technology Lab is furnished with 20 Desktops with LAN and Wi-Fi. BYOD LAB (Bring Your Own Device Lab) is provided with ICT usage facilities that facilitate the students to bring their own devices for their blended learning classrooms. Library renders Open-Access Service functions with fully automated LMS and with LAN and Wi-Fi. Through the subscription of N-LIST, E-Resource service has been rendered. The E-Resource Access Unit is equipped with 18 Desktop Computers. Fine Arts and Performing Arts Centre is spacious and has instruments and other essential equipments. College has multiple sports facilities. The sports field has Play courts, field for track and field events and space for all minor games. There are three Badminton courts and facilities for table tennis, carrom, and chess at the Indoor Stadium. The Nora Fitness Centre is equipped with multi-station Gym equipment. The College has a full-backup power supply, and resourced with all the facilities for better teaching and learning process.

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**

29

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="http://scced.edu.in/ict.html">http://scced.edu.in/ict.html</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)

**23,89,498.00**

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.

##### **INTEGRATED LIBRARY MANAGEMENT SYSTEM (ILMS)**

The College Library uses an advanced Integrated Library Automation Management Software since 2010, (AUTOLIB SOFTWARE SOLUTIONS). This is a fully integrated, user-friendly and multi-user software that supports many services in library management through the following modules;

1. Database Management - Cataloguing to create, update/edit, and maintain the databases.
2. Search (Online Public Access Catalogue) to search all the databases using important fields.
3. Circulation Management - Transaction to do all types of counter transactions and to generate all types of statistics/reports.
4. System Administration to do all types of library management

activities. Bulk entry of newly purchased books and new users can be imported using the available templates.

5. Question Bank module helps to maintain question banks. Question papers of previous years are made available under this module online.
6. Online Stock Verification module allows for online stock verification of library resources. The stock verification has been done using barcode scan technology.
7. Student Gate Entry Register module helps to monitor the usage of Library resources by students, faculty, and others.
8. E-Resources Linking module allows linking various e-resources on the web.

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="http://scced.edu.in/library.html">http://scced.edu.in/library.html</a>
Any other relevant information	<a href="#">View File</a>

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

The institution has a Web-based library service integrating the college library ILMS with the college website.

The library has an E-Resource access unit with 18 Desktop computers that caters to the needs of students in accessing the internet. It is integrated with Library Management Software through which students are able to access the digital collection of the college library which includes Question Bank, Theses Abstracts, Research Tools, Competitive Exams Materials etc.

The library also provides major E-Resource services through the subscription of N-LIST. Through N-LIST Consortium all the stakeholders access e-Journals full text from 10 publishers and e-Books from 12 publishers and 4 databases.

Faculty and students are provided with username and password to access the subscribed E-Resources remotely.



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

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

All of the above

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

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

1,34,359.00

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**

103

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="http://scced.edu.in/pdf/Library%20Usage%20Report.pdf">http://scced.edu.in/pdf/Library%20Usage%20Report.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

All 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

The college upgrades the ICT facilities from time to time.

Internet-connected systems and LCD projectors are made available in all the Classrooms, Lecture halls, Multipurpose Hall, Technology Lab, BYOD Lab, E-resource Access room of the library, Conference room, and IQAC room. Well-equipped Technology Lab and E-Resource units are exclusively meant for the students' use. The E-Resource

access unit and the technology lab are equipped with 18 and 20 desktop computers respectively with Wi-Fi facility.

The institution has a well-equipped hi-tech recording studio - KIDS - for E-Content development. All the video materials prepared in this studio are made available for the students through the institution's Learning Management System.

The ICT facilities with internet including Campus Wi-Fi have been rendered in the college for the staff and students. The entire campus is provided with an internet facility through ACT and Cherrinet service providers in different access points. The internet speed of the service provider is CHNGIGA 1 Gbps and G-force 1 Gbps. This upgradation was done on 26th August 2021. This provides internet facilities to all the staff and students for their teaching and learning process. This service enables the college to use a blended approach.

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

**3:1**

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

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

**A. ?1GBPS**

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

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

Five or more of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="http://scced.edu.in/ict.html">http://scced.edu.in/ict.html</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="http://scced.edu.in/e-content.html">http://scced.edu.in/e-content.html</a>
Any other relevant information	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus and Infrastructure

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

35,32,586.00

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

### Campus

The college is Plastic free and paper-free campus. Campus cleaning and maintaining the available green cover is a part of education and training. Even though support staff are there, students play a major role in maintaining the campus environment friendly.

### Classrooms and Laboratory

Stock registers are maintained for the checking of infrastructure. The requirements identified are met and put to effective use. Computer units are facilitated with air conditioners and fully under power back up with UPS or inverter facilities.

### Library

To keep a proper track of maintenance of the library books, every year the physical stock verification process is being conducted. The Library has AMC with ILMS. The sensible precautions are being taken to reduce and control insects.

### Annual Maintenance Contracts

The college has Annual Maintenance Contracts with technical service providers in order to maintain Computers and its accessories, Printers, UPS and inverters, Generator, CCTV, Biometric devices, RO Plant and Solar Lamps and Panels.

### UTILISATION

All the students are made aware of all the facilities of the college

and encouraged to utilise them. Time is allotted in the timetable for the utilisation of library, indoor sports facilities, gym and counselling services in order to ensure the optimum utilisation of all the resources of the college by the students.

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

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

All of the above

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

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid**

Nine or more of the above

<b>Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</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>A. All 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>
<b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</b>	<b>Five or more of the above</b>

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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>63</b>	<b>46</b>

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

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

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

**46**



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

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

2

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

### 5.3 - Student Participation and Activities

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

Our institution has well-organized and democratically elected student council. The office bearers are the President, Vice President, Monitress, General Secretary, Games Secretary, Day Student Representative and Department Representatives.

- Student Council It is headed by the Vice Principal who convenes the council meeting.
- The minutes of the meetings are recorded along with the signatures of the members present.

The Student Committees are guided by the Staff advisors and the Principal of the College. Student Council participate in various meetings conducted by Grievance Redressal Cell, Disciplinary Committee, Anti-Ragging Committee, Women's Protection Cell, Eco Club and Counselling Cell to receive regular information on the plans and

activities.

Grievance Redressal Cell resolves the issues raised by students.

The Disciplinary committee monitors student's discipline and punctuality.

The Anti-ragging committee is keen in maintaining the campus as ragging free zone.

The Internal complaints committee is active in creating awareness on women harassment issues

The Brockway wellness centre comprises of trained faculty members to ensure and enhance the awareness on mental health.

The Eco club takes up activities like tree planting and green auditing.

Therefore, the college firmly holds on its integrity, of always being available to the students and driving forward all its affairs in transparency.

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

10

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

St. Christopher's College of Education has an integral continuation of its relationship of the

students with its Alma Mater. The Alumnae are invited on all formal functions of the College such as College Day, Alumnae Day, Sports day, and Christmas celebration.

The Alumnae members are part of the Board of Studies, Academic Council and IQAC who share their valid resources on various aspects with the college. The Alumnae members provide training and mentoring to our freshers.

Every second Saturday of March is fixed as Alumnae Day. The Alumnae members join in for a formal service in the place of worship followed by a formal meeting with the outgoing batch of students who are enrolled as alumnae members.

The alumnae members conduct a sale on specific days in order to contribute their mite in providing for the needy students' scholarship. The association meetings are attended by the members regularly. The Association is non-registered but functional till date.

The Alumnae Association has International, National and Local Chapters such as Gulf, Coimbatore, Chennai and Down South Cluster namely Tirunelveli, Tuticorin and Nagercoil.

The Alumnae meetings are conducted periodically online and offline.

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

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

All 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**

2

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

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students

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

The Alumnae Association acts as an effective support system to the Institution.

**Academic Support**

The Alumnae Association sponsors the gold medal and silver medals for the first rank holder of each department respectively. The Alumnae Association members has been instrumental in providing individual financial support through scholarships.

**Mentoring Support**

As part of the B.Ed. orientation programme Alumnae mentoring is done on a regular basis. The Alumnae members are called as Guest speakers to address our students.

**Institutional Services**

The college utilizes the intellectual inputs of the alumnae who work in academic and professional fields to enrich and enhance the quality of curriculum.

**Networking Support**

Students are accommodated in nearby practising schools during internships where many of our alumnae serve as Heads of Institutions and Academic Faculty. They serve as mentors for the students and provide them the necessary support during their internship.

Thus, Alumnae Association acts as an effective support system in motivating and providing energy required for the students to complete the B. Ed programme wholeheartedly.

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 College was established by Miss. Kathleen Nora Brockway in 1923, as the founder had the vision to serve the community by empowering women through Teacher Education. The College has been producing women teachers, who can cater to the changing needs of the academic institutions at different levels.

The Association of St. Christopher's College of Education is an independent Christian Minority Association governed by the Honorary Board of Directors. It appoints the Principal of the college as the Secretary and a Teaching faculty as the Bursar of the Association to involve women in administration and decision-making. It constitutes different committees to ensure participative management at all levels.

The Principal governs all functions of the college and the activities are being planned and executed in consultation with teaching and non-teaching staff. To ensure transparency in decision making, all teaching staff are made as the members of the IQAC. The Students Council and Committees play major role in decision-making.

The vision of the college is highlighted on every Orientation Day. The Community Services of the college are aimed at empowering women. The college plans to produce women teachers, who can reach global learners through ICT integrated learning and OER

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

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

words

The College governs its functions by constituting different committees and delegating powers to them. The committees are constituted to carry out functions such as Admission, Academic Calendar preparation, Time Table preparation, Research Journal Publication, Mentoring School Internship, Website maintenance, organization of Morning Prayer, Assembly and Quiz programmes, Community Services, Cultural Events, Advisory Sessions, and conducting other Certificate Courses.

The Student Council, Anti-ragging Committee, Eco Club, Grievance Redressal Committee, Library Committee, Disciplinary Committee, and Women Protection Cell engage students in diverse functions to demonstrate leadership qualities.

The Principal heads the Planning and Evaluation meeting, Board of Studies and Academic Council meetings. The Controller of Examinations and staff ensure the fair conduct of examinations and publication of results.

The developmental planning meetings of IQAC are convened at two levels. All teaching staff represent their views in the first level meetings and the second level meetings are held with stakeholders.

The Executive Board constitutes Appointment Committee to govern recruitment process, Accounts Review Committee, Working Committee, Finance Committee, Governing Body and the Executive Board reviews the budget and financial proposals and provide guidance in finance management. The Building Committee provides technical assistance in renovation and maintenance of Buildings and premises.

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 Management appoints the Principal and a teaching staff to be Secretary and Bursar of the Association respectively to involve women in administration.

- Financial matters are discussed in the multiple committees at different levels with academicians and experts to ensure transparency at all levels. Accounts are maintained using software as digital form simplifies financial decisions.
- The statutory Auditor audits all accounts and reports are submitted to statutory bodies as per the requirements of the government. The annual returns of the Association are filed every year.
- The IQAC reviews the functions of committees and recommends changes to Board of Studies and the later recommends it to Academic Council after discussion. The suggestions of Academic and Administrative audit are informed to staff every year.
- The availability of books in the library can be viewed by all users through software. Bio-metric devices track the attendance of staff and students and CCTV cameras have been installed to ensure safety of the premises.
- As the college falls under grant-in-aid category, fifty percent seats (B. Ed) are filled by the college and the remaining seats are filled by the state government through single-window counseling. Recruitment policies and the service rules of the management are followed by 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

### Women Empowerment through Holistic Teacher Education

The college offers the B. Ed M. Ed, M. Phil and Ph.D. programmes programme to produce women teachers who can address the diverse needs of academic institutions.

All the teaching posts and more than fifty percent of the non-teaching posts are filled with suitable female candidates to reach our goal of empowering women through education and employment. The Management appoints Principal as the Secretary and a teaching staff



as the Bursar of the Association to involve women teacher educators in the administration of the college.

#### Technological and Pedagogical Content Knowledge

The college continues to organize Capacity Building programmes to upgrade the skills of Teacher educators. A video-recording studio (KIDS) has been set up to produce video lectures and e-content materials.

- The college reimburses the travel expense and registration fee of Teacher educators who participate in conferences, and similar programmes.
- The financial assistance of United Board has been availed for three staff to pursue online short-course on Higher Education from Harvard University.
- Trainings are organized for the young staff to train them in Pedagogical Content Knowledge and Teaching skills.
- Trainings are organized for in-service teachers in software applications used for teaching-learning and assessment.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="http://scced.edu.in/pdf/Strategic%20Plan%20&amp;%20Deployment.pdf">http://scced.edu.in/pdf/Strategic%20Plan%20&amp;%20Deployment.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 Association of St. Christopher's College of Education, ensures that all the functions of the College contribute towards the attainment of the vision of the institution, to serve the community by empowering women through Teacher Education. The Management governs the college by constituting various committees as per the norms of government and the statutory academic institutions to plan and execute academic and administrative functions of the College.

#### Committees in administration

- The Finance Committee, Governing Body and the Executive Board scrutinize and approve the Budget and other proposals related

to finance.

- The Accounts Review Committee, Building Committee and Working Committee scrutinize the proposals related to maintenance and improvement of infrastructure facilities and provides technical assistance.
- The Governing Body acknowledges the academic activities and approves the finance related activities.
- The Board of Studies verifies the initiatives of Internal Quality Assurance Cell and suggests quality assurance indicators in designing course content, evaluation and feedback and recommends them to Academic Council.
- The Academic Council scrutinizes the proposals of the Board of Studies and approves them for implementation.
- The Executive Board takes care of the staff matters such as appointment, service rules, staff welfare schemes.

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

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

All of the above

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

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

100 - 200 words.

All the important decisions taken in the college are collective decisions involving all the stakeholders. All committees, IQAC, Board of Studies and Academic Council have representatives of stakeholders as members.

#### Internal Quality Assurance Cell

Recognizing significance of Networks and Data transfer the IQAC has been organizing Faculty Development Programmes for teaching staff to upgrade their ICT skills in using recently developed educational software to reach learners anytime and anywhere.

#### In-house Meetings of IQAC

An action plan was evolved in the in-house meetings to offer a new course titled Digital Technology in Pedagogy to integrate the ICT skills of student teachers to enhance flexibility in learning process.

#### Multi-level Discussion

The proposal was reviewed in the Internal Quality Assurance Cell meeting and in the Board of Studies meeting with external members. The experts suggested framing the syllabus and the same was reviewed by the experts and modified. The units related to ICT integrated teaching in the course titled Pedagogy and Language Skills were also modified.

#### Academic Council

The Academic Council reviewed the recommendations of the Board of Studies to offer a new course on Digital Technology in Pedagogy and approved it for implementation.

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

St. Christopher's College of Education follows different welfare measures for staff from time to time to provide conducive work atmosphere.

- ESI and EPF, the statutory welfare measures are being implemented for the management-paid staff as per the norms of the government.
- A Gratuity scheme has been created for all the management-paid staff, to provide a gratuity amount on completion of their service while staff in grant-in-aid posts receive the same from the government.
- The staff welfare fund is created and gradually enhanced every year to provide interest-free loans, emergency loan and Festival advance to management-paid staff.
- The teaching faculty availed fee concessions to pursue their M. Phil or Ph. D programme till 2019. At present, hundred percent fee exemption is given to teaching faculty who pursue M. Phil and Ph. D in our college. Two increments in salary will be given to management-paid staff who complete Ph. D programme.
- Fee concession is provided to the children of all staff who undergo any teacher education programme in our college.
- Fee concession is provided to the children of staff who study in the schools run by the parent institution.

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

12

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	No File Uploaded
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.**

8

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**

20

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.

#### Teaching Staff

The College monitors the performance of both teaching and non-teaching staff through the following measures.

- Career Advancement Scheme of the government is being followed to assess the performance of Teaching staff in grant-in-aid posts
- The students provide feedback on Course teachers and course content at the end of each semester and the copy of the consolidated feedback is shared with the course teachers to reflect on their academic practices.
- The report of the academic and administrative audit team on administrative and academic practices of various departments are shared with staff.
- The teaching faculty are asked to assess their performance using the self-appraisal tool at the end of each academic year.
- The Tea-with advisory sessions are organised every month to get informal feedback from students on academic and other activities.

#### Non-teaching Staff

- The performance of the non-teaching staff is monitored by the Principal and the Bursar of the college. The oral feedback from staff and students are considered to assess the performance of non-teaching staff.
- The performance appraisal tool developed for non-teaching staff is used to evaluate their performance.
- The higher-level vacancies in the non-teaching category are filled on merit basis.

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 Association of St. Christopher's College of Education appoints the statutory auditor as per the norms of Government to audit the books of accounts. The statutory auditor audits all accounts and files the returns of the Association at the every year.
- As the college comes under Grant-in-aid category, the salary grant is received from the government for the staff who have been appointed in government grant-in-aid posts. The Regional Joint Director, (Chennai) verifies and approves the salary grant and other related financial claims of the college for the staff appointed in grant-in-aid posts. All salary and related claims are pre-audited before release of the salary grant. The Regional Joint Director office audits the books of accounts and documents related to the government grant regularly.
- All salary grant claims are updated in Integrated Financial and Human Resource Management System of the state government.
- The audited annual Financial Statements on the consolidated accounts are submitted to the Regional Joint Director Office.
- The Auditor General Office audits the accounts of salary and other grants received from the government as per the schedule prepared by them.

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)

15.137

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.

#### Mobilization of Funds

- As the college falls under grant-in-aid category, the salary grant for teaching and non-teaching staff who have been appointed in government-aided posts is being received from the government.
- The college claims scholarships from the government for the eligible students who belong to Backward Community (BC), Most Backward Community (MBC), Scheduled Caste (SC) and Scheduled Tribe (ST) categories and the same are credited in students' accounts.
- The fee collected from the students is another source of funds for the college.
- The Alumnae and other well-wishers contribute funds and



institute scholarships.

#### Utilisation of Funds

- The Finance Committee, the Governing Body and the Executive Board of the Management verify and approve the financial proposals and review the audited reports every year.
- The budget for various academic and non-academic activities are earlier analysed by the Accounts Review Committee and Working Committee of the Management also reviews the financial proposals to provide guidance and to ensure multi-level scrutiny.
- The capital expenditures are incurred in consultation with the Building Committee members and with the approval of the Finance Committee and Executive Board of the parent institution.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell plans quality assurance initiatives by convening meetings at two different levels.

- The Internal Quality Assurance Cell meets regularly to reflect on existing quality measures and to generate ideas that will enable the institution to sustain and improve the quality of teacher education.
- The IQAC plays a crucial role in improving curriculum transaction. The feedback provided by the stakeholders on the academic performance of student teachers during internship is analysed to make improvements in curriculum.
- It was suggested to organise a workshop on validating the question bank to make the evaluation more effective.
- Recognising the significance of quality of the teachers in providing appropriate learning experiences for students, the IQAC recommends organising Faculty Development programmes for

staff.

- ICT integrated teaching was one of the initiatives of IQAC to equip teacher educators and student teachers with ICT skills.
- It initiates workshops and awareness programmes for student teachers to attain holistic teacher education.
- In-service training programmes are conducted regularly for School teachers and faculty of colleges and universities.

The college extends its consultancy services to other academic institutions.

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.

#### Role of IQAC in reviewing teaching-learning

- The Initiatives of the Internal Quality Assurance Cell are focussed on sustaining and enhancing quality measures in teaching-learning. The IQAC operates at two different levels to achieve this goal.
- The first level, in-house meetings with all teaching staff are held to discuss and evolve plans to enhance quality in the teaching-learning process based on oral feedback obtained from students.
- The second level meetings with stakeholders such as Heads of schools, Academicians, Alumnae, Student and Staff representatives are held to discuss the changing needs and competencies to be developed in prospective teachers.
- The feedback from the students has been obtained at the end of the semester to monitor the academic support system of the college.
- The IQAC gets feedback from mentor teachers regarding internship in schools.
- Teacher educators visit all internship schools to observe and evaluate student teachers' teaching sessions.

- On completion of internship in schools, feedback is collected from the Heads of internship schools and prospective employers to measure the intended learning outcome of student teachers in terms of their teaching competency.

The academic audit is conducted every year to review the academic practices of the college.

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**

8

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

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://scced.edu.in/igac%20Minutes.html">http://scced.edu.in/igac%20Minutes.html</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://scced.edu.in/igac.html">http://scced.edu.in/igac.html</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

### 1) ICT Infrastructure Development

#### ?Wifi

- The Wi-Fi network has been upgraded to 2 GBps i.e 2048 MBps which brings several benefits to the institution and its users.

#### ?Firewall & Antivirus

- The entire computer systems in the college have been secured with licensed antivirus.

#### ?Hardware

- The upgrade required modifications to the ICT infrastructure which included addition of Computers in advanced versions, Interactive touch panel for the technology lab and LED Display Panel apart from two new generation computers.

**2)E-Content Development Facility-KIDS (Kathleen Instructional Designing Space):**

- In an effort to provide high-quality education and support modern teaching methods, the institution has invested in the development of E-Content.
- The E-Content development facility is equipped with high-performance computers, specialized software, and multimedia production equipment. It is staffed by a team of trained faculty who are responsible for the development of E-Content and its delivery to students.
- The facility available in the studio has also been shared with the college faculty and students for academic purposes like recording e-content, editing videos, Audio recording etc.
- The E-content developed by the faculty and students are being uploaded in the college official YouTube and linked in the institution's website. The E-Content links have been shared through GCR using which students can access digital educational materials created by the faculty and their peers.
- The institution ensures that the students receive the best possible education by providing opportunities to students with access to digital resources and modern teaching methods.

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.

Energy effectiveness is no longer a thought however demand. The buildings of the college are eco- friendly. The rooms are with higher ceilings and include spacious rooms with huge windows that bring in natural light and fresh air into the classrooms. The student-leaders and staff in charge check whether the fans and lights are turned off once the students leave the rooms after use. Power generated from solar panels helps to use clean and economical energy and cut our electricity bills. Solar lights installed illuminate the campus during night time. We use LED and CFL bulbs

that optimize our energy saving. Star rated ISO certified air-conditioners and different electrical appliances are used for safe and fewer energy utilization. The AMC for computers and xerox machines helps us to get periodical service of electrical equipments that successively reduces a lot of consumption of energy. Electrical and electronic equipment are maintained properly. The electrical bills are constantly monitored and causes for increase in the usage are analysed and corrected. Replacement of electrical and electronic gadgets that consume huge energy is done periodically.

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

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

Our college is committed to minimizing waste production by employing Reduction, Re-use, Recycling and Recovery techniques. The college takes all necessary measures to ensure that the campus is free of plastic objects and other polluting waste. The two types of solid waste biodegradable and non-biodegradable, are collected by Greater Chennai Corporation, and dry leaves falling from trees are used to make green manure. Dustbins are kept everywhere are emptied every day. All are strictly forbidden to dump waste anywhere in the campus. Separation of garbage is done in the strategic locations to keep the campus clean and green. Other solid wastes such as broken tables, chairs and other items are repaired and restored for use. The obsolete and unusable items are disposed to vendors. The college continues its partnering with the organisation called WOW (well-being out of waste) a national recycling initiative for recycling. Waste papers, are collected and contributed for the recycling project. The wastewater from RO water plants wash basins and bath rooms are diverted to the trees and plants which make our campus green and beautiful. Electronic waste like computers, projectors and printers are disposed through buyback policy.

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>Three of the above</b>										
<table border="1"> <thead> <tr> <th data-bbox="86 365 541 421">File Description</th> <th data-bbox="549 365 1471 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 432 541 521">Documentary evidence in support of each selected response</td> <td data-bbox="549 432 1471 521"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 533 541 589">Geo-tagged photographs</td> <td data-bbox="549 533 1471 589"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 600 541 734">Income Expenditure statement highlighting the specific components</td> <td data-bbox="549 600 1471 734"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 745 541 790">Any other relevant information</td> <td data-bbox="549 745 1471 790"><a href="#">View File</a></td> </tr> </tbody> </table>	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>	
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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>All of the above</b>										
<table border="1"> <thead> <tr> <th data-bbox="86 1070 541 1126">File Description</th> <th data-bbox="549 1070 1471 1126">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1137 541 1272">Income Expenditure statement highlighting the specific components</td> <td data-bbox="549 1137 1471 1272"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1283 541 1373">Documentary evidence in support of the claim</td> <td data-bbox="549 1283 1471 1373"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1384 541 1440">Geo-tagged photographs</td> <td data-bbox="549 1384 1471 1440"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1451 541 1496">Any other relevant information</td> <td data-bbox="549 1451 1471 1496"><a href="#">View File</a></td> </tr> </tbody> </table>	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>	
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Any other relevant information	<a href="#">View File</a>										
<p>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</p>											
<p>The institution is a firm believer in the adage, "Clean and pollution free campus." In the classrooms and lecture halls, tables and chairs are neatly arranged. The Youth Red Cross and Eco club clean the campus on a regular basis. Eco-friendly trash cans are strategically placed throughout the campus to prevent garbage from spreading. Toilets are cleaned and disinfected twice a day with cleaning and disinfectant products. Separate bins have been set up inside the students and female staff toilets to dispose off the used</p>											

sanitary pads. Quotes such as "Do not litter, save water - Say no to plastics, No honking, Use the bins not the roads,"etc., are displayed throughout the campus. Our college campus has a green cover of approximately 65%. Paperless communications are encouraged among staff and among admin staff. To reduce the use of paper, applications, fees, and feedback are all collected online. Environmental studies is included as a core course in the first year to help students become acquainted with their surroundings and strengthen their bonds with them. A green audit is done to monitor the usage of water, improve waste management methods and to nurture and protect an environmentally friendly environment.

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

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

All of the above

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

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

**0.398**



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

The College provides high-quality academic and enrichment opportunities for student-teachers to broaden their experience with the local environment, as well as local knowledge and resources. By combining local resources such as Indian Red cross Society, Chennai and Government Hospitals Chennai, opportunities for student teachers were effectively maximised. Pukwar Manickar from Indian Red Cross Society Kanchipuram District conducted first-aid course for our students, ensuring their health, safety, and quality of life. In the event of an emergency in their schools, they would be able to provide first-aid to their students as teachers. Various awareness campaigns were organised with the assistance of NGOs and hospitals. Researchers from various institutions come to our well-built, fully automated, Wifi-enabled library for reference and research purposes. As a result, the institution serves as a community resource centre. Along with TNTEU, the institution has taken the initiative to involve student teachers in the AIDS Awareness film. A short film has been made available to the public. As a result of these activities, the institution's system is strengthened, students learn through hands-on activities and teamwork, and they achieve success in their careers.

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**

**A. All of the above**

**the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

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

## 7.2 - Best Practices

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

### WORKING TOGETHER FOR THE WELFARE AND EMPOWERMENT OF INSTITUTIONS

#### Objectives:

- To share information through seminars and exchange programmes
- To enhance teaching- learning activities

#### Context:

The advancement in Technology enabled us to connect far and near and sign MOUs with state and national educational institutions and global companies.

#### Practice:

All the MOUs are active and help us to facilitate each other collaboratively and cooperatively.

Evidence of Success:

- Exchange of expertise enabled mutual benefit and growth of Institutions
- Enhanced better understanding between institutions.

Problems Encountered and Resources Required:

Need to organize more programmes to benefit each other.

#### SECURITY FEATURES AND AUTHENTICITY IN THE MARKSHEET

Objectives:

- To eliminate duplicity of Mark sheets
- To enable easy verification

The Context:

In an age of high media activism, possibility of counterfeiting and forgery of Mark sheets poses a threat in legitimacy. Secure features of Mark sheets are as important as providing quality education.

The Practice:

The college has introduced ten security features embedded in mark sheets to prevent forgery. The security features ensure uniformity and transparency.

Evidence of Success:

- Useful for verification
- Curbs duplication

Problems Encountered and Resources Required:

It was a bit expensive but worth it.

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

**Testimonial - The mirror of the student- teacher !**

St. Christopher's College of Education believes that the main objective of education is 'Service to mankind through the development of the whole individual'. Also the college is certain that a teacher maintains a constructive and cordial relation, cooperating with his associates. The institution brings about this standard in the students through enriched academics and co curricular activities. They enhance the students to improve the status of the profession. Also they help them to be aware of the values of professional organisation and encourage to work for their realization. As these play a huge role in shaping students' personality, training is provided with much care and assessment is done systematically. At the end of the second year of the programme the student teachers are issued a "TESTIMONIAL" that records the detailed description of the student teacher as a person, student and teacher which is a collective observation and assessment of the staff throughout the B.Ed. programme. It also consists of the comprehensive summary of

- the courses they completed and all
- the practicum components done during the programme
- their attendance during all the semester
- other courses completed during the programme

This enables them to get placement in standard schools and also as an old proverb says "it is good to know thyself" it provides them to see themselves on the mirror called testimonial.

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>