



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		<b>MOTHER TERESA COLLEGE OF EDUCATION</b>
• Name of the Head of the institution		<b>Dr .N. ALLIMUTHU</b>
• Designation		<b>PRINCIPAL CUM PROFESSOR</b>
• Does the institution function from its own campus?		<b>Yes</b>
• Alternate phone No.		<b>04339272151</b>
• Mobile No:		<b>9942904531</b>
• Registered e-mail ID (Principal)		<b>mtce2011@gmail.com</b>
• Alternate Email ID		<b>mtce2005@gmail.com</b>
• Address		<b>METTUSALAI, ILLUPPUR POST, PUDUKKOTTAI-DT</b>
• City/Town		<b>ILLUPPUR</b>
• State/UT		<b>TAMILNADU</b>
• Pin Code		<b>622102</b>
<b>2.Institutional status</b>		
• Teacher Education/ Special Education/Physical Education:		<b>Teacher Education</b>
• Type of Institution		<b>Co-education</b>

• Location	<b>Rural</b>				
• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>TAMILNADU TEACHERS EDUCATION UNIVERSITY</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr . S . SURESH</b>				
• Phone No.	<b>04339272151</b>				
• Alternate phone No.(IQAC)	<b>04339272151</b>				
• Mobile (IQAC)	<b>9942904531</b>				
• IQAC e-mail address	<b>mtce2011@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>mtce2005@gmail.com</b>				
<b>3.Website address</b>	<a href="http://www.motherteresacoedu.org">www.motherteresacoedu.org</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.motherteresacoedu.org">www.motherteresacoedu.org</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.motherteresacoedu.org/scripts/Calender.aspx">http://www.motherteresacoedu.org/scripts/Calender.aspx</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.67</b>	<b>2012</b>	<b>05/01/2013</b>	<b>04/01/2018</b>
<b>6.Date of Establishment of IQAC</b>			<b>05/06/2009</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>Nil</b>	<b>0</b>	

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>
<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>3</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>	
Regular meetings of Internal Quality Assurance Cell (IQAC)	
Successful Organization online programmes in various areas in the field of education such as Activity based learning "	
Successful Organization online programmes in various areas "	
Successful Organization Mathematical functions"	
Orientation of faculty members/administrative staff regarding Revised Accreditation Framework of NAAC Conducted by IQAC Coordinator and Criteria Heads	
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>	

Plan of Action	Achievements/Outcomes
To arrange TET, TRB and TNPSC coaching classes for students online	online classes TET, TRB and TNPSC coaching classes conducted to our B.Ed & M.Ed students
Website update to be followed as per the schedule.	Website updated to all the activities.
All the Faculty members and students have to attend online various FDPs, Workshops, in reputed Colleges	All the Faculty members and students to attended online various Workshops, seminars in reputed Colleges
All the faculty members are informed to publish their papers in e-journals .	All the faculty members are informed to publish their papers in e-journals.
To conduct covid 19 awareness program	College conducted covid 19 Awareness program
Online examinations practices made by students teachers	college conducted Online examinations practices made by students teachers

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

No

- Name of the statutory body

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

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

Year	Date of Submission
2020-2021	28/04/2022

**15. Multidisciplinary / interdisciplinary**

Multidisciplinary is defined as viewing the same object from the viewpoint of different disciplines.

To further understand these concepts let us take the example of a common substance we are all aware of, and understand the

interdisciplinary and multidisciplinary approaches towards studying it. The substance we shall talk about is water.

*How would we understand water from different perspectives?*

If you were to ask a person from the discipline of chemistry how they view water, their explanation would probably be on the lines of water containing 2 molecules of Hydrogen and 1 molecule of Oxygen; or that the pH of water is neutral.

If the same question was posed to a physicist, they would probably explain the theory of refraction associated with water, the concept of resonance, surface tension etc.

If the same question was posed to a biologist, the first thing that would probably be explained is how 70% of the human body is made up of water, and how it is an essential part of survival itself.

If the same question was posed to a musician, they would probably explain the sounds associated with water, such as the soothing gurgle of a stream or the loud angry gushing sounds of a waterfall that could be converted to appreciable tones.

If the same question was posed to an artist, they would describe the form they see, of it having ripples, being fluid in nature, transparent etc.

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

Nil

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

##### **Learning Activities/ Classroom Games for Students**

In the following paragraphs, you will find 25 school activity ideas. These activities include thinking, speaking, performing, playing games, etc.

Split the class into two to three groups with equal participants focused on a single topic. Each group has to share their ideas and thoughts on the same topic.

Benefits - In class discussions, there are interaction and collaboration among the students. Here students are learning from each other inputs.

You can ask students to find a new partner and share experiences of old partnership with the new partner. Same thing students continue with the other new partner.

Benefits - It improves communication skills, interaction and knowledge sharing. Students are always excited to participate in this activity. You can split the class into two groups and ask one of the students to pick up a word and draw a picture describing it. The opposite group is supposed to guess the word, and if they correctly guess the word gets to draw next.

Benefits - This helps students in improving concentration, focus and communication skills.

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

In the era of E-publishing and E-learning, numerous universities and cultural organizations around the world have launched initiatives to develop tools for multilingual learning and web publishing and have given preference to local content. India has different languages and different culture. Most of the knowledge and information related to people, culture, science and philosophy of India is available in Indian languages, which will be useful for learning and developing knowledge base. In India E-learning systems and online courses are already started, but as a multi lingual country, which gives importance to education through regional languages, there should be facilities for multi lingual E-learning. This paper covers the issues of Indian language knowledge base/content base, its requirement, and its implication in e learning. An Integrated multi lingual E-learning system for India is proposed in this paper, where importance given to multi lingual course content creation.

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

NIL

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

NIL

## **Extended Profile**

### **2.Student**

2.1

224

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	250
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	0
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	93
File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	63
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	112
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4. Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	300000



4.2	40
Total number of computers on campus for academic purposes	
<b>5. Teacher</b>	
5.1	22
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	4
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The institution offers education programmes at graduate and post graduate levels (B.Ed &amp; M.Ed). The college was granted self finance status in the year 2005 by UGC. From 2008-09 onwards the institution has been followed TNTEU University syllabus.</p> <p>The Curriculum is based on the followings</p> <ul style="list-style-type: none"> <li>• Rendering selfless service to the community. The institution strives to achieve its Mission by grooming -</li> <li>• Intellectually well developed</li> <li>• Socially concerned</li> <li>• Morally upright and</li> <li>• Spiritually oriented teacher-citizens of India.</li> <li>• Objectives addressed by the Institution are as follows:</li> <li>• To prepare professional and empowered women teachers for local, national and global needs</li> </ul>	



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

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

**B. Any 5 of the above**

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

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and**

**B. Any 3 of the Above**

**students through Website of the Institution  
Prospectus Student induction programme  
Orientation programme for teachers**

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://www.mogetherteresacoedu.org">www.mogetherteresacoedu.org</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

12

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	No File Uploaded
Any other relevant information	<a href="#">NIL</a>

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

2

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

2

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**

50

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

50

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**

Two 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

112

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

112

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.

- **Fundamental or coherent understanding of the field of teacher**

education.

Teachers need a variety of skills, education and training to become proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to ones chosen specialization.

1. Enjoy communicating your understanding to others.
2. Have confidence: You will need the confidence to look calm and professional even when tired and stressed.
3. Have great organizational skills
4. Work effectively in groups
5. Be able to deal with conflict
6. Motivate your students to do their best
7. Empathies with your Students

Give feedback Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills.

Emotional intelligence is the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicates effectively, empathize with others, overcome challenges and thwart conflict. According to Daniel Goleman , an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:

- Self-awareness.
- Self-regulation.
- Motivation.
- Empathy.
- Social skills.

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

Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you're not doing your job. Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn't just improve social skills; it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

7 ways to encourage a culture of diversity in your school

1. Examine your teaching materials
2. Get to know your students
3. Be willing to address inequality
4. Connect with parents and community
5. Meet diverse learning needs
6. Hire diversely
7. Support professional development opportunities

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

Mother Teresa College of Education follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The College follows student-centered approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project based learning, discovery learning, etc. It seeks to promote.

- Collaborative group learning, both inside and outside the classroom;
- Individual student research and discovery;
- Research and discovery by students and faculty together:
- When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them.

This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy).



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

#### 1.4 - Feedback System

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

Three of the above

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

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

Feedback collected, analyzed and action taken

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

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

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

112

##### 2.1.1.1 - Number of students enrolled during the year

112

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

112

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

112

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

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

0

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

1

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.

### Response:

The college distinguishes the moderate students and progressed students at the time of admission. Our college admission committee members investigate the talent level on the behalf of previous education accordingly and classified them into moderate students and the high level learners. The high level learners students are urged to join different scholastic clubs and gatherings for Youth Festivals exercises.

### System adopted for moderate students:

Moderate students are identified on the behalf of Graduation percentage through exams that are exceptionally detailed by their needs.. Students are given assignments on the achievement basis so that they can start exploring and creating.

### progressed students:

Progressed students are also identified by the marks obtained in college and university examinations. They are motivated to join skilled programmes and are guided in a legitimate way to seek after different Choice. Students are urged to attend college clubs and ceremonies that are associated with youth festivities and inter-college competitions such as deliberations, proclamations, exams, writing articles, collage-production, and so on. The bright students are further given some mini projects and surveys to enhance their research skills. They are given additional lab work and additional

**scholastic tasks to use their abilities and clean them.**

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

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

**Four/Three of the above**

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

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

**Three 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

50:1

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

5

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.

#### Experimental learning:

Our college is giving all students the occasion to assume a job as a teacher and have insight of educating in the class room. We are additionally promising students to coordinate projects at departmental level.

#### Participant Learning:

Our College is utilizing participatory figuring out how to urge students to be effectively associated with the learning cycle.

College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Allocation, Quiz, Case Study, Project and so on.

#### Problem Solving Methodologies:

Case studies are provided to improve critical thinking, creativity and problem solving skills among students and are asked to prepare project reports by various departments

#### Focused Group Discussion

Using this strategy involves gathering students from similar streams like Science, Arts together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas.

#### Online mode

Nearly all teachers are using Google Classroom Application to teach their respective subjects. Whats App Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium only.

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="http://www.motherteresacoedu.org/pdf/lab/7.LIST%20OF%20EDUCATIONAL%20TECHNOLOGY%20EQUIPMENT.docx">http://www.motherteresacoedu.org/pdf/lab/7.LIST%20OF%20EDUCATIONAL%20TECHNOLOGY%20EQUIPMENT.docx</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

112

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

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

Four of the above



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

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

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring of students.

The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.

Mentor teachers are chosen for their ability to model quality teaching practices that honor diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-cultureless, inclusiveness and, straight away on mentoring.

The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success.

Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient.

There is provision for attending various faculty development programs. The college strives to enhance the facilities and

equipments so that the faculty does not face any difficulty in the performance of its assigned tasks.

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

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

Four of the above

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

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

**Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills**

**Creativity, innovation and learning**

**Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. They are also fundamental to teachers improving their professional practice and to school**

development learning involves challenging, refining and improving understanding by being made to think hard.

An alternative, and probably more accurate, representation would be to include creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher order skills. It might be thought that remembering factual information does not involve creative processes. Creative approaches can be very helpful in remembering information.

In life skills education, students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

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

## 2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

<p><b>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b></p>	<p>Six/Seven of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 860 549 922">File Description</th> <th data-bbox="549 860 1471 922">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 922 549 990">Data as per Data Template</td> <td data-bbox="549 922 1471 990"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 990 549 1093">Reports and photographs / videos of the activities</td> <td data-bbox="549 990 1471 1093"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1093 549 1236">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="549 1093 1471 1236"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1236 549 1339">Documentary evidence in support of each selected activity</td> <td data-bbox="549 1236 1471 1339"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1339 549 1406">Any other relevant information</td> <td data-bbox="549 1339 1471 1406"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Reports and photographs / videos of the activities	<a href="#">View File</a>	Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>	Documentary evidence in support of each selected activity	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	
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Data as per Data Template	<a href="#">View File</a>												
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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>												
<p><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></p>	<p>Two of the above</p>												

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

**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**

Four of the above

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

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

Three of the above

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

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

Three of the above

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

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

Two of the above

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

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

**Practice Teaching :** As the newly developed curriculum has focused on school internship where practice teaching plays a vital role in making them effective teachers along with providing ample scope to be a good sociable human beings by accepting them as regular teachers during their stay in the schools for delivering 60 practice teaching lessons(Level I & Level II) as per the NCTE norms. 16 weeks practice teaching program in the school they would have been exposed to the practice of micro teaching skills, pedagogical analysis with simulation and mini teaching works as the pre practice teaching days.

**School Internship :** The trainees would have been allotted to different practice teaching schools for delivering their 60 lesson plans where same weight age has been given on the participation of the trainees in the organization of different co-curricular activities in the concerned schools like other regular teachers . Besides , they have to conduct the construction of achievement test on two school subjects , preparation on reflective journal and conduction of action research projects relating to the problems faced by the trainees in the schools come under the purview of school experience which is popularly known as school internship now.

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**

95

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

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

Seven/Eight of the above

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

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

**Mother Teresa College of Education adopts effective monitoring mechanisms during Practice teaching is conducted in various local**

schools.

- Two lessons per day are delivered during their practice teaching sessions.
- Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.
- 60 to 70 percent of the lessons in schools are observed by the faculty.
- Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the Spot feedback are provided to the student-teachers.
- More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished;
- Detailed feed back is also provided in the college collectively on subsequent days.
- Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

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

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

Three of the above

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

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

Four of the above

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

## 2.5 - Teacher Profile and Quality

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

22

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>

<b>2.5.2 - Number of fulltime teachers with Ph. D. degree during the year</b>	
2	
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>
<b>2.5.3 - Number of teaching experience of full time teachers for the during the year</b>	
22	
<b>2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year</b>	
22	
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>
<p>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</p> <ol style="list-style-type: none"> <li>In house discussions on current developments and issues in education</li> <li>Share information with colleagues and with other institutions on policies and regulations</li> </ol> <ul style="list-style-type: none"> <li><b>In house discussions on current developments and issues in education</b></li> <li><b>Sharing information with colleagues and with other institutions on policies and regulations</b></li> </ul> <p>Community and academic peers are invited for formal/informal talks to the teaching and non teaching staff of the college. Input from parents of the interaction with neighborhood provide general feedback about the course and the related curricular/co-curricular activities.</p> <p>Informal discussions between faculty provide the feedback about the relevance of the course content, coverage, institutional climate etc.</p> <p>Research is an integral part of B.Ed. program. MTCOE emphasizes on</p>	

research and action research amongst the faculty.

Management and the Principal of MTCOE always look forward for systematic and objective analysis and recording of controlled observations that may happen or have happened in the college.

College authorities keep a close look at the emerging trends and needs of teacher education. In group discussions, the debates amongst the faculty are arranged to locate research themes, find answers to emerging questions and solutions for resolving issues in the field of general education and teacher education.

Organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity,

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

Mother Teresa College of Education sticks to academic schedule which is being given by the Tamil Nadu Teachers Education University for Conduction of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth It set out the dates of term end examination.

The teachers define teaching plans as indicated in the academic calendar and guidelines of the Tamil Nadu Teachers Education University. The time table of external examination is fixed by the University and the same is display on notice board for the students. Any changes are conversed to the students well in advance.

1. Preparatory Exams are conducted every year before university exams.

2. Every teacher conducts regular class tests on the related topic.

Principal & Teachers clear doubts of students with advice about

writing correct & appropriate answers. The regular monitoring is done by the college Governing Council. The Principal heads curricular and extracurricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

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

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

Three of the above

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

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

There is complete transparency in internal assessment. Norms directed by the Tamil Nadu Teachers Education University have been adopted in the college.

1. At the beginning of the semester, faculty members expose the students to various components in the evaluation process during the semester.
2. Correct answer scripts are confirmed by Teaching Staff at random to ensure standard evaluation process.
3. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the department.

College Level: The college appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the principal of the college. The grievances are deliberated during the conduct of theory examinations and deliberated with the Principal and forwarded to the University in the examination section if necessary.

Redressal of grievances at university level: After forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, other certificates issued by the university are handled in the examination section.

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 calendar is prepared by the college according to the guidelines of the TNTEU and according to the temporary date sheet of the university examinations. In the semester system, practical's are prescribed in terms of planning of course, time table, attendance review, class tests and science subjects. Students with small attendance are notified according to their names and fined.

Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each subject and prior notice is given regarding the conduct of the mid-term and final examinations.



Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year.

The head of each department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through departmental meetings and staff meetings

## 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.

### Content Competency:

- to impart relevant knowledge with respect to foundation and methodology courses,
- to promote mastery over the required content.
- to know, select and use teaching methods.
- to understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- to acquire necessary competencies for organizing learning experiences,
- to select and use of appropriate assessment strategies for facilitating learning.

### Pedagogical Skills:

- to impart teaching skills and strategies
- to transfer the given content suitably in classroom situations to innovate and experiment classroom practices.

### Professional Ethics:

- to imbibe and uphold qualities of a good teacher ,
- to be just and impartial ,
- to show love and respect to the individuality of the child ,
- to inspire and professionally help the parents for the care and guidance of their wards ,to preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty.
- to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

**Effective Communication:**

- to boost confidence and promote abilities to communicate effectively,
- to plan, teach, organize school related /community based activities and programmes,
- to collaborate with parents and community for the betterment of students.

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

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

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

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

**The progressive performance of students and attainment of professional**

The most appropriate assessments to improve guidance in student learning are quizzes, tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of

the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn.

Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials.

council frames the curriculum which appropriately incorporates Program Outcomes for all programs offered by the institution. While framing the syllabus the scope, methodology and outcomes are taken into consideration. Definite measurable program and course outcomes are set up.

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**

**1112**

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.

Performance of students on various assessment tasks reflects

Know how to prepare them for the assessment. Perform to the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment. Improve their motivation.

Follow the assessment process:

- understand exactly what is expected from them
- have a clearer understanding of the assessment criteria
- understand what they have to do
- know how to prepare them for the assessment
- perform to the best of their ability (when they are fully informed about the assessment)
- take ownership of their assessment
- Prepare for the assessment (ensuring they have all relevant equipment available)

Class Tests: These tests are conducted on a regular basis and the performance of students of

different levels is evaluated by test scores.

The Institute followed evaluation pattern of marks for internal evaluation and marks for final

examination. This was reframed in the year 2020-2021 for evaluation pattern of marks for internal evaluation and marks for final examination.

The institute follows case based evaluation system for yearly. In the year 2020-2021 the final exam paper pattern introduced multiple choice questions and short notes to give maximum coverage to the syllabus.

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

### 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

1

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

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

0

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 /**

One of the above

**interactive session on research**

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 try-outs Material and procedural supports**

Four of the above

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

**3.2 - Research Publications**

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

0

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

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

0

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

### 3.3 - Outreach Activities

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

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

1



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

1

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

04

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

60

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

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

The college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college runs effectively National Service Scheme and National Cadet Corps Units. Through these units, the college undertakes various extension activities in the neighbourhood community. NSS organizes a residential seven day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness , tree plantation ,water conservation through construction of Bandhara, road construction, Shramdan, Social interaction, Group discussion Eradication of superstition, Beti Bacho Beti Padhao, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check up camp, Veterinary guidance ,Farmers meet, Awareness about farmer's suicide etc. Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, No vehicle day, Jananisuraksha, Programme on female foeticide, organizing visit to Orphanages and Anganwadi, Voters awareness, Blood group detection ,Health check -up camps, Blood donation camps, Dental checkup camp, etc.

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

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

0

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

### 3.4 - Collaboration and Linkages

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

01

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

02

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

1

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

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice**

One/Two of the above

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

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The institution has adequate facilities for teaching - learning. classrooms, laboratories, computing equipment, etc. Mother Teresa college of education has as a well-developed high-tech campus. It is equipped with modern facilities and learning resources to achieve academic excellence according to its vision and strategic objectives. The infrastructure facilities and learning resources are categorized as under. Learning Resources include resources and infrastructure required for library, laboratories, computer centre, class room teaching, events, meetings and conferences. Support facilities include hostels, non-resident students centers, canteens, convocation hall, seminar halls, International seminar hall complex, committee rooms, dairy, agricultural farms, biodiversity park, sports grounds . Utilities include safe drinking water, restrooms and power generators.

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

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="http://www.motherteresacoedu.org/scripts/Gallery.aspx">http://www.motherteresacoedu.org/scripts/Gallery.aspx</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)

1806220.00

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.

NIL

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://www.motherteresacoedu.org/scripts/Library.aspx">http://www.motherteresacoedu.org/scripts/Library.aspx</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

Libraries always strived hard to be committed to ensure full access to their range of services and information sources and facilities to their clientele. Libraries have to invest heavily on the electronic resources such as e-journals, e-books, and other databases. The best value from these electronic resources and their services is highly expected. The optimum usage of these resources would be possible only when proper and adequate access facilities are provided. Generally, all such online resources are made available 'anytime' through the library's website and over the IP range of the institute or university and on the campus. But, the faculty members, research scholars, students on oversea assignment and others also need online access to all such e-resources from wherever they are. This is possible with the help of ICTs using remote access tools. This paper deliberates TISS Library's approach to 'remote access' facility using the technology called 'Virtual Private Network' (VPN). It also covers the practicalities of administering the VPN system used, along with issues like training and technical support, future plans in this regard.

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

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

One of the above

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

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

25000

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

00



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://www.motherschool.edu.org/scripts/Library.aspx">http://www.motherschool.edu.org/scripts/Library.aspx</a>
Any other relevant information	<a href="#">View File</a>

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

None of the above

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

### 4.3 - ICT Infrastructure

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

**Yes, Mother Teresa College of Education updates wifi facilities every month.**

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

1: 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:**

**B. 500 MBPS - 1GBPS**

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

**One of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="http://www.motherschool.edu.org/scripts/lab.aspx">http://www.motherschool.edu.org/scripts/lab.aspx</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://www.motherschool.edu.org/scripts/lab.aspx">http://www.motherschool.edu.org/scripts/lab.aspx</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)**

500000

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

Mother Teresa College of Education checked the stocks annually in which the equipment available in various laboratories and in the library are physically checked and verified. Library Committee and the Purchase Committees along with ministerial and support staff conduct this work and identified the damaged items and books and recommended for purchasing & writing again. After proper recommendation by the both Committees, items and books are procured on the demand of the concerned teacher in-charge. All formalities related to the purchase and disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. This relationship is rigorously followed. The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose. Regarding the maintenance of indoor games like Volley Ball court/Badminton on the college sports in charge consult coaches. In their guidance accommodations are arranged. Computers/Printers and other IT accessories maintenance through AMC is done regularly and nonrepairable systems are disposed off accordingly. The college has a building maintenance committee to upkeep of infrastructure. Teachers submit their requirements to the Principal regarding classroom furniture and other.

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

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

Three 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 Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

Seven/Eight of the above

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>Two 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
45	112

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).

35

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)

1

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

Mother Teresa College of Education has a representative body of the students in which students are elected every year at the start of the academic year. The student representatives coordinate various activities and responsibilities entrusted by the college to them. They act as a link between students and the faculty members, and the college. The representatives provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of College authorities are received by the students. Meeting of the representative body and college administration takes place regularly to work out different activities of the college. Funding of various activities undertaken by the students' representative body is done by the college.



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

2020-2021

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

### 5.4 - Alumni Engagement

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

**Alumni Association Contribution to the Institution** Alumni association fosters the relationship between the alumni and alma mater. It bridges the widening gap between the former students and the institute to keep them in touch with the present growth, development and also the challenges before the institute. At the same time, its role in organizing sociocultural, educational and some other kinds of events in the college premises strengthen its relation with the institute with the passing off of each day. The Alumni association of our college was officially formed in the year 2012 with a purpose to have a say in certain matters of our outgoing students to better the quality enhancement process of the

institution. The alumni, who have been successfully deploying their services in various sectors, formed the executive committee and went on putting its contribution to enhance the quality culture. The association organizes a meeting in the first month of each academic year mainly to discuss the nature of Prize Distribution Ceremony for meritorious students of the college. It pleases to mention that the prize distribution ceremony has been arranged for last thirty-five years and so, in the college, with a prime share of our alumni.

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

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

One/Two of the above

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

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

10

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

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

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. The 'Alumni Association of as MOTHER TERESA COLLEGE OF EDUCATION PUDUKKOTTAI provides dedicated support in all activities of the institute. It has contributed significantly through financial and nonfinancial means during the last five years.

- Short lectures on Soft Skills,

Spoken English, Personality Development and skills to face Interviews, Resume Writing, basic Computer study in ICT lab. • The Alumni members are invited in faculty development programme • The Alumni placement cell is a cell that guides the post graduates on educational, vocational or personal basis.

- Alumni helps in pre Internship of new students as they tell them the nature in schools and everything related to it. • Campus development.

- The Alumni living in abroad have also registered for the Alumni association and they stay in touch with the college, they help the students by telling them that how they can go abroad after B.Ed for further studies.

- Active members of various academic and administrative bodies of the Alumni also help the students in many ways.

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.

#### Mechanism in tune with the vision and mission

##### Response:

The governance of institute is aligned with its vision of competent individuals and its mission to impart Effective teaching oriented training. The institute follows the hierarchy of leadership to ensure effective organizational working and incremental improvement. Keeping in view the vision and mission of the Institute, top layer of hierarchy identify needs to be addressed in the areas of:  
Enhancing quality of management education Introducing B.Ed/M.Ed courses .

For the purpose of bridging the gap identified, leaders

1. Sets objectives relevant to deliver quality education and other infrastructure for making competent managers.
2. Hiring quality professionals to achieve the objective of skilling students with contemporary education.
3. Provide strong Infrastructural support for the achievement of the objectives.

All objectives are achieved through effective Stake holders' involvement which is gained through

1. Connecting with Parents on phone or otherwise to communicate progress of their ward as well as to get their opinions about the program delivery

2. Conducting regular Alumni Meets and invite suggestions and contribution of any sort from alumni for betterment of the Institute.

3. Following Governing body's norms compliance and regulations

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

**6.1.2 Institution practices decentralization and participative management**

**Response:**

The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the teachers in the college.

**The Ways in which all teachers participate in the Management Process:**

The Principal oversees the Teaching faculties. Teachers have right to make adjustments in the routine. They often takes the lead in planning seminars, workshops, career counseling sessions, remedial measures. They have liberty to introduce creative and innovative measures for the benefit of their students. They can decide on the nature, pattern and duration of special and remedial classes for the students of their department. The above enumeration of features comprising participatory management points fairly conclusively to

the ethics of decentralization which is integral to the institution and informs its functioning at every level.

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.

#### Financial Affairs:

Mother Teresa College of Education is a self-finance institution. Salaries and other expenditures are directly controlled by the Trust management. Funds collected from the students fee as per norms as a part of a self-generated resource that is spent for the salary. Fee and funds available with the college are directly controlled by the Trust.

Audits are periodically conducted to ensure complete transparency. Payments are made through cheques. Scholarships and other benefits available to the students are directly credited into their bank accounts.

#### Academic Affairs:

The college offers B.Ed and M.Ed courses. Admission is taken on the basis of eligibility criteria given by TamilNadu Teachers Education University. Admission is done as per the guidelines issued by the government from time to time.

#### Administrative Affairs:

Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

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

## 6.2 - Strategy Development and Deployment

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

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals. Mother Teresa College of Education has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies.

The college maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The college has good practice of meeting and deciding on issues. The various teacher-in charges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice. Particularly, the following activities fall under the preview of the issue in hand.

- a. Syllabus Coverage
- b. Use of Audio Visual Aids.
- c. Students Attendance Record
- d. Internal Assessment,
- e. Use of ICT and Educational Technology.



File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="http://www.mogetherteresacoedu.org/">http://www.mogetherteresacoedu.org/</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 organisational structure of the institute is as follows:

- The top most layer of the organisational structure consists of governing council.
- The council is responsible for apex level decision making.
- The governing council members of the institute meet once in a year to discuss and deliberate upon the institutional requirements and unanimously take crucial decisions for the betterment of the organisation.
- Chairman is the highest authority in the institute who plays a crucial role of implementation of decisions and suggestions given by the governing council from time to time.
- The Chairman is responsible for running day to day administration and ensures smooth academic performance.
- The Chairman gets assisted by the Principal, who shares the responsibility of Chairman.

Governing Council: The council's purview of working is academic as well as administrative. Some of the areas of decision are:

- Important financial decisions
- Infrastructure related decisions
- Approval of curriculum
- Change in policy matters Issues relating to NCTE and Government Strategic planning

Academic Council:

- Academic council consists of senior faculty members and Principal.
- The council ensures academic readiness of the institute to meet corporate requirements.

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

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

Five/Six of the above

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

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

**Stress on the purchase of valuable and research based books for ready reference by the faculty and advanced learners of the institution.**

- **Monitors through the Principal regarding the remedial measures undertaken by the faculty members for meeting the learning difficulties of the slow learners.**

**Council members during the meeting which was approved after an extensive discussion on profile of guests, benefits, exposure to students, time management etc. and the responsibility for the same**

was given to the director to make. The institute had been able to successfully implement the plan by arranging every year, who gave their inputs in various areas of specialization. Institution organized workshops, seminars, Start Up conclave and most of the Saturdays are reserved for industry interaction.

#### Achievement:

The achievements of this initiative can be seen in students by the institution is one of the major accomplishment which was possible because of strong, skilled, competent. This even reflects in the increasing number of students opting for School internship under the incubation center of institution every year.

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

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

#### Response:

Mother Teresa College of Education is cater their staff as family members and fully

supportive in every way to improve their professional development of its teaching and non-teaching staff.

The College ensures the professional development of the staff by:

- Encouraging faculty members for participating in seminar, workshops orientation and refresher courses.
- Encouraging the faculty to publish research papers in national journals.
- Encouraging the faculty to take up membership of various state

and local level research.

- The administrative/non-teaching staff also needs training in advanced skills related to their work.
- Training in computer and software management is provided to the staff members as per requirement.

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

4

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

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

4

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**

5

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.

Yes, the institution use the evaluation to improve teaching, research and service of the faculty and other staff through regular monitoring of the works of both the teaching and non-teaching staff, quality of the papers presented in the seminars/conferences /workshops and the articles published in the journals and edited books, checking the periodical progress of the non-teaching staff in their work, student feedback through the administration of performance appraisal of faculty by the students and interactive session with the students at the techniques for evaluation to improve teaching, research and service of the faculty and other staff. Performance appraisal of the faculty members on their teaching performance and academic growth. Accountability and Performance Appraisal are the core considerations in compensation plan for promotions and award of extra increment. The institute follows a self appraisal system. The teaching staffmembers are given a performance appraisal form, which is presented to the committee. The performance appraisal task force assesses the potential of the faculty and analyse his/her performance as per the given parameters.

The task force also suggests the concern areas of improvement of the faculty.

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

##### Accountant

##### Principal Secretary of the Institution

1.Maintenance of expenditure and balance through the tally system immediately after the disbursement of the money to the claimant.

1.All types of income and expenditure of the institution are routed through internal and external

audits.

MTCE has an extensive account audit process. The College conducts internal and external financial audits annually. The institution has a Finance section in its administrative setup which maintains and audits the financial statements regularly. All the expenses made by the institute are audited by internal and external audit. The institute has specialized accounts and audit team who conducts the internal audit regularly. The internal audit is supervised by the Accounting and Auditing Committee and submitted to the certified Chartered Accountant.

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

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

0

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

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

**budget and auditing procedures are regular and standartize**

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

Mother Teresa College is a student centric Institution, and always ensure the benefit of students in all spheres of life. Establishment of IQAC is a concrete step towards development of students. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions, specifically students. To promote measures for institutional functioning towards student development through effective personal mentoring experiential learning of best practices.

#### Experiential Learning:

In order to strengthen the theoretical learning of management, the institute organizes lecturer of highly experienced corporate professionals. The students every year. These highly experienced professionals shared their experience learning with students. This provides a laboratory of experience learning to the students. To provide experiential learning to students, IQAC make sure that students are given hands on experiential learning through two School internships, which are designed to give students first experience of corporate world.

#### Mentoring System:

IQAC initiated the student mentoring system to lift and monitor student's progress at every juncture. In the system, each student is given close personal and professional mentorship by the assigned mentor. The performance of each student is checked and monitored and recorded by the mentors.

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.

Teaching learning is a continuous process that promotes skills knowledge and develops new proficiencies required to excel which in-turn requires students learning. Thus IQAC of MTCOE takes continuous review of teaching learning process structures & methodologies of operations and learning outcomes at periodic intervals. The tools used for review are feedback, mentorship, interactions etc.

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

6

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://www.motherteresacoedu.org/scripts/IOAC.aspx">http://www.motherteresacoedu.org/scripts/IOAC.aspx</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://www.motherteresacoedu.org/scripts/IOAC.aspx">http://www.motherteresacoedu.org/scripts/IOAC.aspx</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

The Institute thrives for perfections in giving the best services to the stakeholders in this process IQAC plays a crucial role for continuous quality check. Institute works in close coordination and tries to cater to the changing needs. IQAC ensures continuous up gradation of quality of inputs supplied to students.

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.

**Mother Teresa College of Education has a stated energy policy streamlining ways of energy conservation. Like use of alternative sources of energy.**

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.

**Yes Mother Teresa College of Education implemented the waste management system**

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

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

**Two of the above**

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

<b>7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage</b>	<b>Three of the above</b>										
<table border="1"> <thead> <tr> <th data-bbox="76 394 550 461">File Description</th> <th data-bbox="550 394 1471 461">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 461 550 607">Income Expenditure statement highlighting the specific components</td> <td data-bbox="550 461 1471 607"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 607 550 707">Documentary evidence in support of the claim</td> <td data-bbox="550 607 1471 707"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 707 550 775">Geo-tagged photographs</td> <td data-bbox="550 707 1471 775"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 775 550 842">Any other relevant information</td> <td data-bbox="550 775 1471 842"><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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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>										
<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><b>Yes Mother Teresa College of Education Highly committed to maintenance of cleanlinesssanitation, green cover and providing a pollution free healthy environment</b></p>											
<table border="1"> <thead> <tr> <th data-bbox="76 1211 550 1279">File Description</th> <th data-bbox="550 1211 1471 1279">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1279 550 1379">Documents and/or photographs in support of the claim</td> <td data-bbox="550 1279 1471 1379"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 1379 550 1447">Any other relevant information</td> <td data-bbox="550 1379 1471 1447"><a href="#">View File</a></td> </tr> </tbody> </table>	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>					
File Description	Documents										
Documents and/or photographs in support of the claim	<a href="#">View File</a>										
Any other relevant information	<a href="#">View File</a>										
<b>7.1.6 - Institution is committed to encourage green practices that include Encouraging use 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</b>	<b>Four of the above</b>										

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)

100000

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

**Yes we Organised Institution leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's**

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**

**C. Any 2 of the above**

**sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

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

**Title of the practice: Promotion of Environmental Consciousness**

**Objective of the practice:**

The objective of the practice is to create a better learning atmosphere which makes the environment carbon neutral and helps to maintain a healthy atmosphere in and around the college.

**Context**

The College is conscious about undertaking plantation work and maintaining cleanliness in and around the campus and hence has a good effect on the environment of the college.



**Practice:**

Plantation and a forestation is the need of the hour for maintaining a healthy and pollution free environment.

**Problems encountered and resources required:**

The problem arises with regard to irrigating certain areas of the garden in the summer season. The main problem regarding the maintenance of these gardens is limited funds.

**Title of the practice:**

Developing Empathy through Community Service

**The objectives of the practices are:**

To give exposure to students in experiential learning beyond traditional classroom learning.

To involve students in social activities which promote citizenship role and social networking skill.

**Context:**

Empathy is the skill that develops us relates to others, work together and form healthy bonds which are the cornerstones of a healthy society.

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

Mother Teresa College of Education assures to give quality education to students to boost up their intellectual ability and to nourish their talents. The main motto of all faculties working in this Institute is to held and guide the students for their all round development and to nurture their innate talent and abilities. Many of our students are academically well enriched to be employed in

many reputed institutions, organizations. Some of our students have qualified SET, NET, CTET, and at present working in different schooleducation.

The institution works for training its students from under privileged sections of society into well-trained, morally upright, socially committed, spiritually inspired, culturally rooted and empowered teachers. The institution has a comprehensive school - community network through which students inculcate appropriate attitudes and values.

#### Vision

To provide value - based quality education to socially and economically backward students resulting in their harmonious development and making them productive to attain rural upliftment and self - sufficiency through education.

#### Mission

To create situations providing stimuli to the student teachers to attain academic excellence.

To provide excellent teacher educations to the building teachers.

To encourage innovation and creativity among the teacher educations as well as the students.

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>